

TO: CHILDREN, YOUNG PEOPLE AND LEARNING OVERVIEW & SCRUTINY PANEL
5 March 2014

CHILDREN MISSING EDUCATION
Director of Children, Young People and Learning

1 PURPOSE OF DECISION

- 1.1 The purpose of this report is to seek the views of the Panel on the policy and procedures that have been adopted locally to systematically identify children who may be missing from education so that suitable provision may be made for them. This is a revision to the previous policy published in 2007.

2 RECOMMENDATION

- 2.1 **That the policy set out in Appendix 1 to this report be noted.**

3 REASONS FOR RECOMMENDATION

- 3.1 Children and young people missing from education are a vulnerable group and the Local Authority has arrangements in place to identify who they are and establish contact with them.

4 ALTERNATIVE OPTIONS CONSIDERED

- 4.1 None considered.

5 SUPPORTING INFORMATION

- 5.1 The policy 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 not been out of educational provision for a substantial period of time and reflects current practice.
- 5.2 Children and young people can fall out of the education system because they: fail to start appropriate provision and hence never enter the system; cease to attend due to withdrawal or exclusion (e.g. illegal unofficial exclusion); and fail to complete a transition between providers (e.g. are unable to find a place after moving to a new Local Authority or do not seek a place). In order to prevent children and young people from going missing from education, the authority has developed a set of arrangements in line with government guidance designed to identify those children and young people and enable reengagement with appropriate provision.
- 5.3 A complementary policy: *Missing Children* has been adopted by the Local Safeguarding Children Board. This specifically refers to children and young people who are missing from their usual place of residence and are no longer with their parents or established carers. Whilst these children and young people are likely to be missing education they are not the immediate subject of this report. The LSCB will be informed of the arrangements that are being put in place for children missing education.

6 ADVICE RECEIVED FROM STATUTORY AND OTHER OFFICERS

Borough Solicitor

- 6.1 The Education and Inspections Act 2006, section 4, amends the Education Act 1996 to add a specific duty on Local Authorities to make arrangements to identify children not receiving education. The full legal provisions are contained within the main body of the report.

Borough Treasurer

- 6.2 Provided there is no significant change in numbers of children missing education, the Borough Treasurer is satisfied that sufficient funds exist within the Children, Young People and Learning Department budget to implement the proposed policy.

Impact Assessment

- 6.3 The intention of these arrangements is to achieve the best possible outcome for any child or young person at risk of missing education taking into account all factors of ethnicity, religion, language, culture and disability.

7 CONSULTATION

Principal Groups Consulted

- 7.1 Schools.

Method of Consultation

- 7.2 Discussion and meetings.

Representations Received

- 7.3 Incorporated into the report.

Background Papers

Children Missing Education - Statutory guidance for local authorities in England DfE
November 2013

Contact for further information

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Doc. Ref

Appendix 1



Children Missing Education

Procedures and Processes

Children, Young People and Learning

January 2014

INTRODUCTION

The purpose of this policy is to ensure that children missing from education are identified quickly and effective tracking systems are in place to ensure that appropriate action is taken. It brings together the guidance, strategies and support that are already in place to prevent children and young people missing education.

Bracknell Forest Council (BFC) is committed to ensuring:

- that all pupils who go missing from schools in Bracknell Forest area or who move to other areas are quickly located, and
- support is given to other local authorities to locate their own missing pupils.

This document is intended to inform officers in the Local Authority (LA), schools, governors and other key partner agencies and the wider community about the policy and procedures to be followed in order to identify and maintain contact with Children Missing Education. The document should be read in conjunction with Children Act 2004, Education Acts of 2002, 2004 and 1996 and the Local Children Safeguarding Board's Policy.

The policy therefore has been developed in accordance with the guidance that addresses the statutory duty placed on Local Authorities in Clause 4 of the Education and Inspection Bill 2006 to identify children not receiving suitable education and to identify children missing from education in their area (January 2009).

DEFINITION OF A CHILD MISSING EDUCATION

- Children of compulsory school age who are not on a school roll
- Children who are not registered with the LA for Elective Home Education (EHE)
- Children of compulsory school age who have been out of education for a continuous period of more than four school weeks

Why children may go missing from education. The list is not exhaustive however listed below are some of the more common reasons.

