



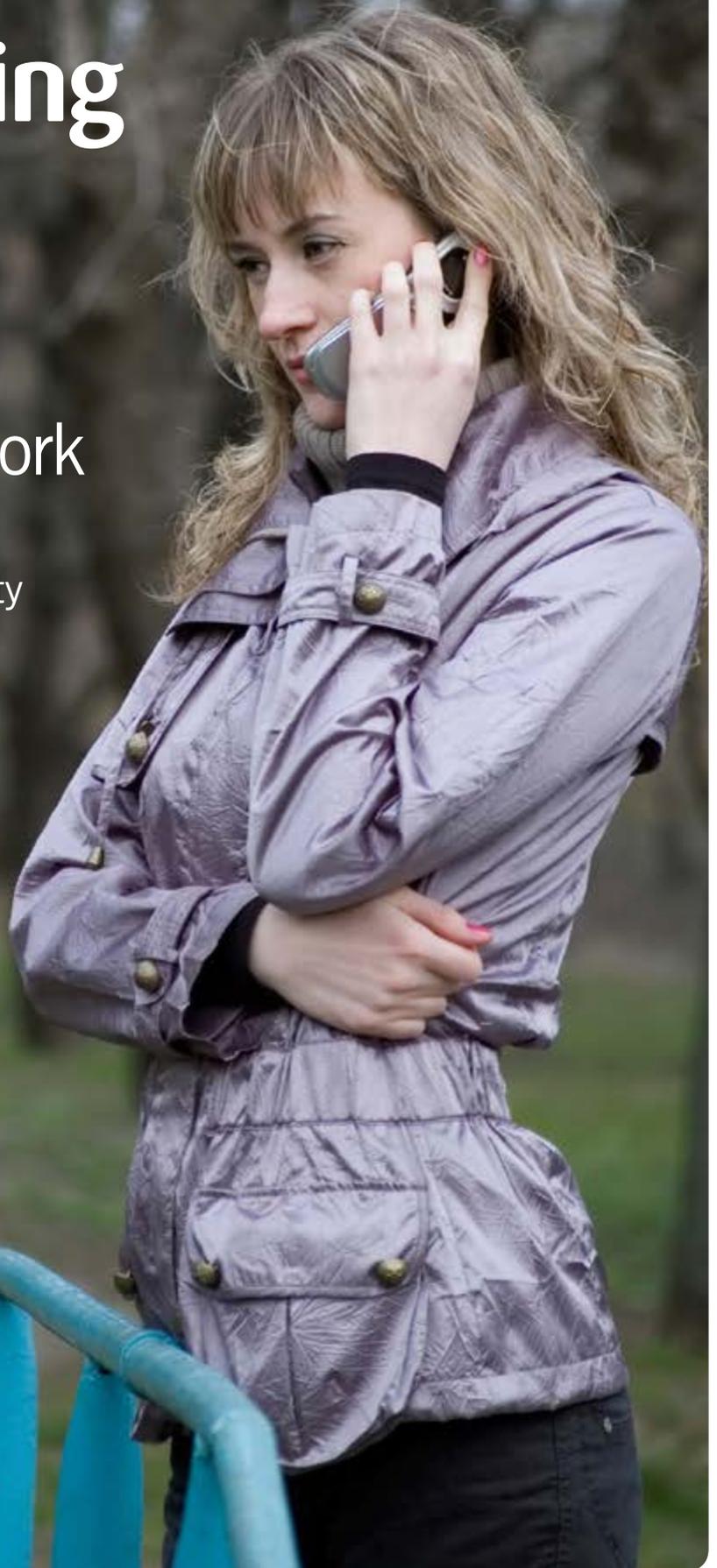
Leicestershire
County Council

Pupils Missing out on Education

| Operating Framework

This guide sets out how the County Council manages the needs of Pupils Missing out on Education, and provides advice for schools and colleges on our approach

September 2016



Introduction

Children and young people who do not access school or appropriate alternative education are deemed to be vulnerable and their risk is increased as they continue to be without a school place. Safeguarding children and young people continues to be a key shared responsibility of the Local Authority, schools and other partners. High quality education provides children and young people with the necessary skills, knowledge and understanding as well as vital social and emotional skills to prepare for a confident future.

All children and young people of statutory school age are legally required to be on a school roll and to access full time education unless their medical needs prevent this or they are being electively home educated which is deemed suitable by the Local Authority. Schools are responsible for keeping children and young people safe during the school day and have the knowledge, expertise and resources to ensure that children and young people access their educational entitlement to fulfil their potential within the aspirational contexts of school.

For a small minority of children and young people, the 'traditional' school setting may not be appropriate for all or part of their learning experience. Education, for these children and young people, is offered in many different ways such as home tuition, virtual learning platforms or alternative provision (defined as education outside school, arranged by local authorities or schools). For those with medical needs who are in hospital, lessons may be provided in a classroom within the hospital or by individual staff at the bedside. The Local Authority has a statutory responsibility to identify those pupils who are missing out on education, track their whereabouts and ensure that they have access to a full-time education (where appropriate) through either direct tuition or commissioning alternative provision.

