

# Knowsley Council

## Children Missing Education Policy

*'Our aim is to ensure that every child and young person has the opportunity to fulfil their potential, and no child slips through the net.'*

DfES, 'Every Child Matters: Next Steps', 2004



## **Children Missing Education or at Risk of Doing so**

### **Introduction**

The purpose of this policy is to establish a set of principles which all agencies can subscribe to, to ensure that the Local Authority (LA):

- Is able to fulfil its statutory duty to provide an education for all children of compulsory school age<sup>1</sup>;
- Is able to track children missing from education (CME);
- Identifies those at risk of becoming missing from education and accordingly allocates appropriate staff to intervene;
- Maintains contact with those missing from education and those at risk of becoming so.

The Children Act 2004 places a duty on all agencies to work together to promote the welfare of children and to share information. This principle underpins this policy and there is an expectation that all agencies will work together to ensure that children do not “slip through the net” and become missing.

This policy is based on guidance issued by the DfES, and a more detailed version can be found at [www.everychildmatters.gov.uk/](http://www.everychildmatters.gov.uk/)

Key stakeholders across agencies such as School Attendance Service, Special Education Needs Team, Social Services, Connexions, Ethnic Minority and Travellers Achievement Service, Youth Offending Service, primary care trust staff, Housing Directorate staff amongst others were brought together to draw up this policy/guidance. This network will also ensure that all staff are aware of systems of referral for pupils who are missing or at risk of going missing from education.

This guidance has been produced to help Knowsley Children’s Services meet its statutory duties relating to the provision of education and the safeguarding and welfare of children.

- It is related to current ‘Legislation’ and ‘Related Guidance ([Annex A](#)).
- It supports The Directorate of Children’s Services developments around the monitoring and tracking of pupils in alternative programmes as set out in ‘Guidance for LEAs – PRUs and Alternative Provision’
- It supports the Information Sharing and Assessment procedures being developed in Knowsley.

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<sup>1</sup> Year 11 pupils are covered by this policy until the last Friday in June of their last year at school.

- It supports The Directorate of Children's Services to fulfil its obligations in relation to S175 of the Education Act 2002
- It relates to the implementation of Knowsley's Plan for Children and Young People 2005/06, in particular that through inter-agency working holistic support will be provided to children and young people in order that they have the best chance to achieve their full potential.

Children and young people go missing from schools for a wide variety of reasons although transitions are one of the key points of risk.

This policy identifies the practical steps to be taken by the Directorate of Children's Services and all stakeholder agencies to locate, assess, register, monitor and track children and young people missing from education, to assess their needs and allocate appropriate provision; and then to monitor and track their progress.

## Why Children go Missing from Education

Children fall out of the education system because they:

- Fail to start appropriate provision and hence never enter the system;
- Cease to attend, due to exclusion (e.g. illegal unofficial exclusions) or withdrawal; disaffections; moving from one area to another
- Fail to complete a transition between providers (e.g. being unable to find a suitable school place after moving to a new The Directorate of Children's Services).

To limit the opportunity for children to go missing when they fall out of the education system, Knowsley's Directorate of Children's Services has identified a range of systematic processes and procedures. These include:

- The provision of a named contact, the Deputy Principal School Attendance Improvement Officer, to receive notification of children from other agencies.
- Procedures to identify and locate children missing education through truancy sweeps and to ensure they are followed up.
- School Attendance Improvement Officers to actively seek out and identify those missing education, with the support of all stakeholders and agencies in The Directorate of Children's Services.
- Procedures are in place to re-engage children with appropriate educational provision, including the School Improvement Officer responsible for Education Other Than at School
- The Deputy Principal School Attendance Improvement Officer from The Directorate of Children's Services will take the lead in the monitoring of the Education Pupil database and will liaise with the School Attendance Improvement Officer when any children at risk of missing education are identified
- The Admissions and Exclusions Manager will notify the School Attendance Service (SAS) on a regular basis of those children who have not arrived at infant/primary school or transition stage. The SAS will then follow up these cases.
- Every September, a letter will be generated on the EMS database to all private schools and schools out of borough to check that pupils have started at those schools. If the SAS is notified that a child has not started, then this will be followed up by the SAS
- The flow chart on page 8 outlines the procedures that will be undertaken to ensure all children and young people in Knowsley are receiving education.
- Audits will be carried out in Knowsley Schools by the SAS to ensure that all children removed from roll are in accordance with the 2006 Attendance regulations and tracked to a new education establishment.

## **Identification Processes in Knowsley Local Authority**

Knowsley has identified the Deputy Principal School Attendance Improvement Officer to receive referrals and to actively seek and identify those children missing through multi-agency work.

Links will be established with the Primary Care Trust to try to exchange information with them on a more systematic basis to ensure that the Local Authority are aware of children prior to their entry to the education system. This will enable cross checking of this data with those who actually register for education provision at the point of entry thus narrowing significantly a potential for children going missing from the system.

At the present time the School Attendance Service work closely with schools on schools' practice in terms of ensuring pupils are not removed from school rolls without following good practice on the matter to ensure children do not slip through the net.

The Youth Offending Service, in partnership with other teams has implemented an interdisciplinary protocol that also seeks to ensure that young people who are working with the Service remain on a school roll.

### **Who is responsible?**

There is a fundamental principle that all officers of the Local Authority and other partners have some level of responsibility around the issue of children missing education. If anybody is aware of any child or young person who does not appear to be accessing education appropriately they should make a referral. This may result in referrals being made for children and young people already known and on a school roll. However, given concerns around the safeguarding and welfare of this group of children, this is more beneficial than not receiving notification.

Having said this there will be some officers who take a lead responsibility for the placement of children and young people who are currently not accessing appropriate education. It is anticipated that the following Services or Teams will have lead responsibility in moving individual children and young people's cases forward:

### **Staff responsible for tracking CME:**

Admissions and Exclusion Team  
Special Educational Needs Team  
School Attendance Improvement Officers  
English as an Additional Language Team  
Children in Public Care Team  
Social workers working with Looked After Children  
Connexions Personal Advisers  
Youth Offending Service

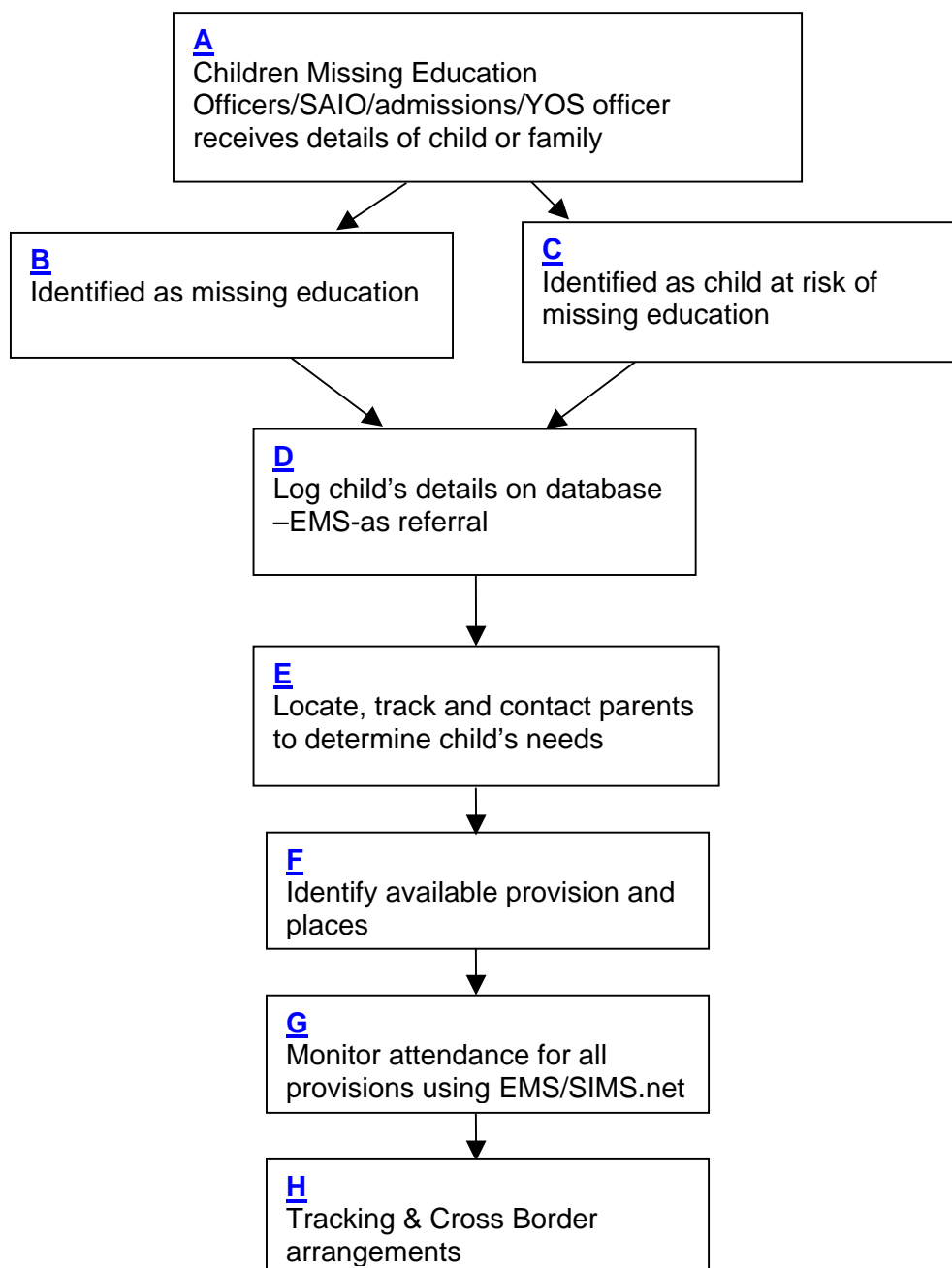
Alongside this group of staff there will be some officers who may become aware of children missing education or at risk of doing so and these staff will make referrals but are not necessarily best placed to pursue the child's or young person's placement in an appropriate provision.