Children can fall out of education in a number of ways. They can:

- fail to start appropriate provision and, therefore, never enter the educational system;
- cease to attend following a period of official exclusion from school;
- cease to attend because of unofficial exclusion;
- are withdrawn by their parents¹, sometimes after a dispute with the school;
- live a lifestyle which involves travelling, such as Travellers, gypsies or migrant workers' children;
- be from the mobile or transient population within the UK such as refugees, and asylum seekers;
- fail to complete a transition between providers, i.e. at a point of transfer between key stages; unable to find a school or not attempting to find a school following a house move and/or moving between Local Authority areas;
- become a missing family or child;
- become caught in a variety of complex barriers to education including bullying, family crises such as eviction, homelessness, bereavement or being a carer;
- cease to attend due to long-term medical conditions or disabilities;

¹ All references to parents include carers and a single parent

- become involved in criminal activity;
- are dependent on substances (such as alcohol or drugs).

Strategies to minimise the risk to children who are missing from education

It is important that there are a variety of procedures and strategies implemented in a systematic and methodical way in place to reduce the opportunity for children to go missing. In Bracknell Forest there are already a number and these include:

- policy/procedure for 'Hard to Place' pupils dealt with by our Fair Access Panel;
- regular monitoring of school attendance and audit of school registers by school staff and the education welfare officers;
- ongoing monitoring and tracking of children excluded from school;
- monitoring of pupils' transition from Key Stage 2 to Key Stage 3;
- termly truancy patrols in the community by police and education welfare officers;
- monitoring of children on the Elective Home Education register;
- monitoring of 'looked after' children through the work of the Virtual School;
- multi-agency meetings (FAP/HUB) to discuss children of concern;
- education welfare service liaison with the traveller education service;
- advice to schools about when a child's name can be removed from the school roll.

How children missing from education are identified

Children who are not receiving an education are normally identified in one of two ways.

1. notification from an individual or an agency
 - a notification is received by the LA from an agency or establishment, informing of a child that is seen and who may not be receiving education. The form to be used is included as Annex 2;
 - notification from another Local Authority of a child or children who have moved into Bracknell Forest;
 - contact from a member of the public informing of a child or children in the vicinity who may not be receiving education.
 - through requests from other boroughs via S2S.

Following the death of Victoria Climbié and Lord Laming's report, all stakeholders in Bracknell Forest were advised to be vigilant and to report any child for whom there were concerns that the child may not be in education, using the form provided in appendix 2.

2. reports from the LA's education pupil database, identifying children known to the LA but without a school place as follows:
 - children who have been removed from a school roll and who do not have a current educational placement;
 - pupils who have been allocated a school place as part of a transfer cycle or first time admission process and who have not started at the allocated school;
 - children have been refused a school place where no alternative place has been requested.

CME Notification Route

The Identification, Referral and Tracking Guidance (2003) required all local authorities to have a named individual responsible for receiving details of children found missing from education and for brokering support for them through the most appropriate agencies.

The named Child Missing from Education (CME) officers in BFBC Local Authority are:

Mrs Lisa McDonald and Mrs Lesley Carter

Contact:
7 Portman Close
Bracknell,
Berkshire
RG42 1NE

Direct Dial: 01344 464720 or 01344 464721

Email: children.missing-education@bracknell-forest.gov.uk

These named persons are responsible for ensuring that appropriate action is taken on receipt of the notification. This may involve:

- a home visit by the officers, or officers of the education welfare service;
- support for the parents to make an application for a school placement;
- referral to the FAP/HUB multi-agency panel for support for the child;
- issuing of a school attendance order;
- legal action against the parents for the child's non attendance at school.

Multi-Agency meetings

The LA HUB is a multi-agency panel which meets fortnightly, usually on a Monday, to discuss assessments of children causing concern or in need of support. The meetings are attended by representatives of the service areas listed below as required:

- pupil referral service
- education welfare service (EWS)
- children social care
- children & adolescent mental health service
- Advizer (Connexions) service
- youth offending service
- targeted youth support service
- educational psychology service
- learning difficulties & disabilities
- health,
- school representative as appropriate
- behaviour support team
- housing department
- family focus
- Autistic Spectrum Social Communication (ASSC) team

In addition to the above there are regular meetings between senior managers from the education and youth offending services, Advizer (Connexions) and the police where young offenders are discussed, including those who may be returning to the LA following a

custodial sentence or who may have opted out of education. Through these discussions appropriate provision are made for the young people.