The Local Authority has a statutory responsibility to identify those pupils who are missing out on education

PURPOSE

This framework is designed to establish robust methods for the identification, tracking/monitoring and facilitating the early re-engagement of pupils missing out on education into suitable full time educational provision. Clear strategies for identifying those pupils at risk of missing out on education will also be developed in collaboration with the Vulnerable Learners' provision. The framework sets out how the Local Authority (LA) fulfils its statutory duties in relation to educational provision, safeguarding and the welfare of children and young people at risk of missing out on education.

In addition, this document sets out strategic priorities for change and identifies specific service priorities. You are encouraged to take time to read this carefully and familiarise yourself with the contents.

Schools must inform local authorities of the details of pupils who are regularly absent from school or have missed 15 school days or more without permission

Definition of Children and Young People (Pupils) Missing Out on Education (PME)

The vast majority of children and young people engage positively with school, attend regularly and are actively encouraged to do so by their parents and carers. It is vulnerable young people who are most likely not to attend school. The numbers overall are relatively small and the Local Authority recognises its responsibility to identify these vulnerable children and young people to ensure that the Local Authority's resources are targeted to those who need them most.

Ofsted (in their report published in November 2013 entitled 'Pupils Missing out on Education') defined Pupils Missing out on Education as pupils of compulsory school age who are not accessing full-time education (either in school or in alternative provision) and in its guidance to schools and local authorities, Ofsted advises that all schools, including academies, free, independent, private and non-maintained schools, must monitor pupils' attendance through their daily register. Schools must inform local authorities of the details of pupils who are regularly absent from school or have missed 15 days or more (whether consecutive or cumulative) without permission.

The main PME groups have been identified as those who:

- have been permanently excluded
- have particular social and behavioural difficulties and have personalised learning plans: this means that, by arrangement, they do not attend their usual school full time
- 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
- have medical needs other than mental health needs
- rarely attend school and have personalised learning plans as part of attempts to reintegrate them into full-time education
- are pregnant or are young mothers of compulsory school age
- have complex needs and no suitable school place is available

A small number small of children and young people are also classified as pupils missing out on education as they do not attend school in the usual way because they:

- are returning from custody and a school place has not been found for them
- are new to the country and are awaiting a school place
- are from a Gypsy, Roma or Traveller background and alternative provision has been made
- have moved from another area and a school place has not been secured; this may include children who are looked after

In addition to the above, the Local Authority have identified the following groups of children and young people as at risk of being a 'Pupil Missing out on Education.' These include children and young people:

- who are from Circus and Showmen families and alternative provision has been made
- who are accessing alternative provision via the Youth Offending Service (YOS)
- who are 'Children Missing Education (CME)', as defined by the Department for Education's statutory guidance dated January 2015 entitled 'Children Missing Education - Statutory guidance for local authorities'
- who are Electively Home Educated (EHE) and the education is deemed not to be 'suitable' or 'efficient' by the Local Authority
- who are carers
- who go 'missing' during the school day (defined as missing on 3 separate occasions in the last month)



Why children and young people miss out on education

Nationally children and young people miss out on education, or are at risk of missing out on education for a variety of reasons, including:

- failing to start school, hence never entering the local education system
- inability to secure a school place at first time admission, point of transfer or mid-term
- their medical needs including significant social, emotional and mental health needs
- their Special Educational Needs and Disabilities that cannot be met in either mainstream or special schools
- delays in commissioning placements in alternative educational provision - mainstream or special
- being withdrawn from school by parents/carers
- transfer between local authorities
- arriving in the country seeking asylum, refugee status or as European Union (EU) nationals
- transient traveller families
- excluded from school on a fixed-term basis or those who are absent from school without being formally excluded
- failing to attend alternative provision or work placements
- have been trafficked or subject to sexual exploitation
- living in women's refuges
- young runaways
- variety of indicators having a significant impact on their ability to access full-time education (e.g. alcohol, substance misuse, family circumstances)

In Leicestershire evidence shows that the main reasons for pupils missing out on education are identified as:

- medical needs, including significant social, emotional and mental health needs (45% of the PME cohort)
- behavioural issues including offending, long term non-attendance, bullying issues etc (26% of the PME cohort)
- Gypsy, Roma or Traveller background and alternative provision has been made (including Circus and Showmen) (9% of the PME cohort)
- special Educational Needs and Disabilities that cannot be met in either mainstream or special schools (2% of the PME cohort)

The remaining 18% of the PME cohort includes a variety of smaller groups.

The reasons for children and young people dis-engaging from the education system are complex and the procedures aimed at reducing the risk of this

Behavioural issues including offending, long term non-attendance, bullying issues etc, which account for 26% of the PME cohort

It is particularly important to understand the reasons why pupils miss out on education as this ensures that the right strategies and actions are in place

happening need to be robust and comprehensive. It is particularly important to understand the reasons why pupils miss out on education as this ensures that the right strategies and actions are in place, to:

- address the root causes
- develop appropriate processes and communication methods
- identify, monitor and support children and young people who are defined as PME.

To ensure appropriate interventions are developed, the data and intelligence will continue to be shared with lead officers from the Local Authority along with prevention and early intervention services.