**Staff likely to come into contact with CME and make referrals**

Primary Care Trust staff  
Housing Directorate  
DAT (Drug Alcohol Team)  
Neighbourhood Managers  
Social Workers  
Police Community Support Officers  
Any other professional coming into contact with children  
Members of the public

## Process Steps

The process steps shown below are based on those identified by the DfES in consultation with Local Authorities about why children go missing from education and how to reduce the risk that they will.



## A. Receive Details

### **The process by which The Directorate of Children's Services is notified about a child missing, or at risk of going missing, from Education:**

The support and protection of children and young people cannot be achieved by a single agency. The key stakeholders identified below have placed upon them The Directorate of Children's Services expectation that the primary responsibility is to the child.

In addition, it is part of the wider responsibilities of The Local Safeguarding Board to raise the awareness levels of the community and so that individuals and organisations are clear that action will be taken if The Directorate of Children's Services is contacted by them.

In paragraph 17.97 of the Victoria Climbié Inquiry Report, Lord Laming recommended that: "Front line staff in each of the agencies which regularly come into contact with families with children must ensure that in each new contact, basic information about the child is recorded. This must include the child's name, address, age, the name of the child's primary carer, the child's GP, **and the name of the child's school if the child is of school age. Gaps in this information should be passed on to the relevant authority in accordance with local arrangements.**"

The recommendation was accepted in *Keeping Children Safe*, the Government's response to the *Victoria Climbié Inquiry* and the Joint Chief Inspectors' Report *Safeguarding Children* (September 2003).

The key stakeholders are:

- Knowsley Schools
- Early Years Provision including Sure Start
- Admissions and Exclusions Team
- School Attendance Service
- Social Service Team
- Children in Public Care Team
- Education Other Than At School (EOTAS)
- Housing,
- Health (including A&E departments)
- Connexions
- Youth Offending Service (YOT)
- The Police
- Alternative education providers such as colleges, 14-19 Team
- Voluntary organisations
- Women's refuges
- Newstead Centre

- English As An Additional Language
- Sensory Impairment Service
- Special Educational Needs

Children Missing from Education named Officer is Phil McCalliog, Deputy Principal School Attendance Improvement Officer, School Attendance Service, Education Development Centre 1, C/o The Training and Conference Centre, 219 Knowsley Lane, Huyton, L36 8HW, E-mail: [phil.mccalliog@knowsley.gov.uk](mailto:phil.mccalliog@knowsley.gov.uk)

Notifications can be received from within the Directorate of Children's Services, from a variety of colleagues, agencies and the general public; other Local Authorities around the country are an additional source.

It is the responsibility of the Deputy Principal School Attendance Improvement Officer to:

- Ensure accurate compilation of data and actions related to identifying children missing from education.
- Ensure that the Children Missing from Education database is updated
- Undertake tracking process of pupils when their whereabouts are unknown.
- Co-ordinate casework, contributing to assessments to determine appropriate provision for a child and providing updates on Pupil Mobility database.
- Bring complex cases to the multi agency meetings.
- These responsibilities may be delegated to others providing all parties are clear about their respective responsibilities

In order to ensure all children in Knowsley are receiving an education it will be necessary to regularly raise awareness with all stake holders about how to inform the Directorate of Children's Services of Children Missing Education. It is often the case that another agency is aware of the arrival or existence of a family living in the Authority but not in education before the Children and Young People's Directorate becomes aware.

The Directorate of Children's Services has a data sharing agreement with the Health Authority in order to obtain details of children born in Knowsley to populate the Education Management System; this is in electronic format. By obtaining this data prior to compulsory school age The Directorate of Children's Services has some of the information needed to identify children who may not register at a Knowsley school.

The Deputy Principal School Attendance Improvement Officer will:

- Contact senior managers in all agencies annually and at any time when a change of management occurs, to ensure protocols are understood.
- Circulate a flyer of the notification route to all agencies annually and post this information on the Intra and Internet sites.

- Include an entry for the Children Missing Education Officer within the Directory of Services.
- Produce an annual notice for school secretaries as a reminder to obtain full details when parents contact schools for admission places.

## **B. Identifying a Child as Missing from Education**

### ***The process by which The Directorate of Children's Services determines that the child is not registered with an Educational provider:***

Knowsley uses a centrally held database - Education Management Systems (EMS) (Capita system) - and a download of information from school via SIMS every term - which ensures the information held is reasonably current. There are plans for more frequent downloads to be implemented in some areas of the authority over the next year.

#### i) Children not on any school roll

When information regarding a child thought to be missing education is received by the Children Missing from Education Officer, the Manager will check the centrally held database, Education Management System for any details. Checks will also be made on the school appeals list and the Children Out of School Register. If there is no evidence of education being provided, the parents will then be contacted by letter requesting that they inform The Directorate of Children's Services of the arrangements for making educational provision for their child and will be flagged on EMS as a Child Missing Education. If there is no response within 10 working days a completed referral form will be generated from the EMS system and a School Attendance Improvement Officer will visit the parents at home to check circumstances and assess need if required. The EMS timeline and e mail reminder system will ensure that a tight timescale is maintained and the amount of time taken to resolve matters can also be logged

#### ii) Children whose parents/carers elect to home educate

Parents have a duty to ensure that their children receive a suitable full time education either by regular attendance at school **or otherwise** (under Section 7 of the Education Act 1996). Some parents decide, as they are entitled, to provide suitable education by educating their children at home.

The parent does not have to inform anyone if their child never starts school. If the child's name is provided to The Directorate of Children Services as a child who may be missing education, then The Directorate of Children's Services is required to contact the parents to find out if the child is receiving an education. Procedures as under i) Children not on any school roll will then be followed

When parents withdraw their child from school to home educate, and the child is of compulsory school age, the name of the child can only be deleted from the admissions register of the school where the parents inform the school in writing as provided by the Education (Pupil Registration) Regulations 1995 under Regulation 9(1)(c) : "that he has ceased to attend school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school".

It is then the duty of the proprietor (Headteacher) of the school to inform The Directorate of Children's Services within 10 working days under Regulation 13 (3): "when the name of a pupil has been deleted from the admission register in accordance with regulation 9(1) (c) the proprietor (Headteacher) shall make a return to the local education authority giving the full name and address of that pupil within the ten school days immediately following the date on which the pupil's name was so deleted".

Although children and young people with statements of Special Educational Needs can be home educated, the Children and Young People's Department remains responsible for ensuring that the education the child receives is suitable. The statement must stay in force and The Directorate of Children's Services must ensure that parents can make suitable provision, including providing for their child's Special Educational Needs. If the parent's arrangements are suitable, The Directorate of Children's Services is relieved of their duty to arrange the provision directly, but it still remains The Directorate of Children's Service's duty to ensure the child's needs are met.

Knowsley already has clear policies in place for monitoring these arrangements. A School Attendance Improvement Officer has responsibility for following up these children and ensuring that they are receiving an appropriate education. The families are visited at home and appropriate advice given

Local Authorities can intervene if they have reason to believe that parents are not providing a suitable education and may issue a School Attendance Order (under section 437 (1) of the Education Act 1996). Further, Local Authorities may apply to court for a child assessment order under S. 43 of the Children Act 1989, if they have reasonable cause to do so (which will only be where there is a risk of significant harm to the child).

If the missing child is on the **child protection register** you should make every attempt to contact them as a matter of urgency. If you are unable to locate them, then you should contact the child protection team and the duty investigation team.

In Knowsley these children are clearly tracked and monitored using the EMS system and their educational provision is reviewed annually

### **Other professionals**

If you are aware of a child missing from education (in whatever capacity), you should notify the Deputy Principal School Attendance Improvement Officer by the referral form available on Knowsley Council's website at: <http://www.knowsley.gov.uk>

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Alternatively if you do not have access to the Internet you can call the School Attendance Service on 0151 443 3296.

All cases of children and young people missing education or at risk of doing so should be reported to the Deputy Principal School Attendance Improvement Officer to ensure that comprehensive data on the issues is recorded. Even if you are

ensuring that the child or young person moves swiftly into appropriate provision you should still make a referral.

The referral form has been placed on the Internet rather than the Intranet so both Council staff and non-Council staff can access it. Leaflets providing the web address as well as other details promoting the Council's role in tracking CME are to be sent to non-Council organisations that come into contact with children and families.

