

Leicestershire County Council

Inclusion Service

Pupils Missing Out on Education (PME)

Status: Final

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Version: 1.6

Date: 5th April 2022

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Document Control

Control Details

Document Location:

To be uploaded to Sharepoint once signed off

Production Software:

Microsoft Word 2010

Author:

Owner:

Document Amendment Record

| Issue | Amendment Detail | Author | Date | Approved |
|-------|---|--------|----------|----------|
| | Approved by SMT | SMT | 28/04/21 | |
| | Policy content reviewed and updated as per annual review schedule | BC/ NC | 05/04/22 | |

1. Introduction

This document is to provide Leicestershire Education Providers, Governing Bodies, Leicestershire County Council Officers, and other agencies working with children and young people, with 'guidance and recommendations' that define safeguarding and attendance for those **children 'on roll'**, who do not present to, or engage in full-time education, the pre-school, school, or other education provision.

This Policy covers pupils who have;

- Unexplained absences from the school
- Who go missing from the school during the school day
- Were expected to take up a school place but are missing
- Pupils on reduced or part-time timetables

This guidance should be read in conjunction with the Children Missing Education Statutory [Guidance](#) Leicestershire County Council's Children Missing Education, (CME) Policy 2021. The statutory guidance defines children missing education as children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Leicestershire County Council's CME Policy relates to any child of statutory school age who is missing out on a formal, full-time education

The duty does not apply to children and young people who are being educated at home. Monitoring arrangements already exist for children being educated at home and schools should refer to the Elective Home Education, [Guidance](#) for local authorities and schools (DfE 2007, updated 2019) and Leicestershire County Council's [Electively Home Educated Guidance](#)

In the context of Working Together 2018 and the Children Act, 1989, amended 2004, Leicestershire County Council acknowledges that "education protects" and that it is a key responsibility of the County Council and its education partners to safeguard all the children resident in Leicestershire or attending its schools and provisions. The best way for Leicestershire County Council and its schools to promote the welfare of all children is to ensure that they are all on a school roll and that children do not 'slip' off school rolls and become 'missing'.

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 Guidance and there is an expectation that all agencies will work together to ensure children are safely on school rolls. The Duty to identify children who are not receiving a suitable education or are missing from education should be a key part of these arrangements.

Please note that in the event of any immediate safeguarding risk or concern; education settings should contact the Police and Children's Social Care outside of any timescales in this guidance.

There is now considerable research available which identifies the reasons for children and young people being 'missing from school'. The most common reasons include:

- Children and young people failing to be registered at a school at age 5 years or failing to make a successful transition at Year 6 or 7.
- Family breakdown and issues that may result in frequent moves of house including periods of homelessness or periods in a refuge.
- Exclusions or misuse of cooling off periods.

- Persistent truancy leading to non-attendance or incidents resulting in a child or parent's dissatisfaction with the school and the parent withdrawing the pupil or 'being asked to leave' the school. **Removal from roll in such circumstances is illegal and will be challenged by Leicestershire County Council.** The circumstances under which a school can legally removed a pupil from the school roll can be found in the [Children Missing Education \(CME\) Policy](#)

Certain groups of children and young people are more at risk of being impacted on by missing out on education, this can include but is not limited to:

- Children and young people who have been permanently excluded
- Children and young people who have particular social and behavioural difficulties and have personalised learning plan: this means that, by arrangement, they do not attend their usual school full time
- Children and young people who have mental health needs and access Child and Adolescent Mental Health Services (CAMHS), either as an in-patient or through services provided in the community
- Children and young people who have medical needs other than mental health needs
- Children and young people who rarely attend school and have personalised learning plans as part of attempts to reintegrate them into full-time education
- Young people who are pregnant, or are young mothers of compulsory school age
- Children and young people with complex needs for whom no suitable school place is available
- Children and young people returning from custody and for whom a suitable school place has not been found
- Children and young people who are new to the country and are awaiting a school place (e.g. refugee and asylum-seeking children)
- Children and young people who are from a Gypsy, Roma or Traveller background and alternative provision has been made
- Children and young people who have moved from another area and a school place has not yet been secured; this may include children who are looked after
- Children and young people who are from Circus and Showman families and alternative provision has been made
- Children and young people who are accessing alternative provision via the Youth Justice Team (YJT)
- Children or young people of statutory school age who were, but are no longer, looked after by the local authority
- Children who have suffered bereavement, trauma, domestic violence or other adverse family circumstances
- Children with special educational needs
- Young carers
- Children and young people who are Electively Home Educated (EHE) and education is deemed not to be 'suitable' or 'efficient' by the local authority
- Children and young people who go 'missing' during the school day (defined as missing on 3 separate occasions in the last month)
- Children and young people who are 'Children Missing Education' (CME) as defined by the Department for Education's statutory guidance, [2016](#) – '*children of compulsory school age who are not registered at a school and who are not receiving suitable education otherwise than at a school*'. The guidance identifies children at particular risk of missing education as:
 - Pupils at risk of harm/neglect
 - Children of Gypsy, Roma and Traveller (GRT) families

- Children of Service Personnel
- Missing children and runaways
- Children and young people supervised by the Youth Justice System
- Children who cease to attend a school
- Children of new migrant families

It is recognised that children from the groups listed above are more 'vulnerable' in every sense.

Children going missing particularly repeatedly can be a vital sign of a range of safeguarding possibilities. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in the future. (DfE guidance Keeping Children Safe in Education 2020).

It has also been shown that missing out on school and education can have a significant impact on other aspects of adult life, including unemployment and homelessness, crime and anti-social behaviour resulting in a risk of a custodial sentence and risk of exploitation.

[Keeping Children Safe in Education \(2020\)](#) tells us that '*children going missing, particularly repeatedly, can act as a vital sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage*'

2. The Role of the School or other Education Providers

2.1 Unexplained Absence

For the purpose of this 'guidance', we define unexplained absence as a child who does not present at their setting on any given day, and there being no explanation for the absence in advance of the occurrence.

For the majority of these children, there may be no current safeguarding concerns and as such, the provision's local safeguarding procedures should detail the process for 'first day call' to ensure these children are accounted for.

Leicestershire County Council's 'recommendation' in this situation is that a process is followed to make contact with the parent or carer or other designated contacts given for the child, from the first day that the child is absent, which should be detailed in the setting's local safeguarding procedures. Leicestershire County Council recommend that education settings have at least two separate named contacts and that these are checked at least annually as part of their funding mechanisms (Early Years providers) or home school agreements (Schools).

For children or young people who do not present at their setting, on any given day, where a child, young person or family is open to Leicestershire Children's Social Care or Early Help service and where attendance is identified as a concern in the child or young person's plan – (Early Help, Child in Need, Child Protection, Looked After Child Plans or an Education Health and Care Plan for a child with SEND), Leicestershire County Council should be notified, directly making contact with the child's allocated social worker, early help worker or SENA case manager.

Schools must regularly inform the local authority of any pupils who are regularly absent from school, have irregular attendance, or have missed ten school days or more without the school's permission. DfE guidance school attendance August 2020 states all schools must agree with the relevant local authority, the regular interval that the school will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school permission for a continuous period of 10 days or 15 cumulative days.

If a child unexpectedly fails to attend a setting and all reasonable attempts have been made to contact the parent or carer and other designated contacts, then Leicestershire County Council recommends that all settings should have detailed in their safeguarding procedures a process for 'Safe and Well Checks'.

'Safe and Well Checks' should be used when a child does not present at their setting and **no relevant adult can be contacted**, after attempting contact for a period of 5 days. By day 5, a referral should be made to Leicestershire's Inclusion Service using the [Inclusion Service Referral Form](#).

Attempts to contact the family should continue and the pupil must remain on roll until an Inclusion Service Education Officer advises otherwise.

