

# Children Missing Education

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SEND Partnership Board Meeting  
July 2021



**achieving**  
for **children**

# DfE definition

*Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.*

Children missing education Statutory guidance for  
local authorities September 2016

# Richmond context - types of CME

Children not on a school roll (as per DfE definition)

Other pupils not accessing or missing out are based on school led activity eg.

May also have:

- Children and young people accessing medical tuition - primary and secondary [View medical tuition policy here](#)
- Children and young people with an EHC plan for whom the placement is being challenged / not appropriate, or a placement is taking a long time to secure -
- Children and young people on a reduced timetable - [View here](#)

# What we are worried about? Feedback from Jamboard

- Rising numbers of YP who are 'too unwell to attend school on medical grounds'
- Children and young people with an EHC plan who are waiting for an appropriate specialist placements
- Young people finding it difficult to access school - for a number of reasons eg. curriculum challenges, social interaction, anxiety
- Reduced timetables for some children and young people meaning that they have a reduced education provision
- Increasing numbers of families choosing to 'electively home educate'
- Difficulty in accessing specialist provision - delays in response to consultations

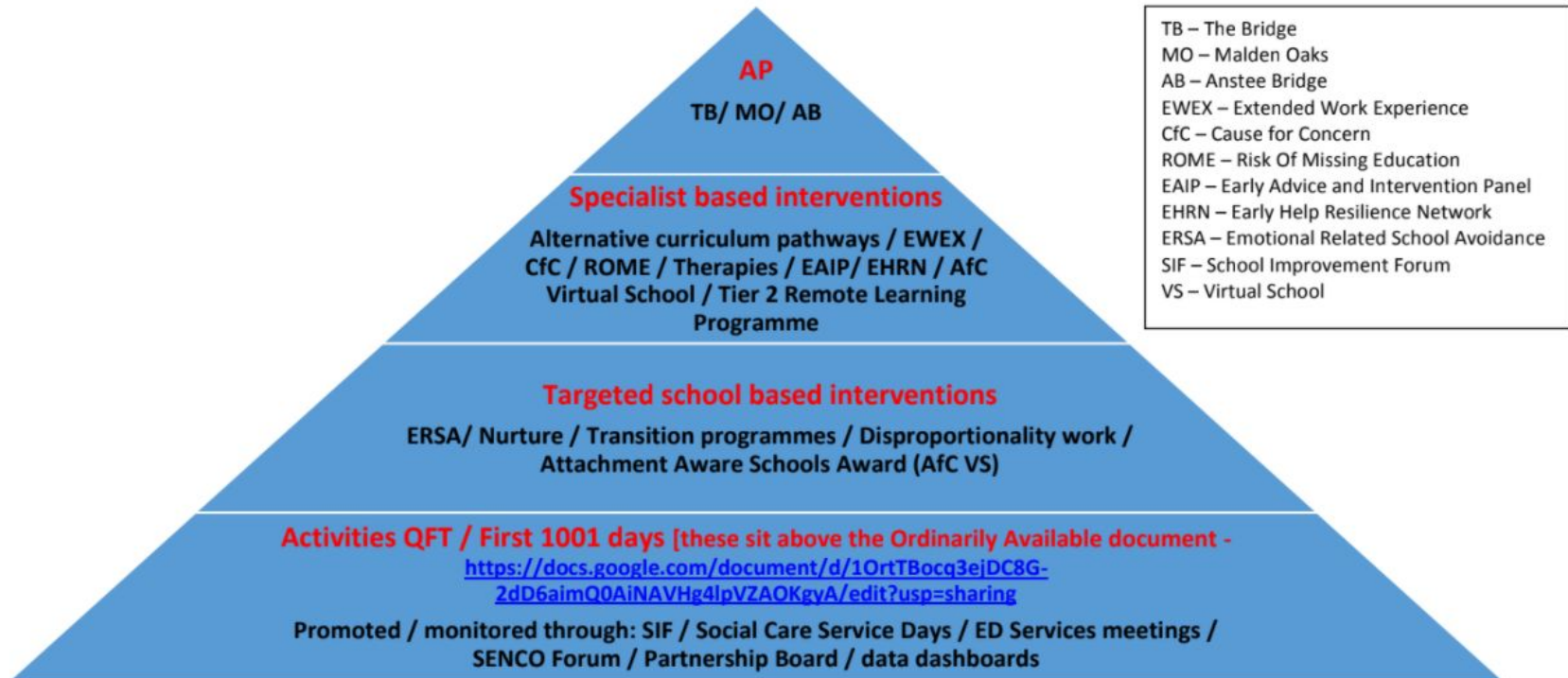
# Schools' statutory duty, AfC's statutory duty

1. Supporting children with medical conditions at school [See guidance shared with schools](#)
2. EWS
3. Exclusions
4. SEND: expectation that schools use ***\*best endeavours*** and make ***\*reasonable adjustments*** to support pupils in these circumstances. School to alert SEND Service ASAP, and continue to arrange education ***& provision*** in EHCPs until such time as the LA agrees to intervene / support, or the length of time missing education is anticipated to exceed 15 days. Duty on all to make ***\*suitable*** education, including ***all provision*** in a child's EHCP; ***\*full-time***, unless the pupil's condition means that would not be in their best interests

**Objectives:**

To share preventative advice, resources and intervention strategies so that children and young people are effectively supported at the very earliest opportunity.

To ensure that families, partners and all agencies feel competent and confident in supporting children and young people with SEND from early years to post 16.



**Impact measures:**

Qualitative: Stakeholder feedback

Quantitative: EHCP numbers/ Exclusion stats/ NEET Stats /

SEN Outcomes

**Early Help** - Support and Services for Children and Families across the tiers : [Click here](#)

[https://docs.google.com/presentation/d/1fGbu8UijzGRveXSoq8pQabi9AARW48zC8wV\\_vmP9mIQ/edit?ts=60dde79a#slide=id.p](https://docs.google.com/presentation/d/1fGbu8UijzGRveXSoq8pQabi9AARW48zC8wV_vmP9mIQ/edit?ts=60dde79a#slide=id.p)

# What needs to happen?

- Focus on ensuring schools are as inclusive as possible [See Quality First Teaching Inclusion Charter overview here](#) so that all children and young people feel well supported and able to attend
- Continue to promote inclusion throughout all of our communications with schools and other professionals
- Continue to embed and refine our pathways of support for those YP that require additional help, so that support is offered early E.G. [ERSA resources](#) ; [Tier 2 remote learning package](#)
- Ensure that everyone understands their statutory duty - schools, parents and all AfC teams are consistent and we work together to manage absence and promote attendance
- Improve commissioning of SEN placements