The role of the Local Authority and the Statutory Guidance

The Local Authority has a duty to champion vulnerable learners and to ensure that all children and young people access an education suitable to their age, aptitude and any special educational needs they might have. The Local Authority is committed to working in partnership with schools and providers to ensure that all children have access to a full-time education and that they attend. In addition the Local Authority has a duty to hold schools and other providers to account and challenge when expectations, regarding educational provision, are not met.

The Ofsted PME report (published in November 2013) refers to local authority duties in respect of:

- establishing the identities of children who are of compulsory school age who are not registered at a school or receiving some other form of suitable education
- providing suitable full-time education to permanently excluded pupils from the sixth school day of exclusion
- safeguarding children's welfare, and their duty to co-operate with other agencies in ensuring children's safety
- serving notice on parents, requiring them to satisfy the Local Authority that their child is receiving a suitable education, when it is brought to the Local Authority's attention that a child might not be receiving such education
- issuing School Attendance Orders (SAOs) to parents who fail to satisfy the Local Authority that their child is receiving a suitable and efficient education at home, and it would be more appropriate for the child to attend school
- prosecuting parents that do not comply with an SAO
- prosecuting or fining parents who fail to ensure their school-registered child attends school regularly
- applying to court for an Education Supervision Order (ESO) for a child.

The PME pathway has been developed to ensure statutory compliance, pupil safety and educational outcomes for all pupils missing out on education

The Key Aims and General Principles under which we will operate

The Operating Framework aims to ensure:

- all pupils have access to a high quality education that meets their needs.
- parents and carers have an understanding of the range and diversity of educational choice that is available.
- all schools have a clear understanding of how decisions are reached in relation to PME and regarding their responsibilities in relation to the monthly PME returns
- all stakeholders have an understanding of PME and their individual responsibilities.
- the Local Authority's response to PME is fair and transparent.



The collection of PME Data

The collection of PME data, from schools and other services, commenced in February 2015 and is completed on a monthly basis. The February 2016 PME data collection reported a total of 988 PME cases from 100% of schools and internal services. PME cases were evident in each year group from reception to year 11. The return rate from schools has increased steadily since February 2015.

Pupils Missing Out on Education Pathway

In line with the responsibilities outlined above, the Local Authority has a number of processes and procedures in place to fulfil these requirements. To further strengthen the Local Authority's position, a 'Pupil Missing out on Education' pathway has been developed to ensure statutory compliance, pupil safety and educational outcomes for all pupils missing out on education.

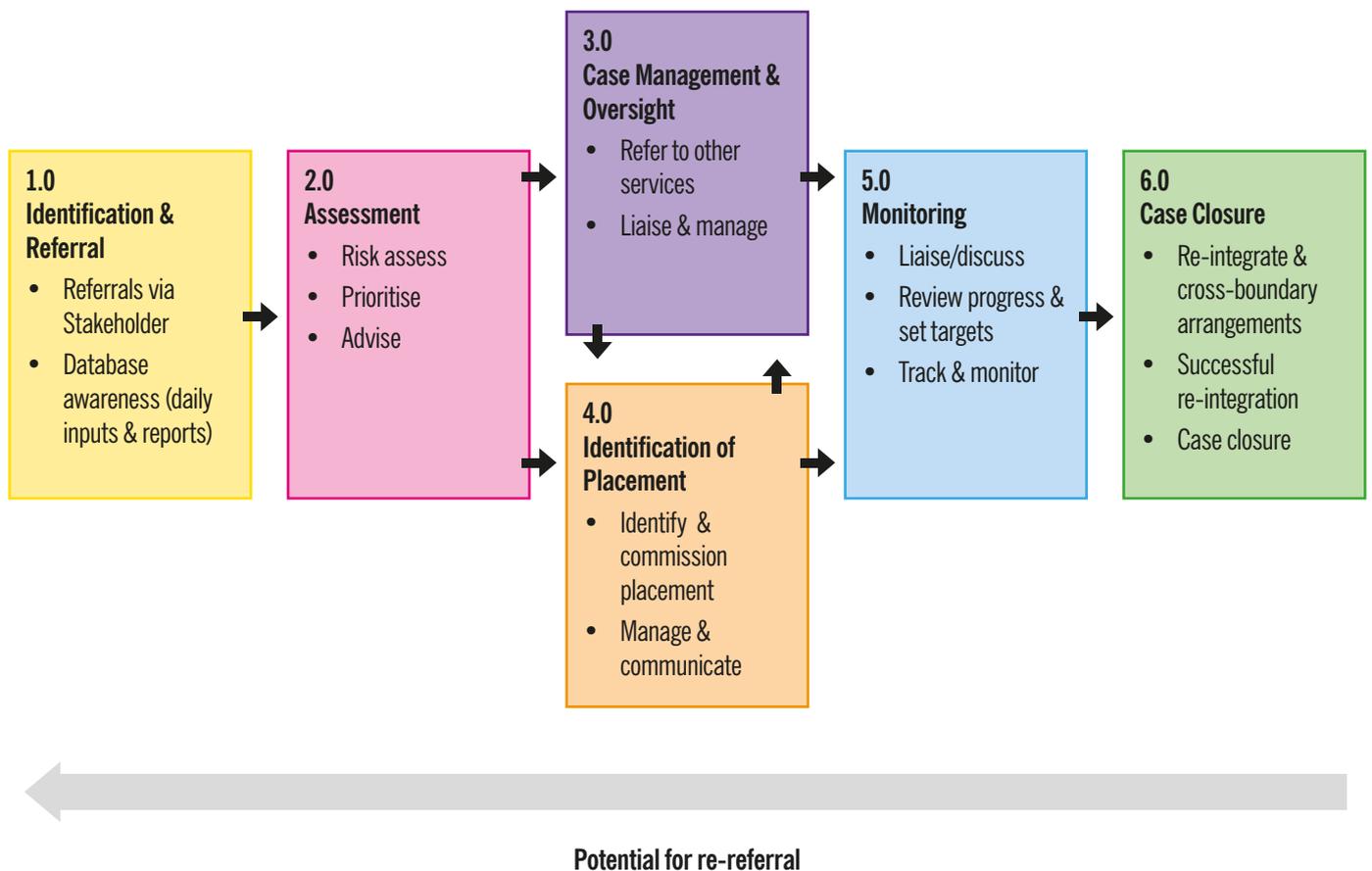
The pathway consists of the following six key steps:

- **identification and referral**
- **assessment**
- **case management and oversight**
- **identification of placement (alternative provision)**
- **monitoring of progress**
- **case closure.**

A diagram to illustrate the PME pathway is provide below.

Appendix 1 to this document provides a detailed overview of each PME group against the described pathway.

The PME Pathway



1.0 Identification and referral

All stakeholders are responsible for regularly sharing information and making appropriate speedy referrals. Swift actions and decisions are key to identifying children and young people and to making the appropriate alternative educational arrangements.

1.1 The referral/identification routes for PME are:

1.1.1 Internal services

Pupils missing out on education are primarily identified by teams in the Local Authority, which have the responsibility to monitor their attendance and the provision/education in place. There are a number of internal services involved in this process:

- School Admissions
- Supporting Leicestershire Families (SLF)
- Autism Outreach Service (AOS)
- Special Educational Needs Assessment Service (SENA)
- Education of Children in Care (ECiC)
- Pupil Services, including Children with Medical Needs (CMN), Elective Home Education (EHE), Children Missing Education (CME) and Exclusions
- Youth Offending Service (YOS)

In addition, referrals are received from other local authorities, external agencies, the general public, schools, children and young people. Other agencies, such as Leicestershire Safeguarding Children's Board (LSCB), UK Border Agency and Health, are encouraged to inform their staff about appropriate referral routes.

1.1.2 PME data collection

A data collection method has been developed to capture data from internal services and all maintained schools and academies. The data includes pupil attendance information and the number of hours of education the pupil has access to. The data forms a central record for the Local Authority. In addition, the data is collected through monthly returns and it identifies all pupils who are not accessing a full-time education. The data collection will shortly be widened to incorporate all independent and private schools where the local authority has pupils placed and is responsible for. This development will also include developing procedures to collect capture data for all out of county schools where Leicestershire pupils attend.

All schools have a responsibility to inform the Local Authority of any pupil who fails to attend school regularly

Data is collected electronically via AnyComms+. The PME data return provides the data fields required by Ofsted and those identified in Ofsted's PME report.

1.1.3 General Non-Attendance Notifications

All schools have a responsibility to inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a period of 15 days or more (whether consecutive or cumulative).

The Local Authority has established processes and relationships with schools to identify and track pupils who are absent for a period of 15 days (whether consecutive or cumulative) or more. These processes are embedded in the CME procedures /practice. 'School Attendance Guidance' has been developed and circulated to schools providing details on monitoring attendance and reporting pupils who are missing out on education.

1.1.4 Permanent exclusion

Schools are provided with details of pupils with fixed term exclusions in excess of thirty five days. This ensures schools do not exceed the number of days for fixed term exclusions for an individual pupil prior to becoming permanent.

1.2 Receiving referrals / notifications:

The referral channels will be:

- Online referrals made via the LSCB website or the Pupil Service's website
- Email / telephone / letter
- Running a range of specialist reports to capture children missing from education.



All Children Missing Education are risk assessed regularly and action is prioritised accordingly

2.0 Assessment

Following receipt of referrals, pupil information is assessed, ensuring that the correct information is available for the purpose of decision making. Assessment includes conducting a risk assessment (as described in 2.1.1 below), the prioritisation of caseloads and providing advice. Prior to any case management, the Local Authority will conduct a thorough assessment.

On receipt of the electronic data returns (e.g. PME data return), data is cross-referenced with school data and internal service information. This initial assessment process determines whether accurate information has been provided by schools e.g. attendance codes and/or if any further action is required as well as highlighting those PME cases already known to the Local Authority.

The section below outlines assessment processes across the various PME groups:

2.1.1 Children Missing Education (CME)

All CME referrals/notifications received are risk assessed and prioritised using a Red, Amber & Green (RAG) rating system, which is re-assessed regularly. The risk assessment has twenty indicators and each case is risk assessed on the information available. The outcome of the risk assessment determines whether the case is treated as high, medium or low priority.