Schools must inform the Inclusion Service of the details of pupils who are regularly absent from school, or who has missed 10 consecutive days or 15 cumulative days without permission.

Consideration should also be given as to whether the matter should be referred to the Court Team alongside the Inclusion Service to ascertain whether it is a suitable matter for possible prosecution under Section 444 of the Education Act 1996. Further information and a referral form can be found on our web site, found [here](#).

In all events, the child's history, attendance record and consideration of any escalating concern should always be considered when deciding on the use of any action. Where there are any safeguarding concerns, contact Leicestershire County Council's Children & Family Services First Response Children's Duty Team on 0116 305 0005.

2.2 Children who go missing during the course of the school day

When a child or young person goes missing from their education setting during the course of the day, settings should have detailed in their local safeguarding procedures the process for responding to such events.

Procedures should be designed to ensure that any child or young person who goes missing during the course of the day is found and returned within as short a timeframe as reasonably possible.

When the alarm is raised that a child has gone missing, Leicestershire County Council recommends that the following steps be put into place:

- * School staff alert reception/administrative staff
- * Designated member/s of staff should co-ordinate a detailed search of the site including its grounds
- * If the search is unsuccessful, the parent or carer (or other emergency contact) should be notified
- * If contact with the parent/ carer (or other emergency contact) cannot be made, or parent/ carer cannot confirm the location of the child, the Police should be contacted. It is the responsibility of the setting to report the child missing.
- * The school staff provide Police with any appropriate information such as a detailed description of the child and an indication of when they were last seen.
- * School's staff should continue a detailed search of the site including its grounds until the Police attend and undertake an investigation
- * Where there are any safeguarding concerns, contact Leicestershire County Council's Children & Family Services First Response Children's Duty on 0116 305 0005

2.3 Children missing who were expected to take up school place

A pupil should be put on roll when he or she is expected to join the school, either at an expected transition time, for example, Nursery, Reception or Year 7, at any time and she or he does not arrive, the school should firstly try to make contact with the parents by phone or letter. If after one week no contact has been made the school should contact the Admissions Officer of Leicestershire County Council to find out if the child has been registered elsewhere. After two weeks the school should follow the DfE guidance and complete a referral to the [Inclusion Service](#), who will follow the procedures for 'missing pupils'.

The pupil should not be removed from roll until the Inclusion Service PME Co-ordinator has ascertained the pupil's whereabouts and safety and has confirmed that the pupil is registered at another school or is being educated otherwise.

Schools can only delete pupils from the Attendance Register when they are deleted from the Admissions Register. Schools delete pupils from both registers where:

- They have left to be educated outside the school system
- They have completed their compulsory education and are not continuing their education
- They have been permanently excluded and the appeals process has been exhausted
- The pupil has died
- The pupil is serving a custodial sentence of more than 4 months (but not on remand)
- The pupil has moved to another school
- Family/ pupil has relocated to another LA or country and this has been confirmed

If a pupil is absent for a prolonged period or fails to return from a holiday the school should follow the normal procedures for investigating pupil absence, for example, telephone calls, letters, and invitations to meetings at the school.

There are strict rules on when schools can delete pupils from their admissions register. The requirement on schools is outlined in Section 9 of the Regulations governing the Registration of Pupils in Schools (2005) the Education (Pupil Registration) (England) Regulations 2006 as amended, [Regulation 8](#).

2.4 Part-time or Reduced Timetables

As a general rule, and in line with the Department of Education, School Attendance Guidance 2019, part-time timetables cannot be used as all pupils of compulsory school age are entitled to a full-time education.

All children of compulsory school age are legally entitled to receive a suitable full-time education and local authorities have a statutory duty to ensure that all children in their area receive such an education. The Local Government Ombudsman has established in its report Out of school, out of mind (LGO. 2011) that the number of hours of teaching per week considered to represent full-time education is as follows:

- Reception and Key Stage 1 – 21 hours
- Key Stage 2 – 23.5 hours
- Key Stage 3 – 24 hours
- Key Stage 4 – 25 hours

The assumption is that pupils should receive full-time education consistent with their Key Stage.