### C. Children at Risk of Going Missing from Education

Knowsley Council already has a range of policies in place that identify and support Children and Young People at risk of going missing from education. Outlined below are those groups of children who are recognised as at risk of going missing from education and the systems currently in place to help minimise the opportunity for this to happen:

- **Young people who have committed offences** – Those at risk of going missing from education or who are currently off roll are referred to the School Attendance Service by Knowsley Youth Offending Service.
- **Children living in women's refuges** –We are developing links with organisations and refuges that work in the area of domestic violence to explore the establishment of effective communication channels and referral routes. Agencies are made aware of this policy and referral routes into the service.
- **Children of homeless families living in temporary accommodation, houses of multiple occupancy or Bed and Breakfast and unaccompanied asylum seekers and refugees or children of asylum seeking families** – We have developed links with organisations and refuges that work in this area and established some effective communication channels and referral routes. Agencies are made aware of this policy and referral routes into the service. However we need to develop this in the future to all areas.
- **Children with long-term medical or emotional problems** – Knowsley ensures that pupils with medical needs have the opportunity to access a good quality and appropriate education. The EOTAS officer works with the School Attendance Service, parents, pupils, schools and other agencies to ensure that the educational needs of each pupil are met and that a planned, effective, regularly monitored and flexible reintegration programme is put in place for those children well enough to return to school.
- **Children and Young People Looked After** –Children and Young People Looked After are regularly tracked and monitored by the Children in Care and Social Care Teams; their school attendance is also the responsibility of the School Attendance Service. The Children in Care Team offers support and advice to designated teachers, schools and social workers.

Any child identified as at risk of missing education is discussed at the multi agency meeting and interventions and support planned. Social Workers may refer directly to Deputy Principal School Attendance Improvement Officer.

- **Children with a Gypsy/Traveller background and children from transient families** – Knowsley School Attendance Service works to ensure that Travellers, Gypsies and those from other transient backgrounds gain access

to their legal entitlement to an education that meets their needs, promotes the inclusion and achievement of Traveller children and to enable Traveller children and families to become independent users of the education system.

- **Young carers** – There are strong links with Social Services and Young Carers Project who will refer appropriately to the School Attendance service when they become aware of a child or young person who is either missing or at risk of missing education.
- **Teenage mothers** – The School Attendance Service works with the Teenage Pregnancy Team to support and enable young parents to continue their education. This includes linking with appropriate support services to identify and provide support for each parent's needs and support to overcome obstacles to learning
- **Fixed Term Exclusions** - In the event of a pupil being excluded for a fixed term in excess of 15 school days the Directorate of Children's Services in the form of Newstead Centre must make alternative educational provision. If the exclusion is for less than 15 school days the responsibility remains with the school to provide full-time educational activities. The authority will make every effort to support this. Information on details for this can be found in the local guidance on exclusions (section 3.6) or the DfES guidance (section 26).
- **Children with poor attendance** – The School Attendance Service works to promote, support and, where necessary, enforce school attendance. They assist schools in developing policy relating to attendance and to establish links between home and school in order to support the education of children. The School Attendance Service has a responsibility to enforce the Education Act 1996 which requires all children of compulsory school age to attend school regularly unless their parents have elected to educate them at home. School Attendance Improvement Officers regularly visit schools and analyse attendance data to monitor the attendance of pupils and they follow up on referrals made by schools on Children Missing Education.

The School Attendance Service is also responsible for the licensing of children in entertainment and addressing matters related to child employment

- **Children on roll of Alternative Education Providers e.g. early college placements** – Children on roll of alternative education providers are often those at risk of permanent exclusion or those vulnerable if placed in the mainstream setting. When admitted early to college, the responsibility rests with the school (if they remain on the school roll) to monitor the young person's attendance.

If a young person attends part provision at the school and part provision elsewhere, the school holds the responsibility for monitoring this and referring to the School Attendance Service if attendance is not maintained. Placements at PRUs are monitored by The Centre Manager.

- ***Children for whom English is an additional language*** –Support for pupils from minority ethnic groups is accessed from the English as an Additional Language Team, an effective provision for pupils learning English as an additional language (EAL), and refugees. The team provides school-based, community-based and central training that promotes educational attainment of pupils from a wide range of cultural and linguistic backgrounds. Individual work is also undertaken
- ***Connexions*** – Connexions Personal Advisors offer information, advice and guidance for young people aged 13 – 19 years and offer a targeted service to young people at a risk of becoming NEET(not in employment, education or training). Connexions PA's work in all secondary schools, colleges, PRUs and link into organisations such as training providers, Social Services, School Attendance Service, Youth Service, YOS and the Voluntary Sector as well as working within a variety of community venues. Connexions work with young people from Year 9 to empower young people with decision-making, raise their aspirations, and support them to improve their achievement and ultimately connect them with their future Post 16. Connexions, particularly supports young people through times of transition and ensures the School Attendance Service is aware of any young people who are not on a school roll.
- ***Children at risk of becoming involved in crime*** – Research by the DfES has shown that pupils who truant have a higher risk of being a victim of crime or becoming involved in crime and have lower education achievement. Knowsley's Directorate of Children's Services runs regular Truancy Sweeps working jointly with the Police. Young people who are stopped on truancy sweeps are followed up to ensure that they have a school place and their attendance is monitored (see also role of YOS above).
- ***Children identified with specific child protection issues and those whose names are placed on the Child Protection Register – The LA*** has a Lead Officer for Child Protection with a specific remit to link with schools and other education providers, This is the Principal School Attendance Improvement Officer who provides advice, guidance and support to schools and education support services. This role and the overview of missing children statistics and outcomes are DfES requirements under their new Guidance 'Safeguarding Children in Education' 2004.
- **Prolonged absence:**  
If a pupil is absent for a prolonged period or fails to return from a holiday or a fixed term exclusion the school should follow the normal procedures for investigating pupil absence (i.e. telephone calls, letters, invitations to meetings at the school etc). If the child does not return to school the absence will be unauthorised and should be referred to the Attendance Service who will follow their procedures for 'missing pupils'. The pupil **should not be removed from roll** until the School Attendance Improvement Officer (SAIO) has ascertained the pupil's whereabouts and safety and has confirmed that the pupil is registered at another school or is being educated otherwise. If the pupil is not located the school will follow the School to School procedure as detailed in this document.

## ***Other Sources of Support***

### **D. Log Child's Details on Database**

When a child or young person is referred to the School Attendance Service as missing education or at risk of missing education, details are logged on to the Education Management System (EMS) as an active referral. All cases are then actively monitored by the service and timelines are used to track the referrals and ensure that appropriate action is being taken. Developments are currently being planned that will ensure even closer monitoring of children and young people using a reminder system for all caseworkers. Data is held in line with the Data Protection Act 1998 and current Child Protection legislation

### **E. Locate, Track and Contact Parents to Determine Child's Needs**

As children identified as missing or at risk of going missing from education are often part of a transient or mobile population it is also important that Knowsley The Directorate of Children's Services carries out checks to determine whether a referred child is still resident in the authority. For those children who are not located after completion of these checks i.e. who go lost or missing from maintained schools, the Data Manager plays a key role in implementing procedures

- Should a child leave a Knowsley maintained school without notice being given by the parent or without the school being advised by the parent which new school the child is to attend – that is, should the child go “missing” or become “lost” – the school should promptly notify the School Attendance Service. If the child is on the Child Protection Register or if the school has particular child protection concerns about the child, the school should also immediately notify the local Social Services department. The SAS monitors this through their regular visits to schools.
- The School Attendance Service will then work with the school and make reasonable efforts to try and identify the child's current whereabouts/destination. The School Attendance Service uses a check list ([Annex B](#)) to ensure that all appropriate checks have been made to try and ascertain the whereabouts of any child. The details of any child found to be resident outside the Knowsley area are referred to their responsible Directorate of Children's Services via the identified CME representative.
- After six weeks should such efforts prove unsuccessful then the school should remove the child's name from its roll.
- Once a term (x 6) the Data Manager will provide the School Attendance Service with details of any pupils contained in a 'lost pupil register'.
- The Deputy Principal School Attendance Improvement Officer will regularly download messages from other Local Authorities searching for lost pupils. A search of the EMS database will be carried out and Local Authorities notified if any pupils are located. Notations of the search results will be recorded on the

message printout and dated. All messages will be forwarded to the School Attendance Service who will then contact all Knowsley maintained schools via email enquiring if any of the lost pupils' families have made contact.

- Any children believed to be of school age who become known to the School Attendance Team who are not currently registered at any school i.e. those identified in a truancy sweep, asylum seekers will be added to the database with as much information as possible. If a date of birth is not known, 01/01/???? is to be used (where ???? is the best guess of the child's year of birth). These children will be assigned to a specific base for identification, tracking and reporting purposes – base to be Unplaced.

## **F. Identify Available Provision and Places**

Working in close collaboration with Knowsley's Admissions Team and those from other neighbouring authorities, the School Attendance Service provides information to parents face to face and over the phone and all enquiries regarding Knowsley children missing from education are followed up.

Those children for whom there is no school vacancy, either in or out of the authority or whose needs are identified as being complex, the Statutory and Complex Issues (as described above) will meet to ensure some educational provision is in place.