Children withdrawn from school to be educated by their parents or carers

Children who are the subject of Elective Home Education are monitored by the Team Leader of the Education Welfare Service and advisers from Children, Young People and Learning. A register is kept of these children and from time to time it has been necessary to direct these children back into education provided by the LA.

The role of schools

Schools have a very important role in the prevention of children missing from education.

When a pupil is expected to join the school either at a normal time of starting (e.g. Nursery, Reception or Year 7) or at any time and does not arrive at the school, the school should firstly try to make contact with the parents by telephone or letter. If after one week no contact has been made the school should contact the Local Authority admissions section to find out if the child has been registered elsewhere. If the child has not been registered elsewhere, after two weeks the school should inform the EWO\CMO and obtain advice regarding the new guidelines. The pupil **should not be removed from roll** until it has been established with the CME officer that the criteria has been met.

The criteria for CME referral from school is;

- Have the school exhausted initial investigations and enquiries
- Have the school completed a CME referral form
- Have the school completed the missing pupil form

Details are available on the school management website.

Acceptance of referral;

- Action plan will be initiated
- CME officer will systematically complete all items on the checklist
- Child/young person will be placed on the statutory CME register
- School will be informed to remove from roll within five working days

If a pupil is absent for a prolonged period (other than agreed extended leave of absence) or fails to return from a holiday on the date agreed with parents, the school should follow the normal procedures for investigating pupil absence (i.e. telephone calls, letters, invitations to meetings at the school etc). If no satisfactory explanation has been received the matter should be referred to the EWS\CME officer or the allocated Education Welfare Officer (EWO) as appropriate. Where a pupil has a statement of special educational needs the SEN team must also be notified.

If a pupil disappears without any warning the school should make a referral to the EWS\CME officer and also notify the Local Authority children's social care team if the child is subject to a child protection plan.

From time to time parents may inform a school that they are moving away to another part of the country without having identified a school for their child. The school will upload the pupil information on the s2s website. The school must also inform the EWS who will make contact with the education welfare service in the local authority to which the family has moved.

The Education (Pupil Registration) (England) Regulations 2006, Section 6, also sets out when 'deletion from admission register' can take place.

When a pupil is deleted from the admission register the school must clearly indicate the date and the reason for the removal. In the event of a pupil moving to another known school the name of the school and leaving date must be entered in the destination field of the Management Information System. An electronic Common Transfer File (CTF) of the pupil's records should be generated and sent to the new school within 15 days via s2s.

In the event of parents informing the school in writing that they are removing the child to educate him/her at home the school should contact the EWS Team Leader who will take appropriate action as set out in the Elective Home Education procedure.

The s2s and Lost Pupil Database

The School to School (s2s) website is a secure website, which is operated by the DfE on behalf of all maintained and independent schools in England and Wales. It was set up in to enable schools to post standardised data about individual pupils (such as assessment results and attendance) to the website, for retrieval by the pupil's new school, or by a Local Authority. The specified format of this data is termed an electronic Common Transfer File (CTF) and is a statutory requirement on schools. This file can be imported into the schools Management Information System (MIS) and means that they do not have to input data they receive via the website, which in turn means improved efficiency, accuracy and speed of data transfer. The CTF should be used both at the normal transfer time, and when pupils leave the school during the year.

Advice about the s2s and CTF system can be obtained from the Local Authority schools administrative support and ICT service.

The role of the Education Welfare Service (EWS)

The role of the EWS is to:

- follow up referrals regarding children who may be missing from education or who are failing to attend an educational placement regularly;
- follow up on information on children in entertainment or employment who may not be licensed and may be being exploited as well as missing out on their education;
- provide advice to parents/carers about education other than at school (Elective Home Education) and maintain records of those students including commissioning checks to ensure the education being provided is satisfactory;
- follow up and/or liaise with partner agencies on all children that are recorded on the database as missing;
- issue a School Attendance Order (SAO) where children are not receiving an appropriate education;
- regularly check, and update the CME register and take the appropriate action as required to the circumstances;
- add to the statutory CME register appropriate
- attend a CME panel meeting.