Reduced Timetables

A timetable is considered reduced, when it consists of something less than that which is provided to the majority of the pupil's peers in that setting. As a rule, schools are only permitted to provide less than full-time education, including placing a pupil on a part-time timetable, in very exceptional circumstances and with the consent of the person with PR (Parental Responsibility).

Where this is deemed necessary, a reduced timetable must not be treated as a long-term plan. Leicestershire County Council recommends not more than 6 weeks duration. The arrangement should always specify an end-date by when it is expected that the child will return to full-time education (or when

an alternative will be provided) and be reviewed regularly in the light of any changes to the child's circumstances.

A temporary reduced timetable should provide a means of achieving re-integration to full-time education. It should never be used as a form of exclusion from school for part of the school day or as permanent provision.

When might a reduced timetable be used?

- As part of an in-school support package - School, parent/carer and other professionals agree that a short-term reduced timetable would support a pupil who has become disaffected, to reintegrate successfully within the school environment. This would be a closely monitored intervention to address and manage the impact of significant emotional or social needs.
- For medical reasons – if a pupil has a serious medical condition, where recovery is the priority outcome. These arrangements would be part of a “medical plan” agreed between the school and health professionals. Please see the DfE statutory guidance “Ensuring a good education for children who cannot attend school because of health needs” 2013 before offering a reduced timetable for this reason.

When might part-time or reduced timetables be unlawful

Reduced/Part-time timetables that DO NOT have clearly defined objectives, a specified end date, a review process, and/or the consent of parents/carers may constitute an illegal exclusion.

Should a reduced/part-time timetable need to be considered schools are required to:

- Inform the local authority of any instance of a child being placed on a part-time timetable, so that the local authority is aware of the arrangements (ref. [Pupils Missing Out on Education, Ofsted November 2013](#))
- Provide information to governors about any children placed on reduced/part-time timetables, so that governors can fulfil their responsibilities to monitor the school's provision.

A pupil should not be put on a part-time timetable because of their special educational needs as this may constitute discrimination. A special educational need may also be a disability and therefore constitute a protected characteristic under the Equality Act 2010

Summary of Process for Schools – when part-time timetables are proposed or in place

- a. Complete a detailed action plan that sets out a clear path to planned reintegration from reduced provision to full-time attendance. Where appropriate, the child and family will be actively involved in this planning. The plan should be reviewed if there is a change to the pupil's circumstances or needs.
- b. If the child has an Education, Health and Care Plan, consult with the local authority's SENA team to ensure that the EHC Plan can be implemented fully. The school should also consider whether it is appropriate to arrange an interim review, if for example the child's needs have changed and it is considered that this could impact on the ability for the provision to meet the pupil's needs.
- c. Confirm, in writing, which adults will be responsible for the duty of care for the child during school sessions when the pupil is not attending - schools retain full duty of care for all children who are on the school roll if they are receiving education off-site.
- d. Obtain written consent to the arrangements from the child's parents/carers. Should parents/carers not agree to the part-time timetable, it cannot be implemented, as without parental agreement a reduced timetable would be considered to be an unlawful exclusion.
- e. Keep a central record of the arrangement and notify the local authority electronically, using the form provided for this purpose (see Appendix)

- f. Record the child's absence from school for sessions when the pupil is not in attendance as authorised absence (register code C).
- g. Provide sufficient, and appropriate, differentiated work for any time within which the pupil is not attending school. Provided the pupil is medically fit, the combination of work completed at the school and at home should constitute full-time education. Consideration should be given to how work will be provided when the pupil is not in school, sent home, marked and constructive feedback provided. It should also be considered how the pupil, during periods of non-attendance in school can feel included and maintain contact with their class and key staff members.
- h. Inform the local authority when the child returns to full-time education which enable the Inclusion Service to:
 - ensure that decision-making is lawful and appropriate and to offer advice where required
 - fulfil its safeguarding responsibilities to collect and analyse data relating to children not in full time education (Ofsted Framework for the inspection of services for children in need of help and protection, children looked after and care leavers June 2015)
 - analyse data relating to the use of reduced timetables to inform current and future service delivery
- i. [Section 19 of the Education Act 1996](#) states that '*Each local authority shall make arrangements for the provision of suitable education at school or otherwise than at a school for those children of compulsory age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements for them*'. The school must engage with the local authority in cases of commissioning of alternative provision or home tuition for pupils with part-time or reduced timetables