### **Accessing Appropriate Provision**

Knowsley brokers access to identified places in several ways:

#### ***School Admissions***

The Knowsley Admissions Team is the first point of contact for all queries on admissions to Knowsley primary and secondary schools. They provide a valuable service to parents offering information and answering questions. The team's work includes:

- Publishing annual Primary and Secondary school booklets, detailing the admissions process and application details.
- Coordinating admissions to Year 7.
- Attending admissions appeals for community schools.
- Supporting schools and parents in the reception class admissions round.
- Working in close partnership with other services such as the Inclusion Support Service, School Attendance Service and Special Educational Needs Team to promote access to education.
- Facilitating the Knowsley Admissions Forum. This considers how well admissions arrangements in Knowsley serve the interests of local parents and children, including vulnerable and challenging children, and children whose parents move into Knowsley and apply after the normal allocation of places. The Forum aims to find a consensus on how to best meet the needs of all those seeking a school place in Knowsley, so that all pupils have a fair opportunity to realise their potential.

## **G. Monitor Attendance for all Provisions**

- Knowsley recognises that some of these procedures will only function effectively if all our maintained schools are committed to creating, sending and receiving Common Transfer Files.
- In Knowsley letters will be sent to Headteachers of both Primary and Secondary Schools referring to the statutory responsibility placed on governors and teachers for the management of safeguarding and promoting

the welfare of all children from June 2004. This is underpinned by a statutory responsibility to use an electronic common transfer form to send information to the receiving school and to collect it from the sending school via the Teacher net secure School to School Data Transfer website (s2s).

- The SAS checks attendance records and registers in all secondary and primary schools and PRUs regularly. This ensures that any pupil who has been previously identified as missing or at risk of missing education is carefully monitored. The Service is now identifying on a termly basis (12 x pa) all pupils who have absence levels defined as persistent truancy by the DfES and ensuring that all pupils have an identified action plan in place to improve their attendance.

## H. Tracking & Cross Border Arrangements

### Sharing of Information

Checks with other Council Directorates can be made on the basis of the following legislation:

- Current child protection legislation, which states that any child missing from education is deemed to be a “Child in Need”
- Section 27 of the Children Act 1989 which states that a Local Authority may request help from any Local Education Authority and other agencies in exercising their duty to provide support and services to children in need and that Education staff have a duty to gather information regarding concerns
- The Children Act 2004 which states that all public agencies should work together to exchange and share information for the welfare and protection of children in the area

The School Attendance Service contacts other DCS's to ascertain if children missing from Knowsley schools have been taken on roll elsewhere. They also receive requests to search school roll from other local authorities.

Firm procedures are now in place to ensure that children who move to other authorities are monitored carefully until the SAS is sure that they are registered at a new school.

For contact details of The Directorate of Children's Services Officers and agencies listed above please refer to [Annex B](#) and for the process map for identifying children at risk of going missing education please refer to [Annex D](#).

### Maintaining contact

Once the child has been placed with an educational provider, their attendance should be monitored for a term. The Placement and Monitoring Officer should maintain contact with all cases of children and young people being appropriately placed and consequently being removed from the database of children missing

education or at risk of doing so. This contact should track the placement for a period of one term to ensure there is no repetition of the issues that resulted in the child or young person being placed on the database.

### **Background and Government Statute/Guidance**

- 1.1 In 2002 the Department for Education and Skills set a target in its strategic framework document, which stated by 31 December 2005, robust multi-agency systems will be in place in each local authority to identify and track children missing education or at risk of doing so.
- 1.2 **The definition of Children Missing Education** in this document refers to all children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision) and who have been out of any educational provision for a substantial period of time (usually agreed as four weeks or more).
- 1.3 In paragraph 17.97 of the **Victoria Climbié inquiry report** 2003, Lord Laming recommends that front-line staff in each of the agencies which regularly come into contact with families with children must ensure that in each new contact basic information about the child is recorded. "This must include the child's name, address, age; the name of the child's primary carer, the child's GP and the name of the child's school if the child is of school age. Gaps in this information should be passed on to the relevant authority in accordance with local arrangement".

## **Children Missing Education or at Risk of Doing so**

The Children Act 2004 places a duty on all agencies to work together to promote the welfare of children and to share information. This principle underpins this policy and there is an expectation that all agencies will work together to ensure that children do not “slip through the net” and become missing.

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Key stakeholders across agencies such as School Attendance, Special Education Needs Team, Education Inclusion Service, Connexions, Ethnic Minority and Travellers Achievement Service, Youth Offending Service, Social Care colleagues, primary care trust staff, Housing Directorate staff amongst others were brought together to draw up this policy/guidance. This network will also ensure that all staff are aware of systems of referral for pupils who are missing or at risk of going missing from education.

### **Children Missing Education (CME) Relevant Legislation and Guidance**

There are various statutory duties upon Children’s Services Authorities and parents (supplemented by guidance) relating to the provision of education and the safeguarding of the welfare of children and which may be relevant to children missing education. The principal provisions are as follows:

**Section 14(1) of the 1996 Education Act** provides that a local education authority must make sure there are sufficient schools for providing education in their area. For these purposes, the schools must be sufficient in number, character and equipment to provide all pupils with the opportunity of appropriate education (s. 14(2)). “Appropriate education” means, broadly education which is desirable in view of the pupils’ different ages, abilities and aptitudes and the different periods for which they may be expected to remain at school (s. 14(3)).

**Section 7 of the 1996 Education Act** provides that the parent of every child of compulsory school age shall cause him to receive efficient full-time education suitable to his age, ability and aptitude and to any special educational needs he may have, either by regular attendance at school or otherwise.

Furthermore **Section 437 (1) of the 1996 Education Act** provides that if it appears to a local education authority that a child of compulsory school age in their area is not receiving suitable education, either by regular attendance at school or otherwise, they must serve a notice in writing on the parent (“a school attendance order”) requiring him to satisfy them within the period specified in the notice that the child is receiving such education.

**Section 19 (1) of the 1996 Education Act** requires every local education authority to make arrangements for the provision of suitable education at school or otherwise

than at school for those children of compulsory school age who by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them. For these purposes, “suitable” education is defined as “efficient education suitable to the age, ability, aptitude and to any special educational needs the child (or young person) may have.” (s. 19(6)).

Moreover, section **19(4A) of the 1996 Education Act** provides:

“In determining what arrangements to make under subsection (1) in the case of any child or pupil, a local education authority shall have regard to guidance given from time to time by the Secretary of State.”

**s. 175 of the Education Act 2002** (which came into force on June 1 2004) imposes a duty upon Children’s Services Authorities and governing bodies to exercise their functions with a view to safeguarding and promoting the welfare of children. For these purposes, “functions” includes the powers and duties of Children’s Services Authorities and governing bodies.

**The Children Act 2004** (which received royal assent on November 15 2004) includes various provisions relating to safeguarding and promotion of welfare of children, including:

- (a) a duty upon each The Directorate of Children’s Services to promote co-operation between it and various other bodies to improve the well-being of children so far as relating to (amongst other things) education and training;
- (b) a duty upon various bodies (including children’s services authorities) to make arrangements for ensuring that their functions are discharged having regard to the need to safeguard and promote the welfare of children (due to take effect on 1 October 2005); and
- (c) provision for the Secretary of State to put into place information databases for the purposes of arrangements under s.175 of the Education Act 2002 or (a) and (b) above, and a framework for the sharing of information contained in such databases for such purposes. (More information about the implications of the Children Act 2004 can be found on the Every Child Matters website [www.everychildmatters.gov.uk](http://www.everychildmatters.gov.uk))

## **Related Guidance**

Guidance of The Directorate of Children’s Services responsibility for arranging education outside of school is set out in the new web based guidance issued by the DfES [www.dfes.gov.uk/behaviourandattendance/guidance/IBAGuidance/index.cfm](http://www.dfes.gov.uk/behaviourandattendance/guidance/IBAGuidance/index.cfm). Children’s Services Authorities decide what is suitable education out of school for a particular child, in consultation with parents, in line with their own policies, the efficient use of resources and having regard to this guidance. Children’s Services Authorities cannot decide not to arrange any education, or to make arrangements which do not provide suitable education for that child.

Guidance for *Identifying and maintaining contact with Children missing, or at risk of going missing, from Education* – July 2004. Highlighting good practice and providing a practical model of process steps ([www.everychildmatters.gov.uk/ete](http://www.everychildmatters.gov.uk/ete)).

Guidance for Children's Services Authorities for schools on monitoring attendance is contained within [www.dfes.gov.uk/behaviourandattendance/](http://www.dfes.gov.uk/behaviourandattendance/).

Good practice for Gypsy/Traveller Achievement and for Supporting Asylum Seeking and Refugee children which are part of the Department's Aiming High strategy to raise Minority Ethnic Achievement: Aiming High: Guidance on Supporting the Education of Asylum Seeking and Refugee Children - A Guide to Good Practice Ref: DfES/0287/2004 (Issued April 2004); Aiming High: Raising the Achievement of Gypsy/Traveller pupils - A Guide to Good Practice Ref: DfES/0443/2003 (Issued July 2003). Details of how to obtain copies of these publications can be found on: [www.standards.dfes.gov.uk/ethnicminorities](http://www.standards.dfes.gov.uk/ethnicminorities)

New guidance *Safeguarding Children in Education* was issued in September 2004. Section 175 of the Education Act 2002 strengthens existing arrangements for safeguarding children. *Safeguarding Children in Education* provides guidance on the duties of schools, Children's Services Authorities and Further Education Institutions within England. It clarifies specific roles and responsibilities of individuals within Children's Services Authorities and schools and provides information and links to further advice and guidance. A copy is available on the Teacher net website [www.teachernet.gov.uk](http://www.teachernet.gov.uk), in the "Online publications for schools" area of the site.