Pupils defined as CME (in line with the statutory guidance) are identified as 'not on a school roll or being 'suitably' and 'efficiently' educated at home. In addition, Leicestershire's definition states that the child's whereabouts is known; all pupils in this category are treated as 'high priority.' In addition, the Local Authority tracks pupils whose whereabouts is deemed to be 'unknown.'

The Local Authority encourage stakeholders to complete the CME referral form which includes the twenty risk indicators, referred to above, and a 'Signs of Safety' section for completion. This is an approach which investigates risks, strengths, safety and asks professionals to think about positive future action and intervention. These elements ensure the referrer includes as much information as possible including what they are worried about and what action needs to be taken.

The Local Authority tracks pupils who are not on a school roll or being 'suitably' and 'efficiently' educated at home

2.1.2 Children with Medical Needs (CMN) and Elective Home Education (EHE)

The referral form for CMN and EHE also incorporate the risk indicators and 'Signs of Safety' as referred to above in 2.1.1.

2.1.3 Permanent exclusions

The Local Authority receives notifications of all permanent exclusions and ensures the necessary referrals are made to re-engage the child or young person in education from the sixth day of exclusion.

Primary aged pupils are referred directly (on the same day) to Oakfield Short Stay School and secondary aged pupils are referred directly to one of the appropriate Behaviour Partnerships to arrange provision from the sixth day.



3.0 Case management and oversight

Ensuring children and young people are able to access full-time education in an appropriate setting with the most appropriate provider is as critical as identifying them in the first place.

The circumstances of individual pupils are consistently managed. Liaison, with other stakeholders, is completed where necessary. It is sometimes appropriate to make additional referrals to re-engage pupils in education.

Detailed analysis is undertaken for each PME data return. This data is regularly scrutinised by lead officers in the Local Authority and the LSCB.

3.1 The section below outlines different case management and oversight processes for PME groups:

3.1.1 Internal services

Information will be exchanged with internal services following each PME data collection, for example pupils with an Education, Health and Care Plan (EHCP), statement or SEN Support Plan will be referred to SENA to consider reviewing the top-up funding whilst they are not in.

Ensuring children and young people are able to access full-time education in an appropriate setting with the most appropriate provider is as critical as identifying them in the first place

3.1.2 Children Missing Education (CME)

For those pupils not on a school roll (whereabouts known and not known), a wide range of enquiries and investigations are undertaken to re-engage the child/young person in education without delay. In addition, searches on Facebook, other social media sites and the social care data base (Frameworki) are completed every two weeks. The team ensures that all those risk assessed as 'Red' are dealt with as high priority and are re-visited daily.

The team also liaise with internal services e.g. School Admissions and Legal Services in relation to children and young people who have been refused a school place. The Local Authority will issue a 'Notice of Intention' to prosecute, when pupils do not take up their allocated school place after a specific number of days.

3.1.3 Children with Medical Needs (CMN)

After undertaking an initial assessment, parental contact is established and additional relevant information is collated. Close contact is maintained with parents and the 'home' school. The Local Authority ensures that parents are actively involved in any decision making with regards their child's educational programme and that all 'home' schools will maintain close links with the child or young person, their family and other key agencies, in line with statutory guidance.

Referrals are made to other services (e.g. CAMHS), to gain additional information and further professional advice.

Management oversight is present, at all stages to challenge decisions made.

3.1.4 Elective Home Education (EHE) (for children / young people whose education is deemed not suitable or efficient)

Where children and young people who are not on the roll of a school, e.g. those who are electively home educated, and their education is deemed 'not suitable' and 'in-efficient', the Local Authority offers advice to parents, to improve the quality and standard of the education they provide.

At specific times in the child's education (e.g. transfer from primary to secondary), the Local Authority provides advice to parents about school admissions, should parents wish for their

The Local Authority ensures that parents are actively involved in any decision making with regards to their child's educational programme

child/ren to return to school. In addition, the Local Authority signposts parents to other organisations e.g. Prospects to access careers guidance.

3.1.5 Exclusions

The Local Authority notifies all schools, on a twice-termly basis of when individual pupils have in excess of an agreed number of days of fixed-term exclusions. Those schools with high rates of fixed and permanent exclusion will be referred to Lead Officers from the Local Authority for monitoring. In addition, appropriate support and challenge will be provided to schools to minimise exclusions and to improve pupils access to full-time education.

Oakfield Short Stay School facilitates sixth day provision for primary aged pupils. The Behaviour Partnerships facilitate sixth day provision for Key Stage 3 and 4 pupils and have established processes/procedures in place to monitor the attendance for pupils in alternative provision.



4.0 Identifying placement

The Local Authority will commission education for children and young people who do not have a school place, e.g. when a parent is not allocated a school place in line with their preference.

- 4.1 The section below outlines placement identification processes across the different PME groups:

4.1.1 CME

The team liaises with School Admissions to ensure parents receive advice and support concerning applying for a school place, to re-engage their child without delay e.g. pupils without a school place, whose whereabouts are known (see paragraph 2.1.1). The Local Authority will commission provision to ensure children access education, as appropriate.

