

# **CHILDREN MISSING EDUCATION**

## **POLICY & *PROCEDURES***

**Approved by:**  
**Date:**

**Date of Review:**

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**Wigan Council**

**Children & Young People's Services**

**CHILDREN MISSING EDUCATION  
POLICY AND PROCEDURES**



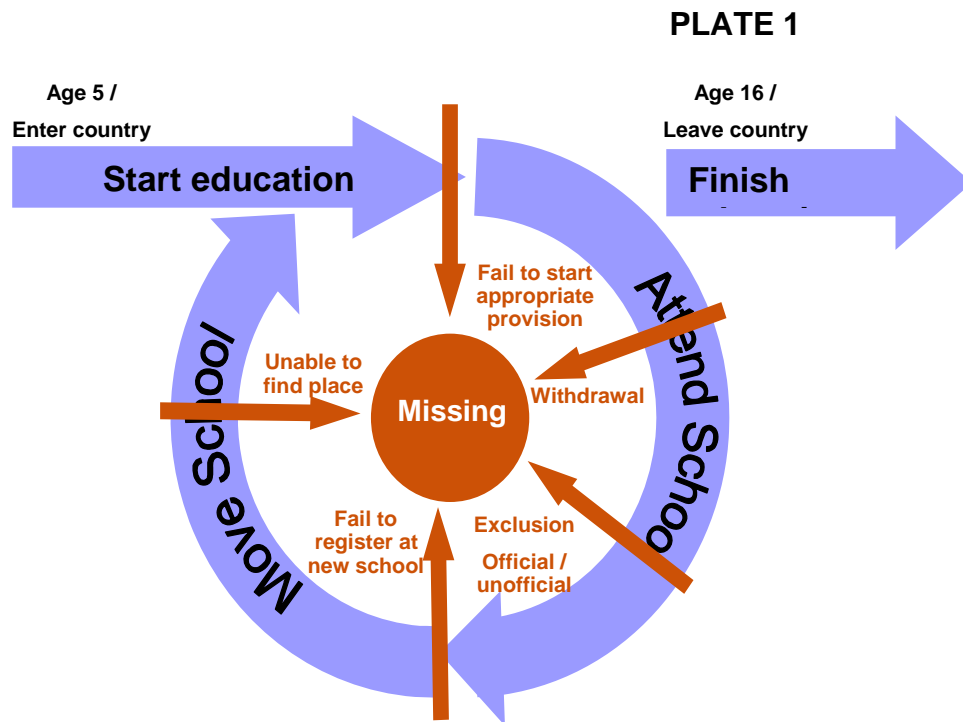
**1. INTRODUCTION**

- 1.1 This document is intended to inform Local Authority [LA] officers, schools, governing bodies and other involved agencies about the policy and procedures to be followed in order to prevent children from going 'missing from education'.
- 1.2 In the context of 'Every Child Matters' and the Children Act 2004, Wigan LA acknowledges that "education protects" and that it is a key responsibility of the LA and its schools to safeguard all the children resident in Wigan or attending its schools. The best way for the LA and its schools to ensure 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'.
- 1.3 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 children are safely on school rolls.
- 1.4 There is now considerable research available which identifies the reason for children and young people being 'missing from school'. The most common reasons include:
- failing to be registered at a school at age 5
  - failing to make a successful transition at Year 6-7
  - frequent moves of house including periods of homelessness or periods in a refuge
  - family breakdown
  - exclusion (formal and informal)
  - persistent truancy leading to non attendance (especially in Years 10 and 11) and
  - disaffection resulting in pupil and/or parent dissatisfaction with the school and the parent withdrawing the pupil or 'being asked to leave'.

It will be recognised that the factors listed above make children and young people 'vulnerable' in every sense and that it is therefore particularly important that they are not allowed to slip below the 'radar screen'. The diagram below illustrates the main ways in which children and young people 'go missing' from education.

1.5 Certain groups of children are more likely to be affected by the factors listed above and include:

- looked after children
- refugee and asylum seeking children
- travellers
- children who have suffered bereavement, trauma, domestic violence or other adverse family circumstances and
- children with special educational needs
- teenagers
- young people in the criminal justice system



**Plate 1:** Diagram Reference – Croydon Council Children Missing from Education Policy & Procedures Document

1.6 The costs of not receiving an education are very high indeed, both to the young people and their families and to society as a whole. The most obvious impact is, of course, on attainment. Pupils who do not attend the final year(s) of compulsory education are unlikely to leave with any qualifications at all and a fractured educational history can result in low levels of functional literacy and numeracy. Truants are more likely than non-truants to leave school with few or no qualifications.