School/Setting to:

- Seek support and advice about when and how to implement reduced timetables where needed and to look at other options available to schools and settings
- demonstrate transparency and accountability in the use of reduced/part-time timetables
- create reports for use in monitoring and analysing data relating to pupils on reduced/part-time timetables.

Marking the attendance register for pupils with reduced timetables

The DfE guidance provides specific guidance. In respect of part-time time-tables it states:

"In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised absence. Therefore, in most cases it would not be appropriate to use the 'B' code (Off-site Educational Activity) to record the period when a pupil on a part-time timetable is not attending school. The C code (Leave of absence authorised by the school) would be more appropriate in most situations.

Where a pupil is attending alternative provision as part of their part-time timetable it may be appropriate to use the B code for that aspect of their timetable. However, it remains the school's responsibility to monitor attendance whilst they attend alternative provision."

If you require further advice or support around this, please contact the Inclusion Service Team to discuss.

3. The Role of the Local Authority

3.1 The Inclusion Service

The Service Manager of the Inclusion Service is the Council's designated officer for children missing their education. They are responsible for all children notified as being without a school place and for liaising with other Local Authorities. It is Leicestershire County Council's responsibility to ensure that all school aged children are in receipt of suitable and efficient education appropriate to their age, aptitude and ability whether at school or otherwise.

The Education Act 1996, [Section 434](#) states that 'proprietors should make provision for registers to be inspected' and requires 'returns as to the contents of the register' to the Secretary of State and Local Authority 'as may be prescribed'. The Local Authority will work with schools and education providers to monitor school registers and ensure that they are being kept in accordance with regulations. This will include regular monitoring of children and young people who have been removed from roll to ensure that no pupil is allowed to 'disappear' from a school roll.

Notification of pupils missing out on education can be made for an individual pupil to the Inclusion Service via a referral, or collectively through the monthly attendance data returns provided by schools to the Inclusion Service Data Management Team.

Information received through the referral process or PME data returns may be shared within Leicestershire County Council's Children & Family Services internal service areas if children or their families are currently being supported by other areas, for example SENA will be advised of those pupils with an EHCP being referred, Children's Social Care will be advised if the pupil has a Child Protection Plan and The Children and Family Wellbeing Service will be updated of those pupils receiving Early Help support.

Education and Reintegration plans are developed collaboratively with the CME Education Officer, the parent/ carer, the child or young person, the school and any other relevant professionals. Inclusion Practitioners and Resilience Youth Workers can support reintegration by working directly with the pupil and family to transition back into the school.

Once a pupil has successfully return to full-time education the Education and Reintegration Plan is concluded and the Inclusion Service will close the case.

If it has not been possible to successfully reintegrate the pupil back to full-time education and attendance sustained the Inclusion Service may seek the advice of the Court Team.

3.2 The Admissions Service

To contribute to the work of ensuring that all pupils are on a school roll and attending school, the Admissions Service works as follows:

- provides advice and assistance to parents when deciding on a school place and allow parents to express a preference
- publishes annually the prescribed information about the admission arrangements for each of the maintained schools in the LA and a composite prospectus for all state funded schools in the LA
- to liaise with the Virtual School Head who will oversee the education of looked after children through working with the Admissions Service to prioritise their education needs