4.1.2 Children with Medical Needs

When an educational placement is required, children and young people are referred to the most appropriate provider for a needs assessment. The provider makes recommendations in line with specific requirements made by the Local Authority. The provision commissioned by the Local Authority includes a range of flexible, adaptable educational provision that is available to respond to all

The Local Authority maintains close links with the child/young person, their family, the 'home' school and other key agencies

individual's needs. When appropriate provision is arranged, this is reviewed half termly for both quality and progress.

The Local Authority maintains close links with the child and young person, their family, the 'home' school and other key agencies.

4.1.3 EHE (for children / young people whose education is deemed not suitable or efficient)

The Local Authority provides advice and support when parents express a preference to return their child to school. School Admissions advise parents about suitable schools with space and assist them with completing their application. If the education provided, continues to be assessed as 'unsuitable' and 'inefficient,' the Local Authority will pursue a School Attendance Order, following a referral to the Court Team.

4.1.4 Permanent Exclusions

The Local Authority's provision at Oakfield Short Stay School, provides places for primary aged pupils and the Behaviour Partnerships commission alternative provision, in line with the individual learning needs, for secondary aged pupils.

All cases are monitored regularly in accordance with internal procedures. Management challenge is present, when decisions are made

5.0 Monitoring

Tracking and monitoring is undertaken of all pupils through the monthly PME data return from schools, providers and internal services. Educational arrangements are regularly reviewed and new targets are set.

Each electronic data return allows the Local Authority to review the average attendance and number of hours of education, in line with previously agreed targets in order to trigger further interventions.

5.1 The section below outlines the specific monitoring processes undertaken across the PME groups:

5.1.1 Children Missing Education (CME)

All cases are monitored regularly in accordance with internal procedures. Management challenge is present, when decisions are made. Weekly meetings enable the team to evaluate workloads and to set targets.

5.1.2 Children with Medical Needs (CMN)

All commissioned providers will be made aware of the standard required, by the Local Authority, in relation to the pupil's:

- education plans
- base-line assessments
- targets
- review documentation
- attendance data
- outcomes data.

The quality of alternative provision commissioned by the Local Authority is rigorously evaluated by analysing academic progress and attainment, alongside personal development.

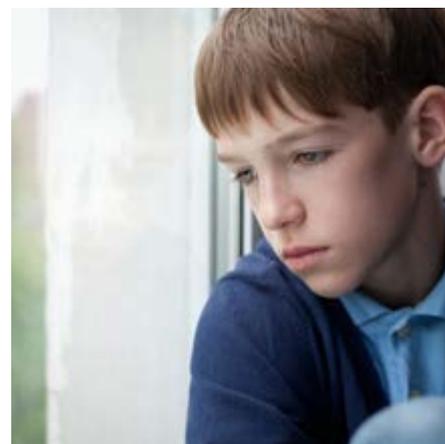
This is achieved by:

- obtaining regular information to determine each individual pupil's progress
- ensuring that re-integration/exit reviews detail all progress made and the outcomes for that pupil
- alternative providers and schools (to where the pupil is returning), should involve the pupil and their family when devising high quality appropriate transition plans.

5.1.3 EHE (for children / young people whose education is deemed not suitable or efficient)

The Local Authority re-assesses the education after a specific period of time (usually six weeks) and provides further advice as necessary. If the education continues to be deemed 'not suitable' and 'inefficient' then a formal notice is given to parents regarding the issue of a School Attendance Order (SAO). Parents are given a maximum of 8 weeks to secure a place on the roll of a local school, although there may be exceptional cases that require more time. The parents will be served with a Notice of Intention if they do not provide their child/ren with education. The Notice of Intention informs parents that they must satisfy the Local Authority that they are providing an education for their child/ren.

The School Admissions team liaise with parents about schools with spaces. The Local Authority also conducts safe and well checks, as appropriate, when the LA has concerns about the welfare of a child.



5.1.4 Permanent exclusions

Schools are provided with details of pupils with fixed term exclusions in excess of thirty five days. This ensures schools do not exceed the number of days for fixed term exclusions for an individual pupil prior to becoming permanent. Any issues with 'illegal' exclusions will be referred to the respective Local Authority Senior Officer.

When alternative provision is commissioned for permanently excluded or dual registered pupils of primary age, Oakfield Short Stay School are responsible for the monitoring and quality assurance of the educational provision. When alternative provision is commissioned for permanently excluded or dual registered pupils of secondary age, the Behaviour Partnerships quality assure the educational provision, the law allows for pupils to be dual registered at more than one school.



6.0 Case closure

When children and young people successfully return to full time education, risk assessments are conducted to ensure they are accessing an appropriate education and to ensure they remain safe.

6.1 Individual case closure processes for specific PME groups are:

6.1.1 Children Missing Education (CME)

When pupils return to school and are attending regularly, a Merton Risk Assessment is completed to determine whether there are any other areas of concern or if repeat patterns of behaviour are likely. These risk assessments are subject to management challenge. If a child moves to another local authority, the team will formally pass the case over prior to completing the Merton Risk assessment. If the child moves abroad, the team will confirm the move before completing the risk assessment.

If a pupil's whereabouts is unknown and all necessary enquiries have been completed, a referral is made to the Local Authority's Case Closure Panel for consideration and Assistant Director sign-off to close the case. Cases that are closed are re-investigated periodically to ensure the decision making is robust.

