

## Children Missing Education

### Definition

Children Missing Education (CME) 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.

CME includes children who:

- are in the process of applying for a school place
- have been offered a school place for a future date but have not yet started
- are receiving elective home education (EHE) that has been assessed as unsuitable
- have been recorded as CME for an extended period, for example where their whereabouts is unclear or unknown

CME are not children who:

- are receiving suitable education otherwise than at a school (for example, pupils who are electively home educated or attending alternative provision) which is suitable to the child's age, ability, aptitude and any special educational needs they may have
- are EHE but the local authority has not had an opportunity to assess whether the education being provided is suitable
- are registered at a school, even if they are persistently or severely absent from that school

Please refer to both the School's Safeguarding and Child Protection policy and the DfE statutory guidance Children Missing Education. This guidance describes the legal requirements in relation to registers and the relevant details are quoted below to provide an overview of the School's practices in respect of this important aspect of safeguarding children. All children, regardless of their circumstances, are entitled to a full-time education which is suitable for their age, ability, aptitude and any special educational needs they may have. Kent Local Authority has a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education, or those 'unexplainable and/or persistent absences from education' and it is the School's responsibility to support Kent with this.

To fulfil this responsibility, we follow the local authority guidance in the following ways: enter pupils on the Admission Register at the beginning of the first day on which the School has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, we will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

- monitor pupils' attendance through the daily register. Inform local authorities of the details of pupils who fail to attend regularly, or have missed ten school days or more without permission. We monitor attendance closely and address poor or irregular attendance. It is important that pupils' poor attendance is referred to the local authority.
- our DSLs attend regular training with the Kent Local Authority and will seek advice on issues relating to attendance.
- notify the local authority when a pupil's name is to be removed from the Admission Register at a non-standard transition point under any of the grounds contained in School Attendance (Pupil Registration) (England) Regulations 2024, as soon as the ground for removal is met and no later than the time at which the pupil's name is removed from the register. This duty does not apply at standard transition points – where the pupil has completed the School's final year – unless the local authority requests for such information to be provided.
- notify the Kent Local Authority within five days of any child leaving or starting school (at a non-standard transition point, e.g. in-year) Schools will need to provide the local authority with all the information held within the Admission Register about the pupil. This duty does not apply when a pupil's name is entered in the register at a standard transition point (at the start of the academic year).

The following is taken from the DfE statutory guidance Children Missing Education and is also in line with the local authority (Kent) procedures:

When the whereabouts of a child is unclear or unknown, the School will work with the local authority and will complete and record one or more of the following actions:

- make contact with the parent, relatives and neighbours using known contact details;
  - check local databases within the local authority;
  - follow local information sharing arrangements and where possible make enquiries via other local databases and agencies e.g. those of housing providers, school admissions, health services, police, refuge, Youth Justice Services, children's social care, and HMRC;
  - check with UK Visas and Immigration (UKVI) and/or the Border Force;
  - check with agencies known to be involved with the family;
  - check with local authority and school from which child moved originally, if known;
  - check with any local authority and school to which a child may have moved;
  - check with the local authority where the child lives, if different from where the school is;
- in the case of children of Service Personnel, check with the Ministry of Defence (MoD) Children's Education Advisory Service (CEAS).

This list is not exhaustive or prescriptive, and so local authorities and schools should treat each case on its individual merits and use their judgement, ensuring they have taken into account all of the facts of the case. It should be recognised that the type of reasonable enquiries required to try to locate a child will differ from case to case and additional enquiries to those suggested in this section may be necessary.

Making these enquiries may not always lead to establishing the location of the child, but will provide a steer on what action should be taken next, for example, to contact the police, children's social care and, in cases where there may be concerns for the safety of a child who has travelled abroad, the Foreign and Commonwealth Office.

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the Admission Register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

### **Safeguarding**

In line with Keeping Children Safe in Education (KCSIE) 2025 the School has an appropriate Safeguarding Policy in place, and procedures and responses for children who go missing from education, particularly on repeat occasions.

A child going missing from education is a potential indicator of abuse or neglect. Staff follow the School's procedures for dealing with children that go missing from education, or those 'unexplainable and/or persistent absences from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of children going missing in future.