- ensures that advice about admissions and support with the application procedure is readily available for families recently arrived from overseas
- ensures that parents are aware of their right of appeal should an application be refused
- contributes to the maintenance of an efficient pupil database which, following liaison with schools and parents as necessary, records the school places offered and those taken up or declined
- shares information with other Local Authorities and admission authorities regarding individual pupil placements within their schools
- investigates, with parents, schools and the Inclusion Service, as necessary, those cases where pupils fail to take up school places or where it becomes evident that a child is out of school
- will action an enquiry from other Local Authorities about “missing” children
- establishes and manages a Fair Access protocol for in year Admissions
- Will follow up with schools after 10 school days if an expected new-intake pupil, flagged within the acknowledged vulnerable groups, has not been placed on the roll of the school. Future changes to this timescale, if published by the Department for Education, will prompt this policy to be amended to reflect new advice
- School places offered and not taken up on behalf of the pupil, if within one of the acknowledged vulnerable groups, will prompt a referral to the Inclusion Service by the Admissions Service

3.3 Looked after Children and Care Leavers

Leicestershire’s Looked After Children and Care Leavers are regularly overseen and monitored by the Head of the Virtual School, with school attendance being a major factor in this work.

The Virtual School Head will:

- ensure that looked-after children have access to a suitable range of high-quality education placement options and that, when commissioning services for them, the authority takes account of the duty to promote their educational achievement;
- ensure that there are robust procedures in place to monitor the attendance and educational progress of the children their authority looks after; and ensure a quick response to any changes in circumstances and provide appropriate intervention
- ensure sufficient information about a child’s mental health, SEN or disability is available to their education setting so that appropriate support can be provided;
- inform head teachers and designated teachers in schools if they have a child on roll who is looked-after by the VSH’s local authority;
- avoid drift or delay in providing suitable educational provision, including special educational provision, and unplanned termination of educational arrangements through proactive, multi-agency co-operation. Where this requires negotiation with other authorities this should be completed in a timely manner and with the best interest of the child as paramount;
- discuss Missing from Education data for looked after children regularly with relevant strategic partner services;
- work with the school’s designated teacher for looked after children who will immediately inform the Virtual School Head should any looked after child becomes missing
- work with the allocated social worker to identify appropriate education provision if a looked after child is identified as a Child Missing from Education

3.4 Children known to a Social Worker

Children who are known to Social Care are currently overseen and monitored by the Service Manager for the Inclusion Service with school attendance being a major factor in this work.

The Service Manager for the Inclusion Service will:

- ensure that children known to Social Care are prioritised for support within the Inclusion Service
- ensure sufficient information about a child's mental health, SEN or disability is available to their education setting so that appropriate support can be provided
- discuss Missing from Education data for children known to a social worker regularly with relevant strategic partner services
- work with the school's designated teacher for children with a social worker who will immediately inform the social worker and Inclusion Service should any child in this cohort become missing
- work with the allocated social worker to identify appropriate education provision if a child known to Social Care is identified as a Child Missing from Education

4. The Role of Other Agencies

Other agencies frequently come into contact with school aged children, especially Children's Social Care, MATU, Health, the Police, Children & Family Wellbeing Service and the Youth Offending Team.

It is an expectation of 'Every Child Matters' that any professional coming across a school aged child will ask where that child is registered at school. In the event of a child not being on the roll of a school other professionals should inform the Inclusion Service.

5. Safeguarding Duty

There may be some occasions when a child/young person not receiving education may be at risk, for example;

- a child or young person known to statutory services, subject to a child protection plan or in the care of the local authority
- past concerns about the child or young person associating with significantly older young people or adults.
- a significant incident prior to the child or young person's unexplained absence
- health, SEND needs, religious or cultural reason to believe that the child or young person is at risk of harm

All agencies have a duty to help, protect and safeguard children and young people and in the event of a child being at risk each agency should follow its safeguarding procedures.

6. Quality Assurance

This Policy has been reviewed and agreed by Children and Family Services Senior Management Team (SMT) for SEND and Education.

This Policy is owned by the Service Manager for the Inclusion Service and is reviewed on an annual basis.