1.7 It has also been shown that missing school can have a significant impact on other aspects of adult life.

1.71 **Unemployment and homelessness**

- Like others with low qualifications, those who miss school are more likely to be out of work at age 18 and,
- are more likely to become homeless.

1.72 **Crime** - the most striking link is with crime.

- According to the Audit Commission, nearly half of all school age offenders have been excluded from school; and a quarter truanted significantly
- Home Office research shows that truants were more than three times more likely to offend than non-truants.

1.73 **Other social difficulties include;**

- involvement in prostitution and the sex trade
- involvement with substance abuse (cigarettes, alcohol and drugs)
- teenage parenthood
- anti-social behaviour
- mental health difficulties and
- physical health difficulties (especially from health issues linked to poverty).

## 2. RATIONALE

Wigan LA is committed to:

- having in place mechanisms which help prevent pupils from becoming lost / missing to educational opportunities
- ensuring that all pupils who go missing or who are lost from schools in Wigan are speedily located and tracked to ensure they are re engaged into learning
- sharing information appropriately with other LAs and agencies as required to ensure pupils are safe and
- supporting other LAs in order to identify and engage missing / lost pupils back into learning.

The LA believes that it can best achieve this if its procedures are:

- underpinned by the relevant statutory requirement in relation to missing / lost pupils
- interconnected with the DCSF (previously DfES) central s2s (school-to-school) Lost Pupils Database, and

- consistent with and support the work of the Wigan Safeguarding Children's Board.

### 3. DEFINITION OF A 'CHILD MISSING EDUCATION'

These procedures are specifically concerned with children missing from education.

A pupil is deemed to be missing school when:

- he/she fails to attend school without any explanation
- the school has been unable to establish the reason, or locate the pupil with any of the contact names at the last known address, or from intelligence from the wider school community and
- the pupil's parents or carers have not provided any information to indicate a change of education provision or unavoidable cause for the pupil's absence; or that the pupil is travelling with them whilst in pursuit of their business.

A child or young person may also be at risk and hence should be deemed as missing in the following circumstances: The appropriate agency / support service should in each case also be contacted.

- missing from home or 'run away'
- missing from care (see Section 13) or missing in breach of a court order and missing families, including children on the Child Protection Register, or known to Social Care.

### 4. THE ROLE OF SCHOOLS

- 4.1 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 s/he does not arrive, the school should initially 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 School Places Team at Progress House to find out if the child has been registered elsewhere. After two weeks the school should complete a referral to the Education Welfare Service who will follow the procedures for 'missing pupils'. The pupil **should not be removed from roll** until the Education Welfare Officer has ascertained the pupil's whereabouts and safety and has confirmed that the pupil is registered at another school or is being educated otherwise.
- 4.2 If a pupil is absent for a period of more than 4 weeks or fails to return from a holiday the school should follow the normal procedures for investigating pupil absence (ie telephone calls, letters, invitations to meetings at the school etc). If the child does not return to school the matter should be referred to the Education Welfare Service who will follow the procedures for

'missing pupils'.. The pupil **should not be removed from roll** until the Education Welfare Officer has ascertained the pupil's whereabouts and safety and has confirmed that the pupil is registered at another school or is being educated otherwise.

4.3 If a pupil ceases to attend school without explanation the school should immediately notify the Education Welfare Service and also the LA Designated Officer for Missing Pupils. If the child or young person is on the Child Protection Register contact should be made with the Custodian of the Register on 01942 705930. If schools are aware that other agencies are involved with the child/family then contact should be made with them.

4.4 There are strict rules on when schools can delete pupils from their attendance/admissions register. These are outlined in Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006  
[www.opsi.gov.uk/legislation](http://www.opsi.gov.uk/legislation) Additional guidance [Keeping Pupil Registers] can also be found at:  
[www.dfes.gov.uk/schoolattendance/legislation/index.cfm](http://www.dfes.gov.uk/schoolattendance/legislation/index.cfm)

4.5 When a pupil is deleted from the Admission register the school must clearly indicate the date and the reason for the removal from roll. In the event of a pupil moving to another school the name of the school should be indicated and the pupil's records should be sent to the new school within 15 days. The school should only delete the pupil from roll from the day before the pupil is expected to start at the new school. If a child's name is removed from the school roll the LA Designated Officer for Missing Pupils must be informed.