New Alternative Provision guidance was issued in February 2005. This guidance provides a practical resource to support local authorities in providing education for pupils who by reason of illness, exclusion from school or otherwise, may not receive suitable education. "Guidance for Local Authorities and Schools: Pupil Referral Units and Alternative Provision", including a paper on "Commissioning Alternative Provision - the Role of The Directorate of Children's Services" can be found on the Teacher net website [www.teachernet.gov.uk](http://www.teachernet.gov.uk), in the "The Directorate of Children's Services mailings" area of the site (ref: The Directorate of Children's Services/0023/2005 and The Directorate of Children's Services/0024/2005).

OFSTED report published on 10 December 2004: "Out of school: A survey of the educational support and provision for pupils not in school" can be found on their website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) in the "publications" area of the site.

**CHILDREN THOUGHT TO HAVE LEFT THE AREA  
CHECKLIST**

**Annex B**

**This checklist is to be used in all cases when it would seem that a child has moved from this area, and neither yourself nor the school at which the child is currently registered have been informed of either a new address or school.**

**Name of Child (ren):** ..... **DOB:** .....

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**Address:** .....

**Parent's NI Numbers** Mother.....Father.....

**School:**

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**Name of SAIO:**

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		<b>Date(s) Times</b>	<b>Action By</b>	<b>Response/Result (Where appropriate name person(s))</b>
1.	Has school checked possible whereabouts with staff and pupils?			
2.	Check with the SAS colleagues, files and database.			
3.	Get Parents National Insurance Numbers from Grants			
4.	Check available Knowsley Borough Council Database.			
5.	Visit to address (es) given by school.			
6.	Check with neighbours and any known extended family.			
7.	Check with Housing Department by telephone and/or Housing Association/Estate Agent by letter.			
8.	Enquire of central child protection register.			
9.	Check with agencies with known involvement, e.g. Social Services Department, Probation, Police, GP, Health Visitor, Connexions, etc.			

If, having completed the above mentioned “checks” the child’s whereabouts have not been determined, write to the Police and Social Services Departments outlining the situation and asking for their assistance in finding the child/children. Attach a copy of this checklist to the correspondence. Also notify school on ESW3 “Pupil Update”, attaching a copy of this checklist, stating that the child/children have not been traced and suggesting that their name(s) may be deleted from the register.

Place completed checklist and copy letters on “Untraceable Child File”.

**Annex C**

<b>NAME</b>	<b>TITLE</b>	<b>DEPT</b>	<b>LOCATION</b>	<b>TEL</b>	<b>FAX</b>	<b>MOB</b>	<b>E-MAIL</b>
Barbara Butler	Placement and Monitoring Officer	DCS	Admissions & Exclusions, 1 <sup>st</sup> Floor, Education Office	3299	449 3852		✓
Jane McDowell	Teenage Pregnancy coordinator	DE	Knowsley Surestart, Mosscroft Primary School, Bedford Close, Huyton L36 1XH	5681			
Liz Kelly	School Improvement Officer	SIT	2 <sup>nd</sup> Floor, Education Office's	5664	3264	07810053534	✓
Jan Fredrick	Connexions PA OOS Children	Connexions					
Maria Lyon	Inclusion Manager	Education	EDC 2				
Chris Lee	Parent Partnership Co-ordinator	DE	PARC-2 Simonswood Lane Kirkby, L3 5YP	3283/5635	5637	07932798263	✓
Leslie Roughtey	Head of Community and Youth Service	Leisure and Community Service	5 <sup>th</sup> Floor, Municipal Buildings, Huyton	3972	3492	07810054114	✓
Marion Dalton	Education Worker	YOT	Youth Offending Team 10 Derby st, Prescot	3876			✓
Steve Gow	Housing Manager	Housing trust					
Tricia Keene	Children First Co-ordinator	DCCS	Citizenship & Social C/O Beechwood Primary	5601	5600		✓
Rob Williams	Social Inclusion Pupil Support Co-ordinator / 14-19 Placement Manager	Education Development Centre	219 Knowsley Lane Huyton L36 8HY	5684	5679	07810053986	✓
Chris Moore	CIPC Co-ordinator	Quality Assurance	45 William Roberts Ave Kirkby	4076	4114		✓

		Unit					
Sarah Kelly Alicia Walsh	Integration Officers	Newstead Service Centre	Bracknell Avenue, Southdene, Kirkby, L32 9PW	477 8382			
Collette Greaves Karen Moss	Clinical Lead School Nurse	NHS	Moorgate Centre	477-4766	477- 4708		Shauna.d ixon@sth khealth.n hs.uk
Chris Gilmore	Education Social Worker	Knowsley Child Guidance	Wellcroft Centre	489-6136	480- 1574		✓
Steve Redfern	Special Educational Needs Officer	SEN	Education Offices	3272	3240	07887634090	
Vicky Bilsborough	Project Leader	DSS Young Carers	3 Norbury Close, Westvale, Kirkby	548-5010	443- 4018		
Joanne Lowry	Senior Practitioner	SAS		443 3202			

• :

**KNOWSLEY DIRECTORATE OF CHILDREN'S SERVICES  
REFERRAL FORM**

Name:	School:	Tutor group:	
Dob:	UPN:		
Ethnic code: <i>(see overleaf)</i>	Address:		
Sibling/s in school:			
Parent/carer:	Tel:	Mobil	

SEN:		School Action Plus		Statement	
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Other agencies involved : <i>(please give names)</i>	EP:		
HSSD:	CP		
GP:	Connexions:		
Other:	Other:		

<b>Reason for referral:</b>	Attendance		<i>Please attach attendance record</i>	Welfare/social		Other	
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**NB: All child protection referrals must be referred to Knowsley Housing and Social Services Department**

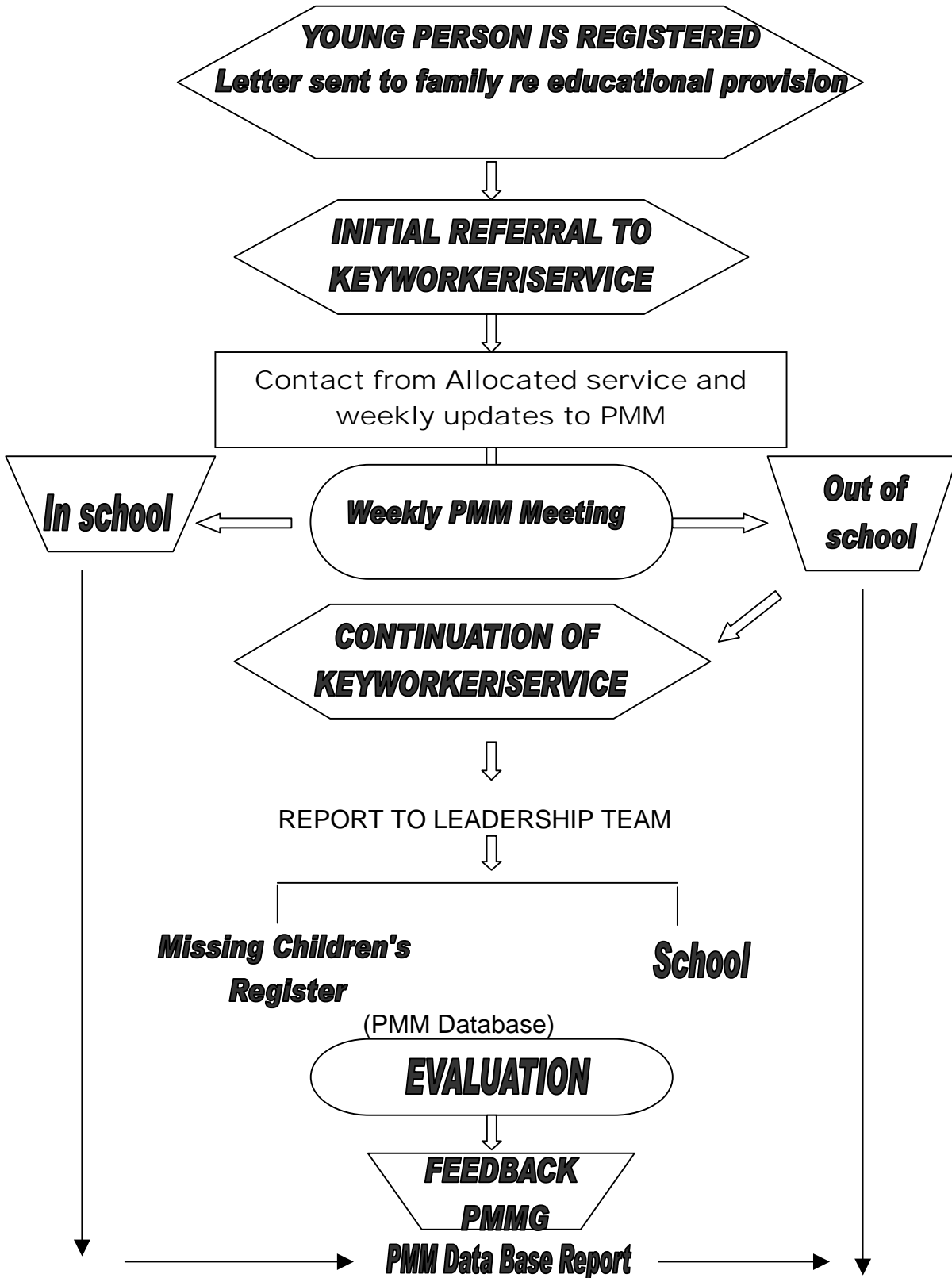
**Please give details of school intervention thus far:**