The role of the children missing from education named officers

The role of the officers is to:

- work with partner agencies to identify, track and ensure children are receiving an education;;
- liaise with CME officers in other Authorities;
- report to The Local Safeguarding Children's Board and C,Y,P & L DMT.
- attend CME panel meetings.

The lead officers within the authority for children missing from education are:

Mrs Beverley Savill
Education Welfare Service,
7 Portman Close,
Bracknell,
Berkshire,
RG42 1NE.

Direct Dial: 01344 464717

Email: Beverley.savill@bracknell-forest.gov.uk and

Mrs Lesley Adams
Head of School Admissions
School Admissions Team
Time Square
Market Square
Bracknell
RG12 1JD

Direct Dial: 01344 354143

Email: Lesley.adams@bracknell-forst.gov.uk

The role of Special Educational Needs team

The SEN team:

- work to ensure that children with statements of special educational needs are found appropriate placement to meet their needs in a timely manner;
- monitor placements to ensure the child is attending and receiving an appropriate education working with the Education Welfare Service
- ensure that they don't become missing from education and follow procedures if they do;
- take a robust approach to tackling early signs of possible CME and ensure appropriate referrals are made in a timely manner;
- ensure that the team have a representative who attends the CME Panel;
- work closely with the CME officer (s) and update them regularly;
- regularly check, and update CME register and take the appropriate action as required to the circumstances;
- regularly update and add to the statutory CME list as appropriate.

The role of the School Admissions Team

The School Admissions Team is responsible for:

- the allocation of school places for the residents of Bracknell Forest for starting school for the first time; transfer to junior school and transfer to secondary school;
- the allocation of school places to all children moving into Bracknell Forest up until the end of the 2012/13 academic year. From September 2013 applications will be made to the maintaining local authority and the School Admissions Team will liaise with other local authorities to ensure it is aware of applications for its residents;
- ensuring all those children who have not been offered a place at their preferred school are offered an alternative school place and parents are given the right of appeal;
- supporting and advising families on the process involved when applying for school places. Providing annual information sessions for parents for all of the transfer processes.
- It works with pre-school providers, Family Support Advisers and any other relevant professionals to ensure that all known children are offered a school place.
- It monitors offers of in year places each week and refer those who have not taken up their place to the Education Welfare Service where appropriate
- Where children start school for the first time or transfer to junior or secondary school the Team ensure that the mainstream school is aware of those children they expect to receive and to report those who do not to the EWS.

The team refer to the EWS where it appears that a child of statutory school aged is not receiving education. Specific actions also include:

- Where there are no vacancies and a child is not in education, advising parents of the right to appeal.
- Providing advice to families on the enrolment process into BFC schools and liaise with schools to ensure that the accurate information required for the child/young person's entry is forwarded.
- Reviewing each week each outstanding 'casual admission' application in order to ascertain whether the place has been taken and the student is on roll. This ensures constant monitoring of applicants until a school place is located.
- Referral to the EWS if it appears that a child/young person is not attending an educational provision or has stopped during a transfer process.
- Regularly checking and updating the CME register and take the appropriate action as required to the circumstances.
- Adding to the statutory CME register if appropriate.
- Attending CME panel meetings.

The role of the Ethnic Minority and Traveller Achievement Service (EMTAS)

The service will:

- identify Gypsy, Roma, and Traveller children that may be out of education.
- assist parents where necessary to complete application forms, and liaise with School Admissions where required in order to obtain a school place;
- work with schools in order to challenge the stereotyping and raise cultural awareness;
- work closely with the transient community (e.g. circus/fairground) in order that children are able to access education;
- offer training to agencies within the authority to raise cultural awareness

- work with Gypsy, Roma and Traveller children on 'short term intervention strategies within schools.
- liaise with the Education Welfare Service where it is been identified that children of statutory school age are not in education

The role of Children's Social Care (CSC)

The CSC teams, for children and young people who meet the threshold for intervention at Tier 4 will:

- ensure that the care plan includes and educational element
- ensure that Social Workers inform CME officers or the allocated EWO when a case is closed if the child is not in education
- ensure the attendance of a Social Care representative at CME panel meetings
- liaise with School Admissions or CME re advice concerning the possibility of a child missing in education.

The role of the Targeted Youth Support Service

Bracknell Forest has redesigned the way its Youth Service delivers its work to young people across the Borough where work is concentrated on those most vulnerable young people who need help and support in making the safe transition from adolescence to adulthood. Where the service has information related to a child not receiving appropriate education then a referral is made.