- In the event of a parent expressing interest to the school in educating their child at home the school should advise parents that they must notify the school in writing of their intentions. On receipt of such written notification the school must notify the Home Education Co-ordinator, Progress House, Westwood Park Drive, Wigan, WN3 4HH. Tel 01942 486147, and forward a copy of the letter. However, the pupils name can only be deleted from roll once the school has received the letter from the parents and its notification has had time to reach the Local Authority. Schools must neither wait until the Local Authority acknowledges the notice of the deletion nor seek its approval of the deletion (thereby allowing two days for the letter to arrive). The EAH Co-Ordinator will place the name on the database and make arrangements for the LA to satisfy itself that the education being provided is 'suitable and efficient'.
- The school must delete the child's name from their admissions register upon receipt of written notification from the parents that the pupil is receiving education otherwise than at school. However, schools should not wait for parents to give written notification that

they are withdrawing their child from school before advising the local authority. Schools must make a return (giving the child's name, address and the grounds upon which their name is to be deleted from the register) to the local authority as soon as the grounds for deletion are met, and no later than deleting the pupil's name from the register. Written notification should be addressed to Home Education Co-ordinator, Progress House, Westwood Park Drive, Wigan, WN3 4HH. Tel: 01942 486147. They should also copy parents into the notice to the local authority. Further information is available in *Keeping Pupil Registers*, the Department's guidance on applying the regulations.

- If a child is registered at a school as a result of a school attendance order the parents must get the order revoked by the local authority on the ground that arrangements have been made for the child to receive suitable education otherwise than at school, before the child can be deleted from the school's register and educated at home.
  - Local authorities may encourage parents to inform them directly of the withdrawal of a child from school, but have no legal right to insist that parents do so. The only exception to this is where the child is attending a special school under arrangements made by the local authority, in which case additional permission is required from the authority before the child's name can be removed from the register.
  - In the event of a pupil receiving a custodial sentence the pupil should not be deleted from a school roll without prior discussion with the Education Co-ordinator in the Youth Offending Team and the designated officer for Children Missing from Education. Pupils receiving a custodial sentence should not normally be deleted from a school roll until alternative provision has been identified.
- 4.6 If a school learns of a school aged pupil without a school place (e.g. a sibling or friend of a current pupil etc) the school must inform the LA of the child / young person. This can be done via the dedicated e mail address [www. cme@wigan.gov.uk](mailto:cme@wigan.gov.uk), by telephone or in writing to the EWS Admin Team located at Wigan Investment Centre, Waterside Drive, Wigan WN3 5BA. Tel: 01942 705405 Fax: 01942 705408
- 4.7 If a pupil is a resident of another Local Authority it is the school's responsibility to notify the 'home' Authority of any of the circumstances above.
- 4.8 Removal from school roll for any reason other than those specified above is **illegal**. On a weekly basis the LA will access a list of pupils taken off roll and will take action to identify those pupils where no destination has been provided.

- 4.9 It is anticipated that as a result of the Children Act 2004, and the priority given to Children Missing from Education contained within Every Child Matters ECM: Change for Children CfC agenda, Ofsted will inevitably become more rigorous in inspecting this area.

## **5. THE USE OF s2s AND LOST PUPIL DATABASE (LPD).**

- 5.1 If a school knows to which school a pupil is moving the school should ensure that the Common Transfer File (CTF) is sent to the receiving school via S2S as quickly as possible. The new school may then apply for the full school record.
- 5.2 If the new school is unknown the CTF should be coded XXXXXXXX (destination unknown) or MMMMMMMM (moved to Independent Sector or out of country including Scotland) and uploaded onto S2S in the normal way. These records are then stored in a secure area of S2S known as the Lost Pupil Database. If a CTF file is rejected schools should recode the file XXXXXXXX.
- 5.3 If a pupil joins a Wigan school without that school receiving a CTF from the child's previous school then the receiving school should contact the Principal Officer, School Places Team on Tel: 01942 486035 / Int 86035, who is the link person to the Lost Pupil database. A request should be made for a search of the database in order to attempt to match records using names or former names, date of birth or gender.
- 5.4 If a Wigan school, which has previously sent a lost child CTF to the Lost Pupil Database, is subsequently contacted by a school at which the lost child has now registered, the receiving school should request that its own Authority download the original CTF from the LPD.