No amendments or changes will be made without the approval and agreement of the Service Manager for the Inclusion Service, Leicestershire County Council.

7. Contact Us

To discuss Pupils Missing Out on Education, contact:

Inclusion Service



Tel: 0116 305 2071



Email: inclusionpupilsupport@leics.gov.uk

For independent advice or support contact SENDIASS (Special Educational Needs and Disabilities Advice and Support Service):

SENDIASS



Tel: 0116 305 5614



Email: sendiass@leics.gov.uk

Appendix

| Title | Link |
|---|---|
| A – Inclusion Service Referral Form | https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/inclusion-service/get%C2%A0advice-or-make-a-referral%C2%A0to-the-inclusion-service |
| B - Inclusion Service Website | https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/inclusion-service |
| C – School Attendance and Behaviour in Schools | https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance |
| D – The Education (Pupil Registration)(England) Regulations 2006 | https://www.legislation.gov.uk/ukxi/2006/1751/made |
| E – School Attendance – Guidance for schools and local authorities | https://www.gov.uk/government/publications/school-attendance |
| F – Children Missing Education (CME) – LCC Policy | https://www.leicestershire.gov.uk/education-and-children/child-protection-and-safeguarding/pupils-missing-out-on-education-and-children-missing-from-education |
| G - Education Act (2002) | https://www.legislation.gov.uk/ukpga/2002/32/contents |
| H - Education Act (2011) | https://www.legislation.gov.uk/ukpga/2011/21/contents/enacted |
| I - Keeping Children Safe in Education (2020) | https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 |
| J - Working Together to Safeguard Children (2018) | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf |
| K – The Children Act (2004) | https://www.legislation.gov.uk/ukpga/2004/31/contents |
| L – Elective Home Education – Guidance for local authorities | https://www.gov.uk/government/publications/elective-home-education |
| M – Elective Home Education | https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/home-education |
| N - The Education (Provision of Full-time Education for Excluded Pupils)(England)(Amendment) Regulations 2014 | https://www.legislation.gov.uk/ukxi/2014/3216/contents/made |
| O – Every Child Matters | https://www.gov.uk/government/publications/every-child-matters |

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|---|---|
| P – Children Missing Education 2016 (DfE Statutory Guidance) | https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf |
| Q – Part-time timetable notification form | <p>Part-time Timetable Notification Form</p> <p>Child's Name: <input type="text"/></p> <p>UPN: <input type="text"/> Ethnicity: <input type="text"/></p> <p>Date of Birth: <input type="text"/> Gender: <input type="text"/> Year Group: <input type="text"/></p> <p>School: <input type="text"/></p> <p>Is the child looked after by Leicestershire County Council or any other local authority? <input type="text" value="Yes / No"/></p> <p>If Yes, which local authority? <input type="text"/></p> <p>Is the child subject to a Child Protection Plan? <input type="text" value="Yes / No"/></p> <p>Has the pupil had a part-time timetable before? <input type="text" value="Yes / No"/></p> <p>If Yes, when? <input type="text"/></p> <p>Does this pupil have an EHCP? <input type="text" value="Yes/ No"/></p> <p>Is this pupil accessing alternative provision? <input type="text" value="Yes/ No"/></p> <p>If Yes, where? <input type="text"/></p> <p>Name of parents/carers: <input type="text"/></p> |

Name of lead person in school:

Name of social worker (if applicable):

Name of SEN caseworker (if applicable):

Name of Virtual School rep (if applicable):

Reason for the part-time timetable/interventions tried:

Date of meeting agreeing the part-time timetable:

Start date of part-time timetable:

Number of hours in education each week:

Review date of part-time timetable:

End date of part-time timetable:

Timetable

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-----------|----------|--------|
| | | | | |

Objectives of the part-time timetable/interventions to support:

Any other comments relating to this part-time timetable:

| | |
|--|--|
| | |
| | <p>Date of parental consent</p> <p>Submit to inclusionpupilsupport@leics.gov.uk with the subject header: Part-time timetable notification</p> |