Conclusion

Every child does matter and the responsibility for safeguarding is everybody's business.

This policy will support the collaboration between all stakeholders to support children who may otherwise go missing from education.

Relevant legislation and further sources of information

Children Act 2004

Section 10 requires each local authority to make arrangements to promote co-operation between the local authorities, each of their relevant partners and such other persons or bodies, working with children in the local authority's area, as the authority consider appropriate. The arrangements are to be made with a view to improving the wellbeing of children in the authority's area – which includes protection from harm or neglect alongside other outcomes. This section is the legislative basis for children's trust arrangements.

Section 11 requires a range of organisations to make arrangements for ensuring that their functions, and services provided on their behalf, are discharged having regard to the need to safeguard and promote the welfare of children.

Section 12 enables the Secretary of State to require local authorities to establish and operate databases relating to the section 10 or 11 duties (above) or the section 175 duty (below), or to establish and operate databases nationally.

Section 17 enables the Secretary of State to require local authorities to prepare and publish a plan setting out the authority's strategy for discharging their functions in relation to children and relevant young persons. The Children and Young People's Plan Regulations (England) 2005 required local authorities to publish their first Children and Young People's Plan on or before 1st April 2006 and to review the plan annually.

Section 63 of the Children Act 2004 amended Schedule 5 of the Tax Credits Act 2002, meaning that the Inland Revenue now has lawful authority to provide local authorities with "...information, other than information relating to a person's income, which is held for the purposes of functions relating to tax credits, child benefit or guardian's allowance by the Board" (extract from section 63(1)). This information can only be requested where it is needed in order for the local authority to fulfil their statutory responsibilities to safeguard and promote the welfare of children. Such enquiries will generally be made under section 47 of the Children Act 1989, which requires local authorities to make enquiries where they suspect a child is suffering or is likely to suffer significant harm.

Children Act 2004 guidance can be found at:
<http://www.everychildmatters.gov.uk/strategy/guidance/>

Education Act 2002

Section 175 puts a duty on all local authorities, maintained (state) schools, and further education institutions, including sixth form colleges, to exercise their functions with a view to safeguarding and promoting the welfare of children (children who are pupils and students under 18 years of age, in the case of schools and colleges). The same duty is put on Independent schools, including Academies by regulations made under section 157 of that Act.

Identifying children not receiving education is a key part of discharging the responsibility to safeguard and promote the welfare of children. Local authorities should use the powers identified above and work with their partners to ensure that appropriate measures are put in place to share information when identifying children not receiving education.

For more guidance on safeguarding children local authorities should refer to the *Working Together to Safeguard Children 2006* document (Part 1 of which is statutory) and other guidance available on the Every Child Matters website
<http://www.everychildmatters.gov.uk/socialcare/safeguarding>

Education Act 1996

Section 7 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.

Section 8 – Compulsory school age

Section 14(1) provides that a local 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 (section 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 (section 14(3)).

Section 19(1) – requires every local 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 purpose, “suitable” education is defined as “efficient education suitable to the age, ability, aptitude and to any special education needs the child/young person may have.

Section 437(1) – provides that if it appears to a local 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 the parent to satisfy the authority with the period specified in the notice that the child is receiving such an education.

National Indicator 71

Other useful information – add departmental advice and guidance with the relevant websites e.g. child trafficking, young runaways, behaviour and attendance (including exclusions, bullying and alternative provision

Annex 2 consists of the following four documents

- Education Welfare Service – CME Referral Form (1 page)
- Education Welfare Service – Missing Pupil Form (3 pages)
- Education Welfare Service – Children Missing Education Flowchart (1 page)
- CME Referral from Admissions to EWS (2 pages)



EDUCATION WELFARE SERVICE CME REFERRAL FORM

PUPIL NAME:	NAME OF SCHOOL:
MALE/FEMALE:	DOB:
CLASS/YEAR GROUP/HOUSE:	
LAST KNOWN ADDRESS:	
AREA MOVED FROM/BELIEVED TO HAVE MOVED TO:	
FULL PARENT(s)/CARER(s) DETAILS:	
CONTACT TELEPHONE NUMBERS: HOME:	MOBILE:
PARENT/CARER EMAIL:	
KNOWN SIBLING(s) NAME(s), AGE(s) & SCHOOL(s):	
Are you aware of any reason why the CME Officer should not make a home visit?	
Yes/No	

Please provide a brief **description of concerns and chronology of recent contacts** with parent/carer. Please include any additional information that may help locate the pupil e.g. **alternative addresses; other significant family members/contacts with contact details; possible alternative names:**

Schools: Please attach copies of any correspondence along with the **Missing Pupil Form – School Attendance Matters manual Appendix II**).