6.1.2 Children with Medical Needs (CMN)

Merton Risk Assessments are also completed when children and young people with medical needs return to their 'home' school. In addition, pupil and parent feedback is obtained using questionnaires.

To ensure the re-integration is successful, the following is paramount:

- Realistic targets are based on the individual pupil's needs
- High quality support is in place for the individual concerned
- Regular six weekly reviews are scheduled
- The final re-integration review when the child or young person can successfully re-integrate back into full time education
- Regular communication with parents is maintained.

6.1.3 EHE (for children / young people whose education is deemed not suitable or efficient)

Merton Risk Assessments are also completed when children and young people who are electively home educated, return to school. In addition, brief risk assessments are carried out when the education moves to 'suitable' and 'efficient.'

6.1.4 Permanent exclusions

Cases are closed, after the timescales for a parent to exercise their right to request a 'review of the decision' have lapsed.

Following case closure, children and young people can return to the start of the pathway process through on-going risk assessment.

How can schools, colleges and other agencies help?

To ensure that the needs of Pupils Missing out on Education are effectively managed by all concerned, we ask your support to:

- provide accurate information on time
- communicate with us when necessary
- seek advice as appropriate
- let us know as soon as possible if you have concerns about a child or young person.

CONCLUSION

Establishing the processes and procedures referred to in this Operational Framework has brought further cultural change across the Local Authority and with key stakeholders. Raising awareness, in relation to Pupils Missing out on Education, is vitally important in ensuring that everyone understands their responsibilities, for these pupils, so as to enable working in partnership to secure the best outcomes for children and young people.

Where to get advice or further information

You may get further advice and information about the content of this framework and other matters relating to Pupils Missing out on Education by contacting a member of the Pupil Services Team on:

- **Phone: 0116 305 2071**
- **Fax: 0116 305 6330**
- **Email: pme@leics.gov.uk**

Communication

In terms of the delivery of PME services, the Local Authority will:

- ensure that schools are well informed and can easily find the information they need
- ensure that communications are timely, accurate and appropriate
- ensure that parents, young people and schools feel that the processes for PME are well managed
- minimise concerns, and maximise engagement, through proactive communication
- manage our reputation by mitigating risk.

Report

The tracking and monitoring of PME is the responsibility of Pupil Services. Progress reports are presented regularly to lead officers within the Local Authority, to provide data updates and enable consideration of key issues. It is anticipated that additional reports will be presented to the LSCB twice a year.

Review

This Operating Framework has been produced at a time of considerable change to the educational landscape, the document will therefore be reviewed regularly to ensure it is appropriate to need.

Appendix 1 | PME Pathway Process Map

	IDENTIFICATION	ASSESSMENT	CASE MANAGEMENT	IDENTIFICATION OF PLACEMENT	MONITORING	CASE CLOSURE	
Permanent Exclusion	daily notification via database / phone / secure e-mail	Framework / risk assess / notify necessary people	liaise with school / other services / parent / Govs / Clerk	Identify placement type & commission education if appropriate / manage and communicate to parents, carers and other agencies	liaise with alternative provision for 6th day - before 6th day & check provision in place prior to GDCM / if parent requests review - further liaison with legal & school & advice when necessary	Liaise with parent / school / Merton risk assessment for management sign off / advise school to off roll	<i>N.B: In all cases identification routes could be via 'cause for concern' - e.g. MP letter, CC letter, other agency referral</i>
Particular Social & behavioural diffs & personalised learning plans - by arrangement they do not attend school full time	notification via AnyComms+ (schs, BPs & individual services)	risk assessment / cases prioritised (e.g. <i>highest priority are those at risk of perm ex</i>)	liaison with alternative providers / schools (<i>Re attendance etc</i>)		regular reviews re attendance (school & alternative provision). Cases also discussed & reviewed at BP meetings & other multi agency meetings	Child goes back to school fit / leave or transfer to another appropriate school / exit meeting held & exit report completed	
Mental Health needs (& access to CAMHS)	Referral via sch / Health (Hosp, CAMHS, Diana Service) / CFS (Psych). <i>Children accessing CAMHS & accessing school in usual way - no existing notification route</i>	consider referral & complete risk assessment .	weekly liaison with home school (attendance / changes in provision (hours/location/ teaching programme/ engagement)	Identify suitable placement (if not already identified) and commission as appropriate. Communicate with family & 'home school	Review every 6 weeks / communicate outcomes to 'home'school	Final liaison with provider (outcomes based and share info with 'home' school) & home school. Complete Merton Risk Assessment for management sign off	<i>N.B: Those pupils accessing CAMHS provision & attending 'home' school - currently no process for gathering this information - hopefully the PME data collection assist capture this</i>