Local Authority guidance and procedures will be followed for dealing with a child who is missing from education, or unexplainable and/or/persistent absences, particularly on repeated occasions or if a child suddenly stops attending. The school will adhere to the expectations outlined in the statutory guidance 'Working Together to improve School Attendance' (August 2024). For those children and families who have chronic poor attendance or persistent absenteeism, school will consider whether educational neglect is present and whether a referral to children's services is required, or whether the school should seek consent to begin an Early Help Assessment in order to coordinate a multi-agency plan of support for the child and family.

### **Children at particular risk of missing education:**

Staff understand that there are many circumstances where a child may become missing from education and know to share concerns with a DSL in order that appropriate action can be taken to safeguard and promote the wellbeing of all children in the School.

Although not exhaustive, the list below presents some of the circumstances that increase a child's vulnerability to missing education:

- Pupils at risk of harm/neglect - Children may be missing from education because they are suffering from abuse or neglect. Where this is suspected we will follow local child protection procedures. However, if a child is in immediate danger or at risk of harm, a referral will be made immediately to children's social care and the police if appropriate.
- 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 - there are many reasons why a child stops attending school. If the reason is not known, we will seek advice from the local authority who must satisfy themselves that the child is receiving suitable education
- Children of new migrant families - children of new migrant families may not have settled to a fixed address or the local authority may not be aware that they have moved into the area.

Accessing the Policy: This policy is also available in various formats to allow everyone to access it e.g. hard copy, enlarged print version, braille etc. Please contact the office to request a copy of this policy in an alternative form.

### **Elective Home Education (EHE)**

Further to the information above, many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Where a parent/carer has expressed their intention to remove a child from the school with a view to educating at home, we work together with the LAs, and other key professionals to coordinate a meeting with parents/carers where possible. This requirement does not apply where a pupil's name is deleted after they have completed the final year at the school (e.g., Year 6 and 8) unless the local authority have asked to be informed about such deletions. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. DfE guidance for local authorities on Elective Home Education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE.

The 'Safeguarding & Child Protection Policy' contains guidance and important contact numbers for what to do in these situations.

### **Associated School Policies** – Attendance Policy & Child Protection and Safeguarding

This guidance should be read alongside the statutory guidance documents on:

- [Working together to improve school attendance](#)
- [Supporting pupils at school with medical conditions](#)
- [Suspension and permanent exclusions](#)
- [Alternative provision](#)
- [Elective home education](#)
- [Keeping children safe in education](#)
- [Children Missing Education](#)

This guidance makes reference to the following:

- section 436A of the Education Act 1996 (added by section 4 of the Education and Inspections Act 2006)
- Education Act 1996 (sections 7, 8, 14 and 19)
- School Attendance (Pupil Registration) (England) Regulations 2024
- section 175(4) of the Education Act 2002 (all chapters)
- paragraph 7 of the Schedule to the Education (Independent School Standards) Regulations 2014 (chapters 1 and 2)

[School Attendance \(Pupil Registration\) \(England\) Regulations 2024, Working together to improve school attendance Statutory guidance for maintained schools, academies, independent schools and local authorities, 2024,](#)

Reviewed by: Emma Neville  
Review date: September 2025  
Next review: September 2026

**APPENDIX**

We have set out a checklist below so that we can review whether we have effective policies and procedures in place to identify and support children missing education (CME).