REFERRED BY:	DESIGNATION:
CONTACT NO:	DATE:

FOR OFFICIAL USE:	
DATE RECEIVED:	REFERRAL ACCEPTED: YES/NO
DATE ALLOCATED:	DATE:
CASE ALLOCATED TO:	ACTION PLAN:

Unrestricted

Missing Pupil Form

This form is to be used in conjunction with 'Children Missing Education policy, School Attendance Matters Guidance and the 'Missing Persons Protocol'.

School	
Child's Name	
Date of Birth	
Ethnicity	
Date Missing	
Subject to Pupil Premium	
First Language if not English	

Please tick (or leave blank if unknown). Please provide any further comments overleaf.

	Yes	No
1. Has the child gone missing with their family?		
2. Is the child in care or have a child protection plan?		
3. Is there planned or current Children's Social Care involvement (e.g. an initial assessment or a section 47 assessment)?		
4. Is the child subject to a Child in Need Plan?		
5. Is this child a Young Carer?		
6. Is there good reason to believe that the child may be the victim of a crime?		
7. Have there been past concerns about this child and family which together with the sudden disappearance are worrying? e.g.:		
a. Is there any known history of substance or alcohol dependency within the family?		
b. Is there any known history of domestic violence?		
c. Is there concern about the parent/carer's ability to protect the child from harm?		
8. Are there health reasons to believe that the child is at risk? e.g.:		
a. Does the child need essential medication or health care?		
b. Was the child noted to be depressed prior to their unexplained absence?		
9. Are there religious or cultural reasons to believe that the child is at risk (e.g. rites of passage or forced marriage planned for the child)?		
10. Have there been any past concerns about the child associating with significantly older young people or adults?		
11. Is the child new to the Country or recently returned to the UK?		
12. Is this child/family Asylum Seekers?		
13. Has there been a recent, sudden or unexpected change in the child's behaviour?		
14. Was there any significant incident that may have contributed to the child's unexplained absence?		
15. Has the child been a victim of bullying?		
16. Does the child have special educational needs?		
17. Has there been any change in the child/family's financial circumstances?		
18. Is there a risk of eviction from the family home?		
19. Is this a Traveller family?		

Missing Pupil Form (continued)

School	
Child's Name	
Date of Birth	
Ethnicity	
Date Missing	
Subject to Pupil Premium	
First Language if not English	

[illegible]

Q1 – If the answer is ‘yes’ to this question then consider recording as unauthorised absence unless other risk factors are known.