Name	Designation	Date
<b>SAIO Action/feedback:</b>		
<b>Further Action Plan (Agreed / Not agreed with parent/carer):</b>		
<b>SAIO</b>	<b>Date</b>	

# OUT OF SCHOOL REGISTER

Entered on CSS	
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## PROCESS



Child Benefit Office (GB)  
Waterview Park  
Washington  
NE38 8QA

**Please ask for:** Phil McCalliog  
**Direct line:** 0151 443 3296  
**Fax:** 0151 443 3278  
**E-mail:** [phil.mccalliog@knowsley.gov.uk](mailto:phil.mccalliog@knowsley.gov.uk)  
**Date:** 23<sup>rd</sup> February 2006

Dear Sir/Madam

**Child Concern in line with s47 of the Children Act 1989.  
Request for information in accordance with s63 of the Children Act 2004.**

Missing Child

**Name:**

**DOB:**

**Last known address:**

**Parent's names:**

Name of siblings & DOB: None

**I write to request assistance from your agency in order to trace the above child, for whom we have urgent concerns. The Local Authority has already made the following checks but have so far been unable to locate the family:**

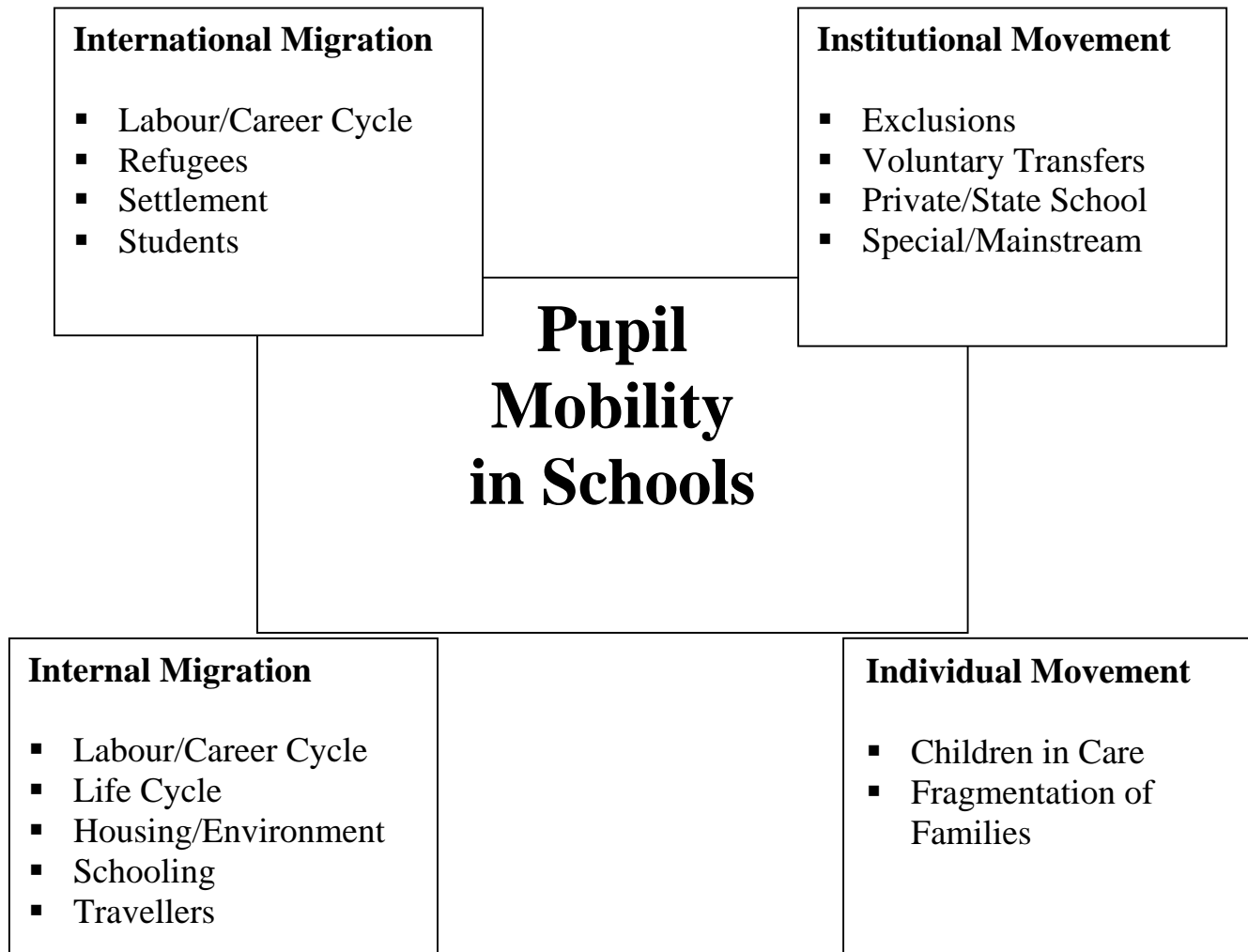
September 2005	Check residence – home visit undertaken	No info
<b>September 2005</b>	<b>Check relatives and friends in locality</b>	<b>No info</b>
<b>September 2005</b>	<b>Check LEA database</b>	<b>No info</b>
September 2005	Check Housing Department/ Benefits	No info
September 2005	Check Social Services and Child Protection	No info
September 2005	Check other statutory agencies – police, health etc	No info
October 2005	Check neighbouring/ previous LEAs	No info

Please do not hesitate to contact me if you have any queries. In the meantime, I look forward to your response and receiving any information that you may have on a forwarding destination for the above child.