Guidance on this system & CTF can be found on:-

[www.teachernet.gov.uk/management/ims/datatransfers/CTF](http://www.teachernet.gov.uk/management/ims/datatransfers/CTF)

## **6. EXCLUDED PUPILS**

**6.1 Informing the governing body and the LA.** Within one school day the head teacher must inform the governing body and the LA of:

- a) permanent exclusions;
- b) exclusions which would result in the pupil being excluded for more than five school days (or more than 10 lunchtimes) in any one term;
- c) exclusions which would result in the pupil missing a public examination.

- 6.2 For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the head teacher must also advise the “home” LA of the exclusion, so that they can make arrangements for the pupil’s full-time education from and including the sixth school day of exclusion. **It is essential that the “home” LA is speedily and fully informed of the details of the exclusion so that they are in a good position to ensure that appropriate provision is in place within the statutory time limits.**
- 6.3 **Procedures following a fixed period exclusion.** The school’s obligation to provide education continues and must be met during a fixed period exclusion. Parents are not responsible for making educational provision for their excluded child, but are expected to co-operate with schools in this regard. Where a pupil is given a fixed period exclusion of a duration of six school days or longer, the school has a duty to arrange suitable full-time educational provision from and including the sixth school day of the exclusion. Schools in the former Behaviour Improvement Programme that are still in receipt of additional funding are expected to continue making education provision for excluded pupils from the first day of exclusion.
- 6.4 During the initial period of up to five school days, the parents of the excluded pupil must ensure that he or she is not present in a public place during normal school hours without reasonable justification. This requirement applies whether or not the pupil is in the company of the parent. A failure to comply with this requirement is an offence. Parents can be prosecuted, or may be given a fixed penalty notice of £50.00 if they fail to do this (see Guidance on Education-Related Parenting Contracts, Parenting Orders and Penalty Notices 2007). The pupil may also be removed from the public place by the police and taken to designated premises.
- 6.5 **Procedures following permanent exclusion.** In the case of a permanent exclusion the pupil remains on the roll of the school until any appeal is determined; until the time limit for the parents to lodge an appeal has expired without an appeal being brought; or the parent has informed the LA in writing that no appeal is to be brought. During the first five school days of a permanent exclusion the school should send work home for the pupil to complete. During these initial five school days of exclusion parents must ensure that their child is not present in a public place during school hours without reasonable justification. They commit an offence if they do not. Parents are subject to prosecution or a fixed penalty notice of £50.00 if they fail to do this.
- 6.6 **Marking attendance registers following exclusion.** Where pupils are excluded for a fixed period and no alternative

provision is made before the sixth day of exclusion for them to continue their education they should be marked absent in the attendance register using Code E. Where alternative provision is made, and it meets the requirements of the pupil registration regulations and pupils attend it, they should be marked using the appropriate attendance code, such as Code B (Education Off-Site) or Code D (Dual Registration).

- 6.7 Pupils who are permanently excluded must not be deleted from either the Admission register or the attendance register until the appeal process has been completed. If no alternative provision is made before the sixth day of exclusion for them to continue their education whilst excluded but still on the school roll, they should be marked absent in the attendance register using Code E. Where alternative provision is made, and it meets the requirements of the pupil registration regulations, they should be marked using the appropriate attendance code, such as Code B (Education Off-Site) or Code D (Dual Registration). Further information on the attendance codes and pupil Registration regulations is available at [www.dcsf.gov.uk/schoolattendance](http://www.dcsf.gov.uk/schoolattendance).

## **7. THE ROLE OF CYPS**

- 7.1 The LA Designated Officer for children missing from education is responsible for all children notified as being 'missing' and for liaising with other authorities.
- 7.2 It is the LA'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.
- 7.3 A CYPS Information Sharing Protocol is in place which Officers within CYPS use to share information with colleagues in other services / agencies concerning vulnerable young people.
- 7.4 Professionals should consider whether they should undertake a common assessment and call a change meeting to co-ordinate services for the children who may become vulnerable due to their status of missing education.

## **8. THE ROLE OF THE EDUCATION WELFARE SERVICE**

- 8.1 When a child is referred to the Education Welfare Service by a school or other agency/body as being in danger of going missing from school the case will be prioritised and caseworked until either the child is back in school or it is confirmed that the child is without

a school place, or is referred to the specialist EWO for young people missing from Education (see 9 below).