IDENTIFICATION	ASSESSMENT	CASE MANAGEMENT	IDENTIFICATION OF PLACEMENT	MONITORING	CASE CLOSURE
Medical Needs (other than mental health)	Referral (or re-referral) via sch / Health (Hosp. CAMHS, Diana Service) / CFS (Psych)	weekly liaison with home school (attendance / changes in provision (hours/location/ teaching programme/ engagement)	Identify suitable placement (if not already identified) and commission as appropriate. Communicate with family & 'home school	Review every 6 weeks / communicate outcomes to 'home' school	Final liaison with provider (outcomes based and share info with 'home' school). Complete merton risk assessment for management sign off
have personalised learning plans as part of attempts to re-integrate into full-time education rarely attend school	risk assess & check paperwork	Start time line & proceed with referral	Commission alternative education if appropriate & communicate with family	Monitor in line with time scales / proceed to next stage / gather further information/ legal meeting / set further targets / review child's circumstances & attendance	Withdraw case & close if necessary / Proceed to court
pregnant / young mums	Risk Assess & prioritise need	school nurse / specialist midwives / FRCD team etc refer for access to additional services	Identification of education if necessary. Commission as appropriate	Health / School & other services to liaise regularly - reassess appropriateness and need for intervention	Final meeting (school / family / other services) / case closure and sign off
complex needs & no school place	Risk Assess & prioritise need	liaison with internal services / alternative providers	Identify suitable placement ASAP (if not already identified) and commission as appropriate. Communicate with family	Track & monitor	school place found & child attending / merton risk assessment / case closure
returning from custody & school place not found	risk assess & ensure application for school place being prioritised	liaison with internal services / schools and alternative providers			
new to country & waiting for school place	consult & liaise with schools & BPs	liaise with parents / schools / BPs		schs / BPs chased until decision confirmed . Decision relayed to parents	Place allocated / letter sent to parent & school

	IDENTIFICATION	ASSESSMENT	CASE MANAGEMENT	IDENTIFICATION OF PLACEMENT	MONITORING	CASE CLOSURE
GRT background & alternative provision has been made	notifications via AnyComms+, referrals via services & other local authorities identification via weekly site visits	cases risk assessed & prioritised	parental advice/ guidance & complete on-line school application for parent / return child to school ASAP	Identification of placement via School Admissions (and/or BPs) & liaison with other agencies (e.g. MATU for Travellers). Communicate outcome to family	weekly site visits / weekly school visits & weekly liaison with other services e.g. Health & Police etc	Merton Risk Assessment completed / OLAs notified / case closed
moved from another area & school place not secured	provide advice & receive application	consult & liaise with schools & BPs	liaise with parents / schools / BPs		schs / BPs chased until decision confirmed. Decision relayed to parents	Place allocated / letter sent to parent & school
Circus/ Showmen	notifications via AnyComms+, referrals via internal services & other local authorities identification via weekly site visits	cases risk assessed & prioritised on site	parental advice/ guidance & complete on-line school application for parent / return child to school ASAP		weekly site visits / weekly school visits & weekly liaison with other services e.g. Health & Police etc	Merton Risk Assessment completed / OLAs notified / case closed
alternative provision via YOS	notification via AnyComms+ (schs & indiv services)	cases risk assessed & prioritised	liaise with parents / schools / alternative providers / BPs		schs / BPs chased until decision confirmed. Decision relayed to parents	
CME	Referrals (via sch / OLA / BPs / other services / general public etc) & notifications (via reports) in	risk assess & prioritise. Cross database checks (Capita / Framework)	follow investigations flow chart / make appropriate referrals for additional services	For those who are defined as whereabouts known – placements are identified without delay and outcomes communicated to families	Follow up responses to investigations / repeat investigations / refer to additional services or other LAs	Final confirmation of status / Complete Merton Risk Assessment. NB Some cases require referral to Case Closure meetings & AD sign off
EHE & education not suitable or efficient	referral via parent / school or service	risk assess & prioritise. Parental communication - 'parent pack'	liaising with sch / parents / complete home visit / assess suitability of education	Identification of placement via School Admissions (and/or BPs) if education not suitable or if family choose to return their child to school. Communicate outcome to family	annual visit / assess suitability of ed / continue to provide advice (exam centres / programmes of study / application for sch place etc) / send questionnaires every 6 months / refer to other services as appropriate (court team)	Notification child no longer being electively home educated back in school & attending well / family move away etc. Advise sch / LA / parent etc. Complete Merton Risk Assessment / close case

	IDENTIFICATION	ASSESSMENT	CASE MANAGEMENT	IDENTIFICATION OF PLACEMENT	MONITORING	CASE CLOSURE
Children who are carers	notification via AnyComms+ (schs & individual services)	consult & liaise with key services, schools, alternative providers & BPs	liaise with parents / schools / alternative providers / BPs / key additional services	Placements are identified via school Admissions and/or BPs	track and monitor	Merton Risk Assessment completed / case closed
Pupils who go missing during the school day						
CHILDREN & YOUNG PEOPLE REFERRED VIA PME MONTHLY DATE RETURN	NOTIFICATION VIA ANYCOMMS+	RISK ASSESS / PRIORITISE / REFER TO OTHER SERVICES	LIAISON WITH SCHOOLS, ALTERNATIVE PROVIDERS & BEHAVIOUR PARTNERSHIPS / ASSESSING SUITABILITY OF PROVISION	IDENTIFY / COMMISSION / MANAGEMENT / COMMUNICATE	LIAISE, TRACK & MONITOR	LIAISE, RISK ASSESS & CLOSE CASE



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