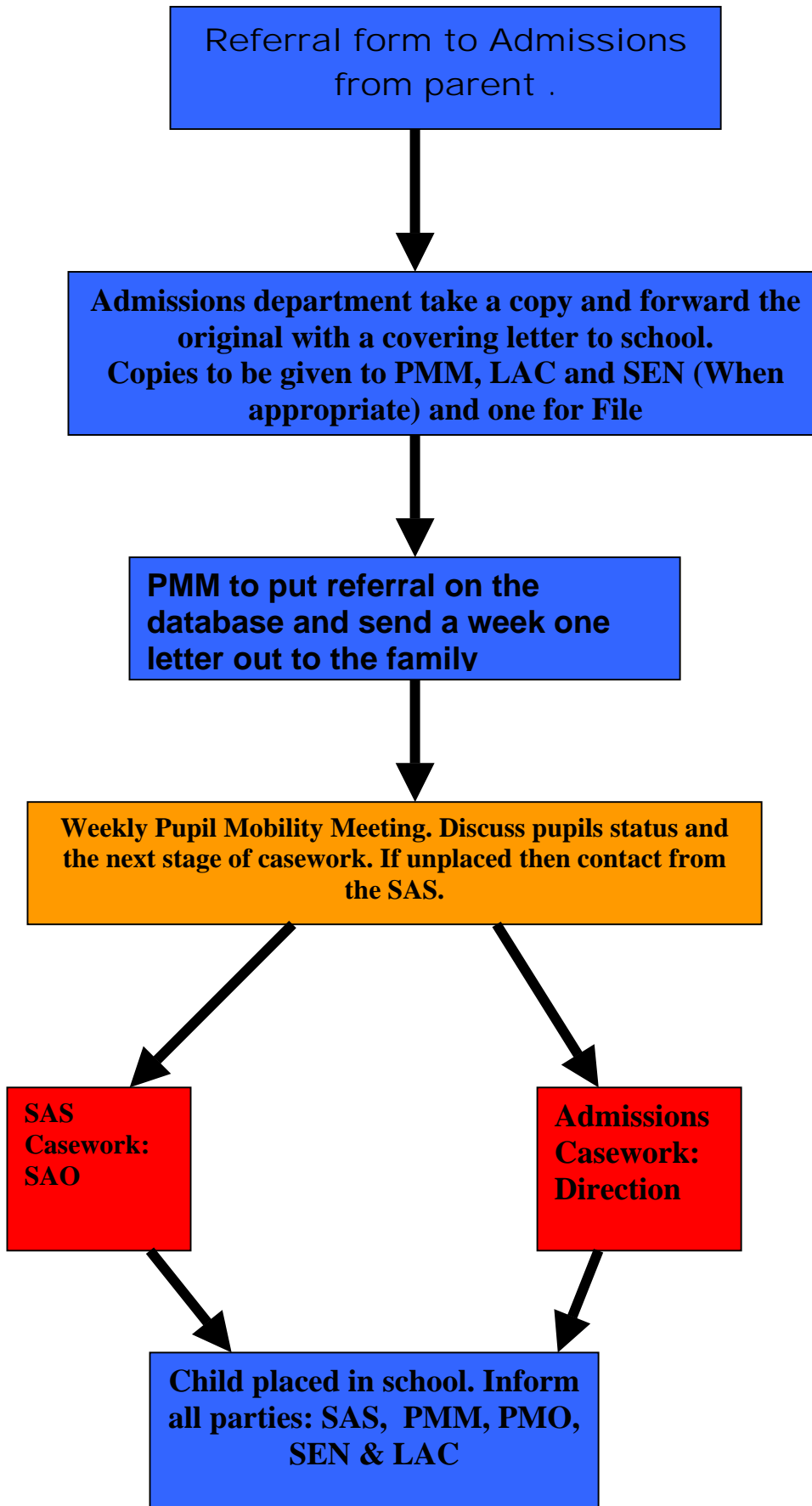
Yours sincerely

Phil McCalliog  
Deputy Principal School Attendance Improvement Officer

443 3296



## Pupil Placement and Monitoring



## PILOT PUPIL MOBILITY AUDIT

### A. GENERAL INFORMATION ABOUT MOBILITY

1.	<b>Who is responsible for additional admissions?</b> <i>(Tick one box)</i>	Senior manager	Middle manager	Learning support assistant	Other
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2.	<b>How long does it take to induct a new pupil?</b> <i>(Tick one box)</i>	Up to ½ day	½ to 1 day	More than one day
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3.	<b>Mobile groups – our pupils are mainly:</b> <i>(Tick those which apply)</i>	Official excludees	Unofficial excludees	Socially deprived	Asylum seekers
		Refugees	Immigrants	Travellers	

### B. OVERALL PATTERN OF PUPIL MOBILITY

1.

1.	<b>Total joining school during 20xx – July 20xx</b> (calculate from October 1 <sup>st</sup> 20xx for Yr 7)	
2.	<b>Total leaving school during 20xx – July 20xx</b> (calculate from October 1 <sup>st</sup> 20xx for Yr 7)	
3.	<p style="text-align: center;"><b>% Mobility October 1 year 7 – July 20xx</b></p> <p style="text-align: center;"> <b>Total joiners + leavers</b>  <hr style="width: 50%; margin: 0 auto;"/> <b>=</b>  <b>Total roll</b> </p>	%

2.

Gender balance	% Boys	% Girls
Joiners:		
Leavers:		

3. What is the pattern of pupil mobility across year groups? (based on figures calculated from October 1 in year of entry of cohort e.g Yr 9 calculate from October 1<sup>st</sup> 1998)

	Y7	Y8	Y9	Y10	Y11	Y12	Y13/14
Additional admissions							
Total Roll							

4.	What percentage of year 11 did not start until October 1 or later in year 7?	
5.	What percentage of year 11 in 20xx/20xx started during Year 10?	
6.	What percentage of pupils left year 11 before the end of 20xx/20xx?	
7.	What is the average duration of stay?	Less than one term
		One term or more

**THREE CONCLUSIONS:**

- 
- 
-

**C. ATTAINMENT OF THE MOBILE AND STABLE POPULATIONS**

		English	Maths	Science
1.	Percentage of year 9 pupils achieving level 5 or above in Key Stage 3 assessments			
2.	Percentage of stable population (started school before October 1 in Year 7) in Year 9 achieving Level 5 or above in Key Stage 3 assessments.			
3.	Percentage of mobile population (arrival after October 1 in Yr 7) in Year 9 achieving Level 5 or above in Key Stage 3 assessments.			

		Overall	Stable	Mobile
4.	Percentage of year 11 pupils gaining 5 A*-C grades at GCSE in 20xx			
5.	Percentage of year 11 population gaining no passes at GCSE			

**THREE CONCLUSIONS:**

- 
- 
- 

**D. BEHAVIOUR AND ATTENDANCE**

		Overall	Stable	Mobile
1.	Authorised absence in year ending 20xx.			
2.	Unauthorised absence in year ending 20xx.			
3.	Number of permanent exclusions in year ending 20xx.			

4.	Number of fixed term exclusions in year ending 20xx.			
----	--	--	--	--

**THREE CONCLUSIONS:**

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- 
- 

**E INDUCTION**

		Anytime	Weekly	Half-termly	Termly
1.	Entry points for additional admissions				

		Well developed	Needs to be more consistent	Needs to be developed
2.	Responsibility for new arrivals is clearly defined and understood.			
3.	School has a strategy for induction and raising attainment of mobile population.			
4.	Information about pupils' previous attainment, strengths and weaknesses and specific needs is gathered quickly.			
5.	Information about new arrivals is communicated to all staff.			
6.	A range of strategies including a buddy system ensures pupils are quickly integrated into the school community.			
7.	Free school meals, transport, provision of uniform and other practical support are provided quickly.			

**THREE POINTS FOR ACTION:**

- 
- 
- 

**F: ACCESSING THE CURRICULUM**

		<b>Well developed</b>	<b>Needs to be more consistent</b>	<b>Needs to be developed</b>
<i>(Tick one box)</i>				
<b>1.</b>	<b>Pupils are placed in appropriate groups and classes.</b>			
<b>2.</b>	<b>Pupils whose SEN statementing procedure needs to be completed are assessed quickly so that their needs are addressed.</b>			
<b>3.</b>	<b>Strong links are developed with parents, carers and other agencies.</b>			
<b>4.</b>	<b>Teachers ensure new admissions are well supported by their peers.</b>			
<b>5.</b>	<b>Teachers enable pupils to become familiar with subjects they are to follow.</b>			
<b>6.</b>	<b>Teachers ensure that integration of additional admissions does not reduce the progress of others.</b>			
<b>7.</b>	<b>Pupils' English language skills are developed to ensure they can access the curriculum.</b>			

**THREE POINTS FOR ACTION:**

- 
- 
-

## G. ACCELERATING ATTAINMENT

		Well developed	Needs to be more consistent	Needs to be developed
1.	Teachers' lesson planning addresses the needs of additional admissions.			
2.	Short-term targets, accompanying rewards and tracking are used to monitor and demonstrate progress.			
3.	Support staff participate in lesson planning.			
4.	Additional admissions are given opportunity to develop their first language.			
5.	The curriculum and resources reflect the background of pupils.			
6.	Duplication of previous work is avoided.			
7.	The school extends the school day and week to enable supported self-study.			

### THREE POINTS FOR ACTION:

- 
- 
-

## H: EXIT STRATEGY

		<b>Well developed</b>	<b>Needs to be more consistent</b>	<b>Needs to be developed</b>
1.	<b>Enquiry process to ensure move is necessary.</b>			
2.	<b>Pupils and parents participate in an exit interview.</b>			
3.	<b>Coursework, details of programmes of study and attainment data are quickly collated and sent to receiving school.</b>			
4.	<b>Pupils and parents are provided with an exit report.</b>			
5.	<b>Agencies working with pupils and their families are informed of transfers.</b>			

### THREE POINTS FOR ACTION:

- 
- 
-

Parent/Guardian of Joe Bloggs  
1 Smith Road  
Liverpool  
L33 3YY

Dear Parent/Guardian

Information has come to our department that you are living in Knowsley and your child is not attending a Knowsley School. I am enquiring to see if you have enrolled your child at a school. I would appreciate it if you could contact me on the number below to let me know which school your child attends.

Knowsley has made children out of school a very high priority and as such an out of school register is kept, which now includes the name of your child.

A representative of the School Attendance Service will be visiting you shortly to confirm the education arrangements you have made. If you have gained a place at a school, perhaps you could telephone me on 443 3296.

I hope you have found a place in a school and that your child will benefit from a good education.

Yours Sincerely

Deputy Principal School Attendance Improvement Officer  
0151 443 3296

## **Auditing Pupil Mobility**

Pupil mobility is a challenge for many schools facing challenging circumstances. Evidence suggests that levels of mobility greater than 15% can have an impact on the achievement of both the stable and mobile population and will challenge the robustness of standard operational procedures and place pressure on resources.

Over fifty schools facing challenging circumstances with mobility levels at or above 20% are currently seeking ways to manage pupil mobility more effectively. They have chosen either to focus on ways to accelerate access of additional admissions to the curriculum or are developing strategies to narrow the attainment gap between the stable and mobile population. All of the schools involved are trialling induction mentors who will seek to ensure a good start for new arrivals and reduce the load on teachers and members of the senior management team

The audit was used by the participating schools to identify patterns of mobility and the impact on attainment, attendance and exclusions and to identify strengths and aspects for development in four key areas: induction; accessing the curriculum, narrowing the attainment gap and exiting.

The schools found the audit helpful in reflecting on the issue and identifying areas for development.

The outcomes of the programme and the induction mentors initiative will be disseminated through a booklet, an induction mentors handbook, a report and a conference in the Autumn of 2003. Information and case studies will be added to the web site during 2003.