- 8.2 Regular truancy sweeps will be carried out and school age pupils found out of school will be stopped and enquiries made as to their educational status. If necessary the pupil will be escorted back to school. If the child is found to be without a school place, action will be taken in line with procedures contained within this document.
- 8.3 The Education Welfare Service has a statutory duty to inspect school registers and ensure that they are being kept in accordance with regulations. This will include regular monitoring of pupils who have been removed from roll to ensure that no pupil is allowed to 'disappear' from a school roll.

## **9. SPECIALIST EWO FOR PUPILS OUT OF SCHOOL WAITING FOR AN ADMISSION (OR RE-ADMISSION)**

- 9.1 The role of the Education Welfare Officer for Children and Young People Missing from Education is located within the Education Welfare Service, which in turn is part of Children and Young People's Services (CYPS). Location of the post in this team allows close links with other professionals working with vulnerable young people.
- 9.2 The Education Welfare Officer has links with the School Places Team, Social Care, Connexions, Youth Offending Team, Housing Department, Health Visitor Team, School Nurses and alternative education providers. Work is carried out in partnership with these agencies to develop the already existing inter-agency network so that all members are aware of systems of referral for pupils who are missing or at risk of going missing from education. The Specialist EWO will also work closely with colleagues who support pupils and parents with specific additional needs such as language and communication issues, asylum and migrant families etc.
- 9.3 Referral (See Section 15, The Role of Other Agencies)
- 9.4 The Education Welfare Officer for Children Missing from Education has access to various centrally held databases against which a child's name can be checked to establish whether he/she is registered with an educational provider.
- 9.5 Once the LA is aware of a child who is missing from educational provision the child's name will be added to the Children Missing from Education List, they will not be removed until suitable educational provision has been secured. All children and young people who appear on this list are discussed every six weeks at senior management level.

## **10. SCHOOL PLACES TEAM**

10.1 The School Places Team has responsibility for:

- the co-ordination of admissions to reception classes, ensuring, in cooperation with primary admission authorities, that no more than a single offer of a reception class place is made to applicants for Wigan schools
- the co-ordination of admission arrangements for pupils transferring from primary to secondary school, ensuring, in cooperation with secondary admission authorities and other LAs, that Wigan-resident pupils receive no more than a single offer of a secondary school place
- processing requests for transfer of school for mainstream mid-year admissions for secondary community schools and some primaries

10.2 To contribute to the work of ensuring that all pupils are on a school roll and attending school, the School Places Team works as follows:

- prioritises work on the allocation of school places for children in public care and those released from custody
- ensures that advice about admissions and support with the application procedure is readily available for all families
- carefully considers each request for a transfer of school, ensuring that parents are aware of the implications of a change of school and discouraging the request where appropriate; ensuring, at every opportunity, that parents are advised not to withdraw their children from school without first having secured an alternative school place
- 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 LAs and admission authorities regarding individual pupil placements within their schools
- investigates, with parents, schools and the Education Welfare 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

- follows-up and monitors the outcome of admission referrals made to the Authority's community schools and
- deals with enquiries from other LAs about "missing" children, determining whether such children may be on the roll of a Wigan school

## **11. EARLY YEARS**

### **11.1 TRANSITION OF CHILDREN THROUGH THE FOUNDATION STAGE**

The Foundation Stage is regarded as a key stage in its own right and currently incorporates Educational provision for children between the ages of 3 and 5. The difference between this key stage and others is that it incorporates Non Statutory and Statutory provision (Non Statutory being the Nursery Year and Statutory being the Reception Year). As they move through the Foundation Stage children may also move from one type of provider to another e.g. a child who moves from full day care in a Private Day Nursery to Reception Class at school.

The Early Years team have established procedures to support transition as children move from Nursery to Reception Year. These procedures involve Nursery providers passing on information about individual children's development to the receiving school.

Where children are identified as having additional needs the transition procedures involve liaison with parents and professionals (including the CYPS Access and Inclusion team) with a view to facilitating continuity in meeting the child's needs and ensuring effective inclusion within the setting.

Basic details of all children accessing Early Education is held by Wigan CYPS with more detailed information about children with additional needs being held by CYPS Early Years Quality and Inclusion Team. This enables movement of children accessing Early Education to be tracked.