Checklist – Policy and procedures

<b>Strategic management and leadership</b>	
Written policy covering objectives, procedures, roles and responsibilities which is agreed with partners concerning CME	
Effective arrangements to identify and provide the full range of services for CME	
Regular monitoring of the processes and numbers by senior and lead members	
<b>Networks and points of contact</b>	
Identification of key stakeholders (statutory and non-statutory) who provide information about CME	
Named point of contact for CME within the local authority with clear responsibilities. A contact email address should be provided and a landing page with a link to the CME referral page	
Guidance for schools on CME including definitions and referral process Inform schools of the process for joint enquiries to establish the whereabouts of suspected CME, including responsibilities and timelines	
Data sharing agreements with relevant agencies, e.g. Border Force, Health, Police	
<b>Information Systems</b>	
Database of CME	
Monitoring of numbers of children in the authority area who are CME, including those new to the area or country	
Clear access rules and procedures to ensure fair and safe data processing	
<b>Engaging children into suitable education</b>	
Clear processes for securing the support of other agencies where it is needed, e.g. for welfare or health reasons	
Agreed process for securing suitable educational provision for children once found	
Monitoring of pace at which children move into provision Integration team to support children into education with a clear route for schools to request support	
Information systems which allow access to updated information concerning availability of school places and with alternative providers	
<b>Effective child tracking systems</b>	
Effective systems which keep children engaged in suitable education	
Record of children who have left educational providers (school, custody and alternative provision) without a known destination	
Record of children whom the local authority considers are not being provided with a suitable education, including actions taken	
System of regular follow ups for children until they are registered at a new school or in receipt of suitable education otherwise.	
Strategy in place which prevents children identified as being at increased risk from becoming CME Focus on transition points to track applications for, and take up of, school places to prevent children from becoming CME	
Effective information sharing with local authorities and transfer schools	
Transfer files via secure systems	

## Appendix 1

### Deletion of names from admission register

9.—(1) The proprietor of a school must ensure that the name of a pupil of compulsory school age is deleted from the school's admission register when—

(a) the pupil has been registered at another school, unless—

(i) a school attendance order naming the school is in force in relation to the pupil;

(ii) the pupil is a mobile child and the school is their main school; or

(iii) the proprietor has agreed with a person with control of the pupil's attendance at the other school, or is such a person and has decided, that the pupil should be registered at more than one school;

(b) the pupil was admitted to the school for nursery education and—

(i) they have completed such education and would, if they continued attending the school, be transferred to a reception, or more senior, class at the school; but

(ii) the proprietor does not have reasonable grounds to believe that the pupil will attend the school again;

(c) the pupil is also registered as a pupil at one or more other schools and—

(i) the proprietor does not have reasonable grounds to believe that the pupil will attend the school again;

(ii) the proprietor of each other school where the pupil is registered has consented to the deletion;

(iii) there is no school attendance order naming the school in force in relation to the pupil; and

(iv) the pupil is not a mobile child or, if they are, the school is not their main school;

(d) a school attendance order relating to the pupil and formerly naming the school has been amended by the relevant local authority to substitute the name of the school with that of another school;

(e) a school attendance order relating to the pupil and naming the school has been revoked by the relevant local authority on the ground that arrangements have been made for the pupil to receive suitable education otherwise than at school;

(f) a parent of the pupil has told the proprietor in writing that the pupil will no longer attend the school after a certain day and will receive education otherwise than at school and—

(i) that day has passed; and

(ii) there is no school attendance order naming the school in force in relation to the pupil;

(g) the pupil no longer normally lives a reasonable distance from the school and—

(i) the proprietor does not have reasonable grounds to believe that the pupil will attend the school again; and

(ii) the pupil is not a boarder;

(h) the pupil has been given leave of absence and—

(i) the pupil has not attended the school within the ten school days immediately after the end of the period of leave;

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and

(iii) the proprietor and the local authority have jointly made reasonable efforts to find out the pupil's location and circumstances but—

(aa) they have not succeeded; or

(bb) they have succeeded and they agree that there are no reasonable grounds to believe that the pupil will attend the school again, taking into account any reasonable steps they could take (either jointly or separately) to secure the pupil's attendance;

(i) the pupil has been continuously absent from the school for at least twenty school days and—

(i) none of the circumstances mentioned in Table 2 in [regulation 10\(3\)](#) or in any row of Table 3 in [regulation 10\(4\)](#) other than the final three rows applied to the pupil at any point during that period;

(ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and

(iii) the proprietor and the local authority have jointly made reasonable efforts to find out the pupil's location and circumstances but—