If you wish to discuss the audit or make suggestions for its improvement then please email: [Sonja.james@dfes.gov.gsi.uk](mailto:Sonja.james@dfes.gov.gsi.uk)

Useful references:

Managing Pupil Mobility HMI 403 March 2003. available on the Ofsted website

[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Pupil Mobility in Schools - Interim Report Dobson, Henthorne and DfEE 1999

Pupil Mobility in Schools – Final Report Dobson, Henthorne and Lynas UCL 2000

Managing support for the attainment of Pupils from Minority Ethnic Groups Ofsted 2001

Achievement of Black Caribbean Pupils: Good Practice in Secondary Schools HMI 448, Ofsted April 2002

**Examples of case studies can be found at;**

[http://www.standards.dfes.gov.uk/ts/ts\\_casestudies/](http://www.standards.dfes.gov.uk/ts/ts_casestudies/)

## **Mid Year Admission of Pupils to Schools – Community and Voluntary Aided**

### **Principles**

- Agreed processes between Authority and Schools
- Clarity of information for all parties
- Legally sound procedures that withstand scrutiny e.g. by Ombudsman
- Follow requirements of Code of Practice for minimum delay.

### **Way forward**

Propose draft procedures, consult & agree within teams involved

Seek views of Dioceses to agree approach and requirements

Consult with Admission Forum

Consult with headteachers and Governing Bodies

Promulgate advice and documentation

Monitoring procedures to be in place

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### **Summary of main legal requirements**

- Where a place is available, the pupil should normally be admitted
  - If places are available, they should be allocated quickly (Code of Practice para 7.31)
  - Pupils who have been twice permanently excluded lose right to have their preference followed for up to 2 years following 2<sup>nd</sup> exclusion.
  - Voluntary Aided Schools Section 91 agreements may refuse an admission breaching that agreement (until end August 2004 only).
  - Children who are in Public Care should be placed in education within 20 days.
  - Para 7.7 of Code of Practice allows schools in certain circumstances to refuse an admission but under strictly limited conditions.
  - Any parent refused a place must be given the reason for refusal and the right of appeal in a refusal letter with details of who organises the appeal (Code para 7.16).
  - Pupils with SEN but no statement and those with challenging behaviour cannot be refused on those grounds (for exceptions see Code of Practice para 7.7)
- 

### **Barriers to implementation**

- Lack of knowledge/acceptance of legal and guidance requirements.
- Concern over number of pupils moving for a variety of reasons.
- Lack of information available in good time from previous schools, often in other areas of the country.
- Concerns over level of challenging behaviour of many of the pupils who move.
- Lack of information for and knowledge by parents of their rights and what procedures they need to follow.
- Resources/time to prepare a support package for pupils who arrive unexpectedly.

- Authority’s current inability to offer a place.

### Main Types of Admission

Pupil new to the area	Head Teacher initiated managed move
Permanently excluded pupil	Transfer with the area (parent initiated)

Of the above 4 groups, it is likely that in three of the cases, there will be some level of behavioural needs to be addressed. In the 4<sup>th</sup>, new to the area, there is often a similar situation. Where there are no known problems, secondary schools in particular still require details from previous schools to arrange setting, subject options etc.

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### Suggested Protocols

#### 1. Permanently Excluded Pupils

- 1.1 Where it is known to The Directorate of Children’s Services that the pupil is permanently excluded, a Directorate of Children’s Services officer will normally manage the process. The parent will be told in exclusions information that if the pupil’s exclusion is confirmed that The Directorate of Children’s Services will make other provision initially from day 15 and will then assist the parent in finding another school. Issues: (a) Is this done with all pupils? Is there a decision which pupils are “ready” to go back and if so who takes it? (b) which officer(s)?
- 1.2 The parent will be asked to state a preference. Until an Admissions Forum – Hard to Place Protocol I is agreed, this preference should normally be followed.
- 1.3 Once the Admissions Forum Protocol is agreed, that will be followed (*see suggested first draft below*).
- 1.4 Under 1.2, once a school has been identified, where a place is available, the officer will approach the school to set up a meeting to discuss the move. If a place is not available, parent is told of option of appeal procedures. The Directorate of Children’s Services should offer an alternative place. Issues: How does The Directorate of Children’s Services offer alternative in current situation?  
Under 1.3, The Directorate of Children’s Services, taking preference into account and Forum protocol, names a school which may/may not be school of parental preference. If it isn’t, right of appeal is offered. Officer approaches school named by The Directorate of Children’s Services to discuss possible admission.  
Issues: parent may not cooperate with discussions of a place they don’t want.
- 1.5 Wherever possible, officer will obtain records from previous school, plus, if appropriate, report from current out of school provision and apply these to the school.  
Discussion at meeting would be to identify needs and relevant support package. This is the responsibility of the school to organise but the LEA will assist by signposting appropriate resources etc.
- 1.6 The expectation will be to have the pupil placed in school within a month of the initial approach to school. This is to allow time for negotiation and setting up a re-integration support package.

1.7 The Officer will monitor position 6 weeks after start date.

## **2. Transfer within the area**

- 2.1 It is expected that all secondary schools are going to adopt the policy of admitting a pupil who requests a local transfer only at the beginning of the following term. Where both schools agree that an earlier move would be in everyone's interests, exceptionally an earlier move can be made. (This only applies to pupils who already have a school place within a reasonable travelling distance.) It will be important to log the date of request for a place.
- 2.2 Where a parent applies to a school for a transfer, they should be provided with a copy of The Directorate of Children's Services leaflet on such transfers. This explains the termly admission policy, the right to appeal if a place is refused but also advises parents on factors to consider before taking the step of a transfer, eg extra transport/uniform costs, difficulties with curriculum continuity. The leaflet will suggest that parents are strongly advised to discuss the matter with both schools before taking a decision to proceed with a transfer
- 2.3 Where a place is not available or there are particular legal circumstances which lead the Governors to refuse a place, the parent should be supplied with a version of the LEA letter (see below) telling parents of their rights. Normally the decision can be made immediately where there is no place available.
- 2.4 Where there are issues for the Governors to consider before a decision can be made, there should be a gap of no more than 2 weeks between the request for a place and the decision. This will allow time to obtain information or records from the previous school.
- 2.5 Where a place is available, normally the parent should be told that the pupil could be admitted from the beginning of the next term. In the interim, the school will seek details from the previous school to allow admission arrangements to be made. There is no objection, in appropriate cases, to a school pointing out the difficulties that a transfer may cause and its view of the advisability of such a move. However, if the parent does not accept the school's view and insists on a transfer, the place should be offered from the beginning of the term following the initial request

### **Admission Forum Protocol for Re-integration to secondary schools of Permanently Excluded Pupils.**

1<sup>st</sup> Draft

1. All secondary schools, whether Voluntary Aided or Community, whether or not places are available in relevant year groups, will be party to the protocol.
2. The aim of the protocol is to share more equally the support for pupils in the stated group(s).
3. The protocol will normally place one pupil in each secondary school in rotation before asking a school to take a second pupil. Over a year, it is expected that schools should have been asked to take similar numbers of pupils.
4. There will have to be a level of discretion, according to exceptional and individual circumstances. The decision would take into account some or all of the following factors:
  - nearness to home

- parental preference
- requirements of section 3 above
- views of the school
- travel arrangements
- previous history/schools attended/peer groups
- denominational issues

(The Directorate of Children’s Services will have to be ready to pick up travel costs where necessary)

5. The decision on the school placement will be an officer decision in collaboration with a secondary headteacher nominated for this purpose. However, decisions will be reported termly to the secondary headteachers group and to each meeting of the Admission Forum.
6. When a pupil is ready to be re-integrated to a new school, parents will have the protocol explained. They will be asked to state a preference. The Directorate of Children’s Services and nominated headteacher will make a decision on a school to name, taking into account both issues and other relevant factors.
7. The schools will be informed in writing of the decision and the factors behind it. Governors will be able to make representations about particular cases but these must be made in writing within 2 weeks of the request. Representations would have to be relevant to the particular school.
8. Once a school is identified, a placement is expected to be taken up within 4 weeks of approaching the school. This means a pupil should normally be admitted within a maximum of 6 weeks of the initial request for a place.
9. It is the school’s responsibility to develop a re-integration package, although The Director of Children’s Services officer will assist by signposting relevant support providers.

**XXXXXXXXXX Community Secondary School**

**MID YEAR REQUEST FOR A PLACE**

Request for a place for:.....

Year group or date of birth .....

Date request received:.....

Thank you for applying for a place at this school. Unfortunately, a place cannot be offered for the reason(s) indicated:

The year group has no places available as the published admission number has been reached.

There was more than one applicant for the place available and the other(s) had a higher priority under the over-subscription criteria.

Although a place is available, it is not being offered

as this school is subject to para 7.7 of the School Admission Code of Practice. This states that a school can refuse a place where there is high concentration of pupils with challenging behaviour, or the applicant is particularly challenging, and in addition the school has less than 25% of pupils obtaining 5 GCSEs at A-C or is in special measures/serious weaknesses.

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### Right of Appeal

As you cannot be offered a place at this school, the Governors in this school offer you the right to appeal to them. You do not need to follow this procedure, but can do so if you so wish. To do this you should.....?????. You will normally have a response within 3 school weeks.

In addition, you the right of appeal to an independent appeal panel. You do not need to follow this procedure, but can do so if you so wish. You can obtain information about this from the Directorate of Children's Services school admission section (0151 443 3212/3299/3224) or the democratic services team (tel.....).

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### **Seeking a place at another school**

If you wish to seek a place at another school, you should contact the school directly. If you wish assistance, the School Attendance Service (tel 0151 443 3212/3299/3224) or the Admissions team can assist (tel...)