### **11.2 EARLY EDUCATION**

The Authority maintains a comprehensive data-base of all 3 and 4 year old children receiving their early education entitlement. The data is used by the Department's Admissions team to cross reference the transition of children and their admission into school. A more comprehensive children's information system is currently in development and will in due course, provide a more comprehensive Management Information tool for CME. All

parents are currently invited to register their child's name at any Wigan primary school. For parents who apply for a school place the School Places Team [SPT] will ensure each child is offered a place and make checks to ensure the place is taken up. For those who have registered an interest but don't apply, the SPT will contact parents to ask them where their child has started, or is to start school. Liaison with the Health Authority subsequently will take place to attempt to locate any pupil where no response is provided. [See SPT above Para 10]

### 11.3 CHILDREN WITH ADDITIONAL NEEDS

The established Early Years Inclusion procedures ensure that children identified as having additional needs are tracked and monitored. The purpose of the tracking is to ensure that children's needs are being met, their development promoted and that they are appropriately included in their early years and childcare setting. Arrangements are in place to ensure that when the child moves into Reception Class consistency through the change is achieved and where necessary support agreed and provided.

## 12. **ETHNIC MINORITY ACHIEVEMENT SERVICE (EMAS) (Traveller Education and English as an Additional Language Teams)**

Traveller children are frequently identified as being "missing from school". This can be for a variety of reasons but particularly because:

- they fail to make a successful transition at Year 6-7
- they live within families who frequently move from place to place within the borough, across borough boundaries and, sometimes, to other parts of the UK and
- they may live within families who are on the move in trailers, stopping in unauthorised encampments.

Others at risk of not accessing education include children of:

- asylum seeker families arriving without the usual notification and
- migrant families unfamiliar with the UK education system.

Children with no school place usually come to the attention of the TES through:

- home visits made with regard to children who are not in school
- visits/contacts with other agencies (e.g. Health Visitors, Environmental Health)
- visits to unauthorised encampments
- referrals received from other boroughs with information about families that are known to have moved to Wigan and

- anonymous complaints/information from members of the public.

The EMAS response to finding a child not on any school roll:

- discuss with parents and facilitate an application for admission
- follow up applications for admission
- when parents oppose school placement, investigate period of residence, investigate home education option, where appropriate. Where this cannot be resolved, EWS to be informed
- make home visits, facilitate visits by other agencies.
- when parents opt for Education at Home, explain procedure, assist with registration, ensure that the procedure is followed and monitor at regular intervals. Non-compliance or concerns to be brought to the attention of the CYPS Officer with responsibility for Home Education.

### **13. LOOKED AFTER CHILDREN**

- There are systems in place for locating and monitoring Looked After Children and Young People and where they are attending school. These are sometimes affected by the fact that these children and young people occasionally do not live within the Wigan Borough.
- There are strong links between the Pupil Referral Service and Social Care Sections. It is the social worker's responsibility to inform the Authority if a child is moving schools and to discuss whether a move is appropriate and where the most appropriate placement would be. Agreement can then be reached between the services on how to support any placements
- Social Care have a Lead Officer for the Education of Looked After Children and Young People and he will liaise with other Local Authority's Lead Officers' for LAC who are placed or receiving education out of borough. Support should be given by any Authority Lead Officer to find schools, negotiate admissions procedures, find suitable alternative placements/packages and/or settle into a new placement.
- Attendance is monitored every half term to ensure that children are still in placement, have found suitable placements and are attending without issue i.e. exclusion, truancy, no placement. All attendance of Wigan children out of borough will be jointly monitored by the Wigan Lead Officer and through the designated Education Welfare Officer for LAC. Any concerns will be addressed using the LAC EWO Procedures and LAC Attendance Policy. Further resolution can also be sought through the LAC attendance strategy group.
- In respect of Looked After Children in Wigan, this procedure should be implemented in conjunction with the procedure for Children and Young People who are missing from Care. Access to information from the Wigan Safeguarding Children Board (WSCB) can be found by clicking on the addresses below:  
[http://www.wigan.gov.uk/pub/educ/wscb/Child\\_Prot\\_part1.pdf](http://www.wigan.gov.uk/pub/educ/wscb/Child_Prot_part1.pdf)  
[http://www.wigan.gov.uk/pub/educ/wscb/Child\\_Prot\\_part2.pdf](http://www.wigan.gov.uk/pub/educ/wscb/Child_Prot_part2.pdf)

### **14. YOUNG OFFENDERS**

- The Youth Offending Team has a designated education co-ordinator seconded by the Local Authority who works closely with the Pupil Referral Service. It is the responsibility of the Youth Offending Team to notify the school if a pupil is remanded in

custody or secure accommodation, receives a custodial sentence or is placed outside the borough for any reason. The guidance document, 'Protocol to Support the Education of Children & Young People known to the Youth Offending Team' has been drawn up to support the education of children and young people known to the Youth Offending Team (YOT). The purpose of this guidance is to promote good and consistent practice amongst the relevant sections of Children and Young People's Services and individual schools and the exchange of appropriate information between these agencies.