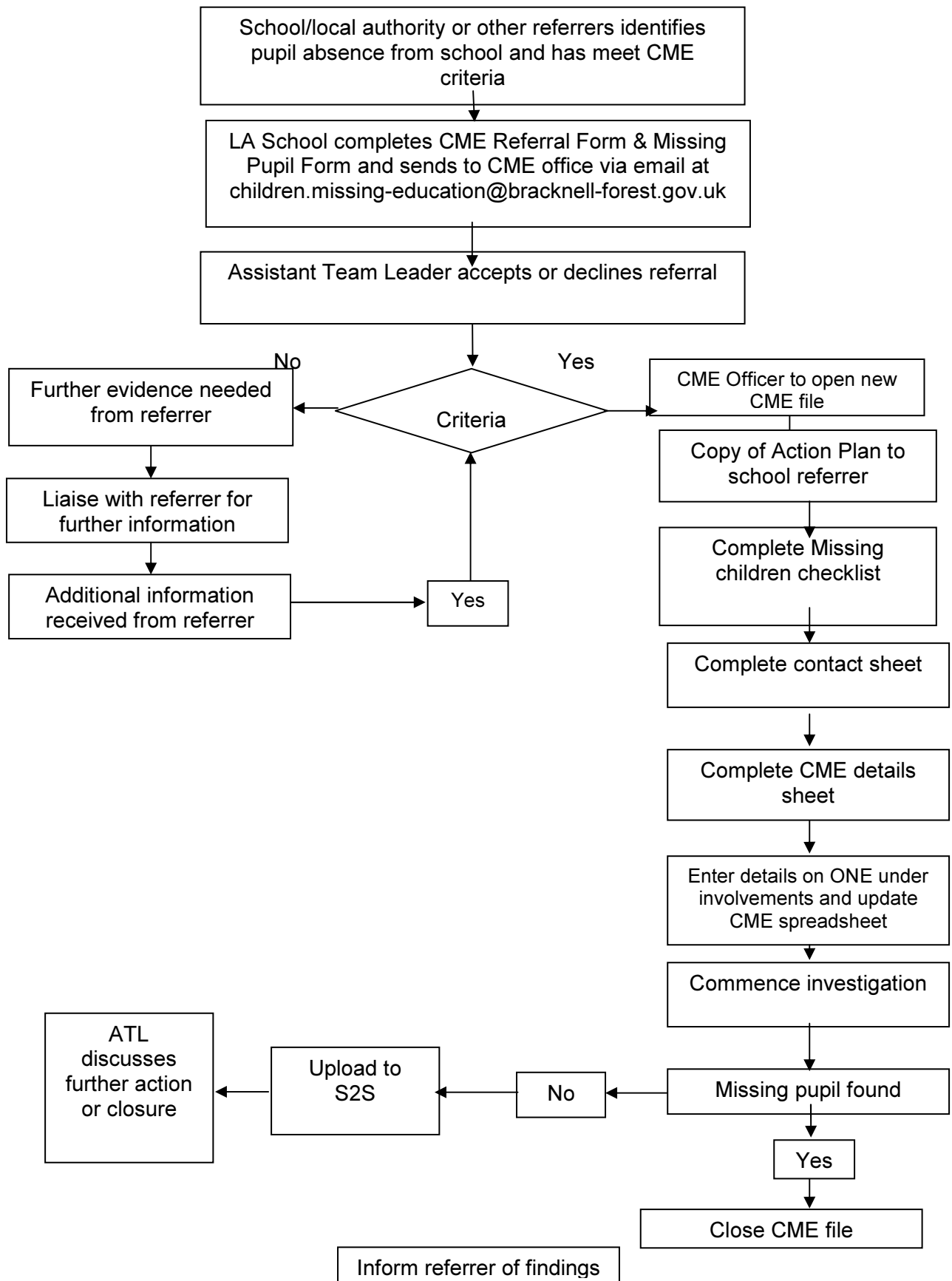
Q2 to Q9 - If the answer is 'yes' to any one of these questions and there are further concerns please contact your designated Child Protection lead and/or social care for advise.

If in the case of any immediate danger always contact 999 emergency services as appropriate.

Name of person completing form _____

EDUCATION WELFARE SERVICE

CHILDREN MISSING EDUCATION FLOWCHART



Child Missing Education Statutory*Non-statutory School Age*

The Admissions Team need to establish whether this school place is still required for the following child:

Child's Name

Child's Date of Birth

Family Name/Parent/Carer

Full Address

.....

Contact details

School Offered

EWS has established the following info onDATE

Child located YES/NO*

If **NO** – child not located – EWS complete with actions taken

If **YES** – child located

Are you accepting the school place? YES/NO*

If YES – I am accepting the school place

At what date are you intending your child to start at

(Attached sheet must be signed by parent/carer and forwarded by the EWS to the School Admissions Team)

If NO – I am not accepting the school place

What provisions are you making for your child's education?

.....
EWS to ensure that correct provision is in place.

When will your child start school? – tick the appropriate line

If your child's date of birth is on or between 01 September XX and 31 December XX

September XX Full Time

September XX Part Time

January XX (statutory school age) Full Time

If your child's date of birth is on or between 01 January XX and 31 March XX

September XX Full Time

September XX Part Time

January XX Full Time

January XX Part Time

April XX (statutory school age) Full Time

If your child's date of birth is on or between 01 April XX and 31 August XX

September XX Full Time

September XX Part Time

January XX Full Time

January XX Part Time

April XX Full Time

I would like to defer to Year 1 and no longer wish my application to be processed

Signed Parent/Carer

Signed EWS Officer

Date