- (aa)they have not succeeded; or
- (bb)they have succeeded and they agree that there are no reasonable grounds to believe that the pupil will attend the school again, taking into account any reasonable steps they could take (either jointly or separately) to secure the pupil's attendance;
- (j)the pupil is detained under a sentence of detention and the proprietor does not have reasonable grounds to believe that the pupil will attend the school after they cease to be detained under that sentence;
- (k)the pupil has died;
- (l)the pupil will be over compulsory school age by the next time the school meets and—
  - (i)the proprietor does not have reasonable grounds to believe that the pupil will attend the school again; or
  - (ii)the pupil does not meet the academic entry requirements to be transferred to the school's sixth form;
- (m)the pupil is a boarder at the school and—
  - (i)the school is a school maintained by a local authority or is an Academy;
  - (ii)charges for the pupil's board and lodging are payable by a parent of the pupil; and
  - (iii)those charges remain unpaid by the parent at the end of the school term to which they relate;
- (n)the pupil has ceased to be a pupil at the school and the school is not—
  - (i)a school maintained by a local authority; or
  - (ii)an Academy; or
- (o)the pupil has been permanently excluded from the school.

(2) If a registered pupil at a special school is of compulsory school age and became a registered pupil at that school under arrangements made by a local authority, the proprietor of that school must ensure that the pupil's name is not deleted from the school's admission register unless—

- (a)paragraph [\(1\)\(d\)](#), [\(e\)](#), [\(k\)](#) or [\(o\)](#) applies;
- (b)the local authority who made those arrangements have given their consent to the deletion; or
- (c)the local authority who made those arrangements have refused their consent but the Secretary of State has directed that the pupil's name be deleted.

(3) The proprietor of a school must ensure that the name of a pupil who is not of compulsory school age is deleted from the admission register when—

- (a)the pupil is not a boarder and the proprietor does not have reasonable grounds to believe that they will attend the school again;
- (b)the pupil is a boarder and has ceased to be a pupil at the school;
- (c)the pupil has been continuously absent from the school for at least twenty school days and—
  - (i)the pupil was not absent with leave at any point during that period;
  - (ii)the proprietor does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and
  - (iii)the proprietor has made reasonable efforts to find out the pupil's location and circumstances but—
    - (aa)has not succeeded; or
    - (bb)has succeeded and has no reasonable grounds to believe that the pupil will attend the school again;
  - (d)the pupil has died; or
  - (e)the pupil has been permanently excluded from the school.

(4) In this regulation—

“main school”, in relation to a mobile child, means the school that, during the last 18 months, the child has attended during periods when their parent was not travelling in the course of trade or business or, if there is more than one such school, the school that most recently fulfils those criteria;

“pupil” means a registered pupil, except in the second place where it occurs in each of paragraphs [\(1\)\(n\)](#) and [\(3\)\(b\)](#);

“reception class” means a class in which education is provided which is suitable to the requirements of pupils aged five and any pupils under or over that age who it is expedient to educate together with pupils of that age;

“the relevant local authority”, in relation to a school attendance order, means the local authority who served the school attendance order;

“suitable education”, in relation to a child, means efficient full-time education suitable to the child’s age, ability and aptitude and any special educational needs they may have.

(5) For the purposes of this regulation—

(a) whether a pupil normally lives at a place is not affected by temporary or occasional absences;

(b) a child is admitted to a school for nursery education if they are admitted for early years provision as defined by section 20 of the Childcare Act 2006(1) and, on admission, are not placed in a reception class or any more senior class;

(c) the permanent exclusion of a pupil from a maintained school, pupil referral unit, Academy school or alternative provision Academy on disciplinary grounds does not take effect until the responsible body (as defined in section 51A of the Education Act 2002(2)) has discharged its duties under the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012(3) and—

(i) the relevant person, within the meaning of those Regulations, has stated in writing that they do not intend to apply for a review under those Regulations;

(ii) the time for applying for a review has expired and no review has been applied for in that time; or

(iii) the relevant person has applied for a review within that time and—

(aa) they have abandoned the review;

(bb) the review panel has upheld the responsible body’s decision that the pupil should not be reinstated; or

(cc) the review panel has recommended or directed that the responsible body reconsider its decision and the responsible body has decided that the pupil should not be reinstated;

(d) the permanent exclusion of a pupil from a city technology college or a city college for the technology of the arts does not take effect until the proprietor has discharged its duties in relation to a permanent exclusion under the agreement entered into pursuant to section 482 of the 1996 Act(4) and—

(i) the relevant person (within the meaning of that agreement) has stated in writing that they do not intend to bring an appeal;

(ii) the time for bringing an appeal has expired and no appeal has been brought within that time; or

(iii) an appeal brought within that time has been determined or abandoned.