## **15 PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

- The application for mainstream school placements for children and young people with a Statement of Special Educational Needs are processed by the School Places Team.
- If a place cannot be offered at the parent's first preference school, then the School Places Team will inform parents of alternative available places and their right of appeal.
- If parents wish to appeal, this would be to the SEN and Disability Tribunal (SENDIST), not via the normal admission appeal process.
- If parents do not accept the alternatives, the School Places Team would forward information to the Access and Inclusion Team (e.g. preference, vacancies, schools offered, distance etc) in order for the matter to be considered and progressed. If parents preference was reasonable, then the Access and Inclusion Team would contact the school about naming the parent's preferred school in the statement.
- If a parent's preference is for a place in a special school or if the Local Authority considers a special school would be more appropriate, the admission would be dealt with by the Access and Inclusion Team.

## **16 THE ROLE OF OTHER AGENCIES**

- Other agencies frequently come into contact with school aged children/young people – especially Social Care, Health, the Police, the Youth Service, the Youth Offending Team and the Connexions Service. 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 make a referral either electronically via the dedicated e mail address [www.cme@wigan.gov.uk](mailto:www.cme@wigan.gov.uk), by telephone or in writing EWS Admin Team located at Wigan Investment Centre, Waterside Drive, Wigan WN3 5BA. Tel: 01942 705405 Fax: 01942 705408

## **17 TRACKING AND MONITORING PUPILS**

The system that is now in place in Wigan involves a proactive outreach approach. In order to ensure that the highest possible level of notification takes place of 'children living in Wigan not on an educational register,' a number of procedures are now in place.

The procedures act together as a safeguard within the whole system, as one procedure on its own is not stringent enough. It is essential that the Children and Young Peoples Services (CYPS) reach out to families, as research demonstrates that a passive or reactive system will result in unregistered children.

Outlined below are the routes in which the local authority is made aware of children and young people missing education.

**Section 1.01 ROUTE 1 – Referral from within Wigan LA**

- Referral to Young People Missing from Education List
- Truancy Sweeps and Register checks
- Information Received from School Places Team
- If child does not appear at entry to Reception – Flowchart 1
- If child does not appear at expected school at transition from Y6 to Y7 – Flowchart 2
- EWO/School following the Movement of children process (Appendix A)

**Section 1.02 ROUTE 2 – Referral from within Wigan Borough other than CYPS**

An interagency network has evolved and all members are made aware of the system of referral to the Missing from Education Register

- Referral via Health Visitor Liaison (A&E and Walk In Centre)
- Referral from Social Care
- Fax referral from Local Housing Department
- Email direct to the EWO for Children Missing Education at [cme@wigan.gov.uk](mailto:cme@wigan.gov.uk)
- Telephone call to the Education Welfare Service Administration Department (01942 705405)

**Leaflets Available:** Missing Children Leaflet (issued by the Education Welfare Service)  
This leaflet can be made available in other languages, on audio tape, CD, large print or other formats on request. Contact the Education Welfare Service at Wigan Investment Centre, Waterside Drive, Wigan WN3 5BA

**APPENDIX A****MOVEMENT OF CHILDREN****ENQUIRY**

The children listed below are either known to the Wigan Education Welfare Service in a casework capacity or have left the authority without providing full details of their new address/school. It would be helpful under the circumstances if you could note the following details and respond as appropriate (including negative responses please)

CHILD'S NAME(Please also complete in bottom Section)	SCHOOL ATTENDED	DATE OF BIRTH

NAME OF PARENT/GUARDIAN	
ADDRESS WHILE RESIDENT IN WIGAN(IF KNOWN)	
NEW ADDRESS	
REMARKS	

FROM  
EDUCATION WELFARE OFFICER \_\_\_\_\_ DATE \_\_\_\_\_

**Article II. REPLY**

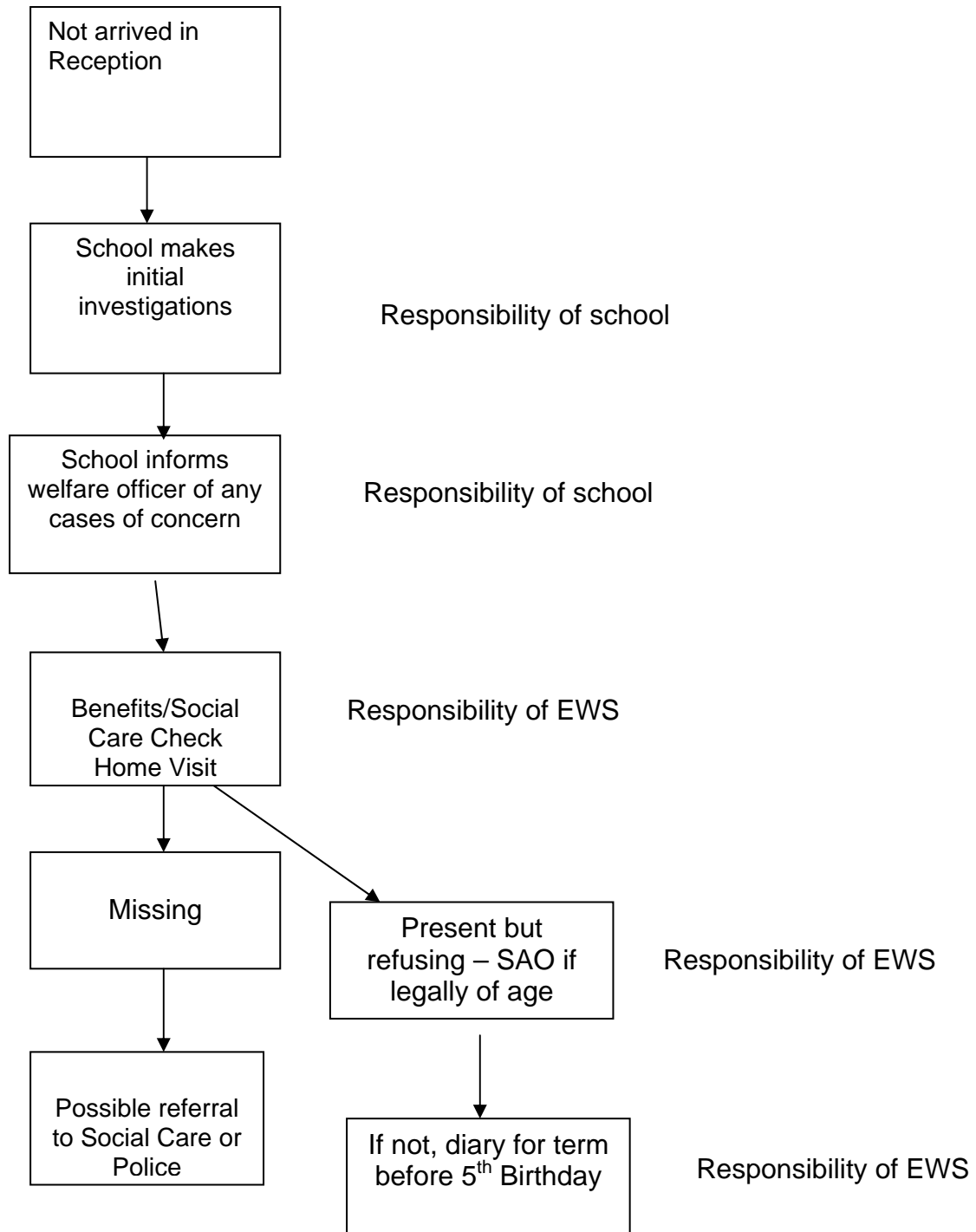
CHILD'S NAME	SCHOOL TO WHICH ADMITTED
CHILD(REN)'S ADDRESS:	
REMARKS	

RECEIVING AUTHORITY  
EDUCATION WELFARE OFFICER \_\_\_\_\_ DATE \_\_\_\_\_

PLEASE RETURN TO EDUCATION WELFARE SERVICE, WIGAN INVESTMENT CENTRE,  
WATERSIDE DRIVE, WIGAN, WN3 5BA

**FLOWCHART 1**

**Child does not appear in Reception Class**



**Transition Year 6 to Year 7**