APPENDIX 3

All children		
Parents are expected to:	Local authorities are expected to:	Schools, governing bodies and academy trustees are expected to:
<ul style="list-style-type: none"> <li>• Ensure that their children of compulsory school age are receiving suitable fulltime education under section 7 of the Education Act 1996.</li> <li>• If proposing to withdraw their child from school, notifying the school in writing that their child will no longer attend after a certain day and supply information to the school about how their child will be continuing to receive suitable education – for example, providing the name and address of the new school the child will be attending where known.</li> <li>• Notify the school in writing if their child will no longer attend a school after a certain day and will receive education otherwise than at school (e.g. elective home education).</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperate with other agencies in improving children’s well-being, including protection from harm and neglect under Section 10 of the Children Act 2004.</li> <li>• Fulfil duties as set out in ‘Working together to safeguard children’ statutory guidance, including publishing a threshold document which sets out the local criteria for action to safeguard or promote the child’s welfare.</li> <li>• Where there is a concern that a child’s safety or well-being is at risk, take action without delay, considering whether a referral needs to be made to local authority children’s social care and calling the police if appropriate.</li> <li>• Fulfil duties to ensure pupils with an Education Health Care (EHC) plan are in receipt of the educational provision specified in the plan and where they are not, that this provision is made available to them.</li> <li>• Work together with schools on admissions processes to provide a school place for all children of compulsory age. Where the local authority co-ordinates in-year admissions for schools in their area, they must also set out on their website by 31 August how in-year applications will be handled and they must</li> </ul>	<ul style="list-style-type: none"> <li>• On a day-to-day basis monitor pupils’ attendance through their daily attendance register, and work to address poor or irregular attendance in order to prevent children becoming CME.</li> <li>• Take action without delay where there is a concern that a child’s safety or well-being is at risk. If school staff have safeguarding concerns about a child, they should take immediate action, following their child protection policy and involving their designated safeguarding lead.</li> <li>• Carefully follow guidance on removing or adding pupils’ names from or to the admission register, which in some specific cases will involve joint actions to be undertaken between the school and local authority before this decision can be made.</li> </ul>

	<p>provide a suitable application form for parents to complete. Over-subscription criteria and relevant admissions policies should also be shared on websites.</p>	
<p>Children at risk of becoming CME or suspected CME – table 1 of 3</p>		
<p>Parents are expected to:</p>	<p>Local authorities are expected to:</p>	<p>Schools, governing bodies and academy trustees are expected to:</p>
<ul style="list-style-type: none"> <li>• Co-operate with the local authority and school’s informal enquiries to satisfy them that their child is in receipt of suitable education.</li> <li>• Work with the school and local authority to help them understand their child’s barriers to attendance.</li> <li>• Proactively engage with the support offered to prevent the need for more formal support.</li> </ul>	<ul style="list-style-type: none"> <li>• Promptly make enquiries in collaboration with the school that enable them to, as far as reasonably possible, identify the location of suspected CME and any provision of education they are receiving.</li> <li>• Implement effective tracking and enquiry systems with clear referral response times.</li> <li>• Appoint a designated contact for CME referrals, publishing contact details on the CME section of the local authority website.</li> <li>• Take steps to help prevent CME cases, for example working closely with special education needs and disability (SEND) and early years services, as well as targeted work ahead of school transition points and work with elective home education teams (EHE teams).</li> </ul>	<ul style="list-style-type: none"> <li>• Proactively use data to identify pupils at risk of becoming CME.</li> <li>• Ensure that they have in place arrangements whereby all unexpected and unexplained absences are promptly enquired about.</li> <li>• Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance, as set out in the Department’s Working Together to Improve School Attendance statutory guidance.</li> <li>• Do their own initial proactive work to locate a child at risk of becoming a CME, before working jointly with their local authority to conduct further reasonable enquiries to identify their whereabouts.</li> </ul>
	<ul style="list-style-type: none"> <li>• Form strong partnerships with schools to carry out reasonable enquiries under section 436A of the Education Act 1996 and ensure they quickly identify suspected Children Missing Education (CME) and understand the criteria for removal from roll, even when investigations involve different local authorities.</li> </ul>	<ul style="list-style-type: none"> <li>• Make a referral to the child’s home local authority CME team as soon as possible if enquiries lead them to reasonably believe that the child will no longer be attending the school and the parent has not provided the school with written notice that the child will be attending another school or that education provision otherwise than at a school will be provided.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collaborate with and share information effectively using data from various services, local authorities, and national agencies to identify Children Missing Education (CME). Collaborate with other local authorities to improve information sharing.</li> <li>• Arrange suitable education for children out of school due to exclusion, illness, or other reasons, if they would not receive it otherwise. This covers all compulsory school age children in the local authority’s area, regardless of school type or whether they are on an admissions register under section 19(1) of the Education Act 1996.</li> <li>• Ensure elective home educating parents are providing suitable education for their children via informal enquiries. Where parents fail to satisfy that suitable education is being provided, School Attendance Orders (SAOs) can be served. Education Supervision Orders and work with School Attendance Support Teams can also be applied.</li> </ul>	<p>Continue to play a role in conducting joint reasonable enquiries even after they have submitted a CME referral to the local authority.</p> <ul style="list-style-type: none"> <li>• Provide the local authority with all of the information detailed in the School Attendance (Pupil Registration) (England) Regulations 2024 when making a deletion return to the local authority.</li> </ul>
<p><b>Children identified as CME</b></p>		
<p>Parents are expected to:</p>	<p>Local authorities are expected to:</p>	<p>Schools, governing bodies and academy trustees are expected to:</p>
<ul style="list-style-type: none"> <li>• Co-operate with the local authority to provide evidence of any suitable education otherwise than at school (e.g. elective home education) that will be provided.</li> <li>• Complete a school application at the earliest possible stage, once their child has been identified as CME., Proactively engaging with the local to</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain an active ‘CME list’ recording details of both confirmed and suspected CME and keep children on this list until they have received confirmation or evidence to suggest otherwise. Document action taken on individual confirmed cases.</li> <li>• Ensure time out of suitable education is kept to an absolute</li> </ul>	<ul style="list-style-type: none"> <li>• Work collaboratively with their local authority to support CME in their local area into education. This might also involve working with a child’s home local authority if this is different.</li> <li>• Work with the local authority to provide a school place for CME at the earliest opportunity to ensure time a</li> </ul>

<p>secure a place for their child. • Respond to local authority school attendance order (SAO) notices, promptly (within the set timeframe) applying for either the school/one of the schools named on the notice or a different school that will then be named on the SAO.</p>	<p>minimum, preventing repeated instances of children becoming CME, for example, by effective and supportive reintegration into school or by receiving education otherwise than at school if more appropriate. • Document action taken on individual confirmed cases.</p> <ul style="list-style-type: none"> <li>• Engage families by adapting communication to understand why a child has become CME and working together to support their return to fulltime education.</li> <li>• Check that a referral has been made where safeguarding concerns have been raised about a child identified as CME, and if not, alert children’s social care. If there is reason to suspect a crime has been committed, the police should also be involved.</li> <li>• Have a Fair Access Protocol to ensure that unplaced and vulnerable children, and those who are having difficulty securing a school place in-year, are allocated a school place as quickly as possible.</li> <li>• Share data with the Department for Education on CME following the Elective home education and children missing education: submit your data guidance</li> </ul>	<p>child spends out of education is kept to an absolute minimum. • Where schools manage their own inyear admissions, set out on their website by 31 August how in-year applications will be handled. This must include how parents can apply for a school place and provide a suitable application form to complete.</p> <ul style="list-style-type: none"> <li>• Where schools manage their own inyear admissions, set out on their website by 31 August how in-year applications will be handled. This must include how parents can apply for a school place and provide a suitable application form to complete.</li> <li>• Offer appropriate support to successfully integrate children into their school, including having efficient decision-making processes for admissions in place to prevent delays and following the Working Together to Improve School Attendance to reduce barriers to attendance.</li> </ul>
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