



'Doing our best to achieve our best'

Clarendon Primary School & Nursery
Safeguarding Children Missing in Education

Introduction

All children, regardless of their circumstances, are entitled to an efficient, full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation and becoming NEET (not in education, employment or training) later in life.

Effective information sharing between parents, schools and Local Authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education. Local Authorities are expected to focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Rationale

This policy has been created to assist the school and other professionals who work with children and families within Surrey, to ensure that we:

- Meet statutory duties relating to the provision of education and safeguarding the welfare of children missing education.
- Have robust multi-agency systems in place to identify, refer and track children missing from education or at risk of doing so.
- Establish monitoring and reporting systems for all children missing from education and at risk of becoming a 'Child Missing Education'.

Definitions

Pupil Tracking– refers to children whom the Local Authority have been notified of who may be children missing education. They track these children under this definition whilst initial enquiries are made.

Children Missing Education (CME) refers to all children who are of compulsory school age and are not on a school roll, nor being educated otherwise (e.g. privately or in alternative provision).

As part of Surrey, we are expected to refer a pupil to the Local Authority for further investigation if s/he has been continually absent from school for more than 10 school days without permission and where 'reasonable checks' fail to establish their whereabouts and the reason for their absence. (The local authority does not count these children in their 'Children Missing Education data'; however, they monitor and track them to prevent them from becoming Children Missing Education.)

Examples of why a child goes missing from education can be found in Appendix 1.

Compulsory School Age – A child reaches compulsory school age on or after their fifth birthday. If they turn 5 between 1st January and 31st March they are of compulsory school age on 31 March; if they turn 5 between 1st April and 31st August they are of compulsory school age on 31st August; if they turn 5 between 1st September and 31st December they are compulsory school age on 31st December. A child continues to be of compulsory school age until the last Friday of June in the school year they reach 16.

Roles and Responsibilities

Parents' responsibilities

Section 7 of the Education Act 1996 outlines that parents have a duty to ensure compulsory school aged children are receiving efficient full-time education suitable to age, ability, aptitude and to any special educational needs either by regular attendance at school or otherwise.

Some parents may elect to educate their children at home and may withdraw them from school at any time to do so, unless they are subject to a School Attendance Order. Where a parent decides to home educate their child this decision must be put in writing to the school.

Schools Responsibilities

The statutory requirements for all schools to record joiners and leavers are defined in The Education (Pupil Registration) (England) 2006.

As a school we must make reasonable enquiries to establish the whereabouts of each child jointly with the Local Authority, before deleting the child's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f) (iii) and (h) (iii).

When removing a child's name, our notification to the Local Authority must include:

- the full name of the child.
- the full name and address of any parent with whom the child normally resides.
- at least one telephone number of the parent.
- the child's future address and destination school, if applicable.
- the grounds under which the child's name is to be removed from the admission register.

As a school we must:

- Enter pupils on the admissions register on the first day on which we have agreed, or his has been notified, that the pupil will attend Clarendon Primary School. For pupils in key stage transfer years the school must put every expected child on roll from the first school day in September. If they do not attend the school should record the absence and follow up accordingly.
- Notify their Local Authority **within five days** of adding a pupil's name to the admission. The notification must include all details contained in the admission register for the new pupil.
- Monitor each pupil's attendance through the daily register and follow the agreed procedure in cases of unauthorised absence.
- Encourage good attendance for all children and liaise with parents where attendance becomes a concern.
- Complete ½ termly Local Authority data returns identifying children who are attending alternative provision and/or attending school on a reduced or modified timetable.
- Remove a pupil's name from the admissions register on the date that the child leaves Clarendon so long as one of the criteria outlined in regulation 8, The Education (Pupil Registration) (England) Regulations 2006, applies. Schools should not backdate deletion from roll.
- Notify the Local Authority when we are about to remove a pupil's name from our admission register under any of the fifteen grounds listed in the regulations, no later than the date that the child's name is due to be removed. (This includes where we have not been notified by the parents of a new school their child/ren will be transferring to.)
- Where a parent notifies us, in writing, of their intention to electively home educate their child we must complete a notification form and forward this with a copy of the deregistration letter to their allocated Inclusion Officer. Referrals should be made to our allocated Inclusion Officer. Where parents orally indicate that they intend to withdraw their child to be home educated and no letter has been received, the school must not remove the child from roll and should notify Surrey Inclusion Service at the earliest opportunity.

Local Authority's Responsibilities

Children Missing Education Governance Group's role is:

To accurately benchmark and review countywide practice against statutory responsibilities, a multi-agency group meets each half term to: -

- Ensure that practice around CME is consistent, robust and fit for purpose.
- Ensure that CME data is consistent and accurate.
- Develop, review and update the Surrey CME Policy.

Area Children Missing Education Meeting's role:

Each quadrant has a monthly Area Children Missing Education CME (ACME). These meetings are chaired by the Area Inclusion Manager and include senior representatives from Inclusion, SEND, A2E, The Virtual School, Youth Justice (Education) and the CME administrator. Managers monitor, review, update and agree actions for all children who are Pupil Tracking, CME and also those who are not on a school roll but are receiving EOTAS or AP commissioned by Surrey County Council. Managers will ensure that any agreed service actions will be completed and reviewed at subsequent monthly ACME Meetings

CME Business Support role:

- To track all Surrey residents or Surrey CLA statutory age children who leave any school and who do not transfer automatically to another school. This involves identifying and monitoring children until they are registered on roll with a new school or alternative educational placement. In accordance with statutory guidance, they will act as a point of contact for enquiries and referrals from other Local Authorities, partnership agencies and Children's Services staff. This applies to any child who is at risk of missing education to assist the prompt identification of such children and their re-engagement with educational provision.
- They will manage the CME inbox and create EYES records for children who are new to Surrey, and who they have been notified may be CME or require pupil tracking after initial enquiries. Where children have not made appropriate admission applications or there is no evidence of what education provision is in place, the CME administrator will assign to the appropriate Area Inclusion task tray for an enquiry visit.
- To maintain the CME Team and Pupil Tracking Team task trays in EYES by closing pathways when children start at a school or alternative provision.
- To be the point of contact for schools if they are aware that a child is unplaced, i.e. has no destination school.
- To distribute Area Pupil Tracking, CME - EOTAS and AP (not on roll) lists to all representatives attending the ACME meeting a week prior to the meeting.
- To attend the ACME meetings and add case notes to EYES for all children discussed, detailing clear actions.
- To run and distribute Tableau report listing students with no establishment/no onward establishment.

The education Inclusion Service role is:

- To fulfil Surrey County Council's statutory responsibilities of ensuring parents provide their children with a full-time education in accordance with the Education Act 1996. This includes investigating why children are not attending school regularly and making enquiries about children who may be 'missing education'.
- To provide advice and guidance to schools where a child is absent without explanation. The allocated Inclusion Officer for the school will, upon referral, make 'reasonable enquiries' about a child that has been absent without explanation for ten consecutive days. This may include home visits, contacting known family members, consulting with Police and Housing. In cases where a child is on a school roll but 'missing' and the absence is unexplained schools should follow the process outlined in Appendix 4.
- To provide advice and guidance to schools regarding off-rolling – in line with Regulation 8 of the 'The Education (Pupil Registration) (England) Regulations 2006 (amended)' to ensure children are only deleted from the school roll lawfully.
- Where schools fail to provide a copy of the parent's written notice of intent to Electively Home Educate with the notification form, the allocated Inclusion Officer will follow up with the school.
- When assigned a Pupil Tracking or CME case in EYES, the Inclusion Officer will follow up all referrals by contacting parents and/or visiting the home address within 5 days of the case being allocated to them to investigate/establish the education provision that is in place for the child. In most cases this may involve an unannounced visit to the home address.
- Where it is established that a child is not receiving a full-time appropriate education, the Inclusion Officer will work with the parent/carer, young person and other Local Authority services, i.e. School Admissions to ensure suitable educational provision is found for the child.
- Where a parent / carer fails to satisfy the Local Authority that the child is receiving a full-time appropriate education, the Inclusion Service will look to issue a School Attendance Order (SAO) and initiate legal proceedings if parents fail to comply with a SAO.

- Where a need for additional support is identified, the Inclusion Service will look to make referrals to appropriate services, e.g. CSPA, Early Help, Targeted Youth Support.
- If Surrey County Council receive a 'referral of concern' that a child is not receiving full time, efficient and suitable education at home, the Inclusion Service will discharge the statutory duty of the Local Authority to make enquiries with the parents, which will include asking to see evidence of learning.
- Where parents fail to satisfy the Council that the education is full time, efficient and suitable, the Inclusion Service will remove the child from the Elective Home Education register, register them as CME and initiate a School Attendance Order.

SEND Teams role:

- SEND Case Officers will ensure that any key stage transfers, dealt with by SEND admissions, which remain unplaced into the new academic year are registered as CME on EYES.
- SEND Case Officers will ensure that when end dates for school placements or EOTAS/AP placements are entered onto EYES, they will update the establishment history, and register the child as CME flag if there is no new school placement or provision in place.
- SEND Case Officers will notify the CME Administrator, via the CME inbox, about any SEND children that are identified as CME.
- SEND Case Officers are responsible for the monitoring and recording of pupils referred to A2E or any other alternative provider who cannot return to their named school but remain on roll, whilst an alternative school is being sought. These children should be raised at weekly SEND/A2E meetings. They should not be registered as CME and should not be discussed at the ACME meetings. The SEND Case Officer is responsible for maintaining the EYES establishment records for children with EHCPs.
- SEND Case Officers are responsible for monitoring of statutory school aged children without a school roll but whose provision is being met through a Personal Budget, interim alternative provision or EOTAS package under section 61, Childrens and Families Act 2014.
- Area SEN Managers or a Senior Case Manager will attend all ACME meetings with updates to ensure cases do not drift and to evidence the work being carried out to source full time provision.

The virtual school's role is:

- To work with Social Workers and SEND Case Officers (where a child has an EHCP), to ensure every looked after child receives full-time and suitable education and to take the lead for looked after children who are missing education or at risk of missing education.
- To monitor attendance and exclusion data on a daily basis through Welfare Call to ensure they are able to respond quickly to any changes in circumstances and provide appropriate advice and intervention.
- To act promptly to contact the allocated Social Worker to ensure that a suitable education placement is identified when notified that a child has become looked after.
- To discuss Missing from Education data for looked after children regularly at area placement panel in collaboration with missing data from partner services.
- To work with the allocated social worker, in accordance with Surrey's Guidance for Children and Young People missing from Home and Care (2010), if a looked after child is identified as CME due to being a runaway or missing from home or care.

The Admissions Team's role is:

- To ask us, as the current school, to check our leavers at standard transition points, to ensure they have all applied for a school place and that, at the end of the year, we know of the destination school for each child on roll.
- To ensure admissions applications are followed up if they do not indicate a current school.
- To track all in year and normal round applications until the child is placed on roll.
- To refer to the 'Children Missing in Education' officer details of any child who is out of school and for whom no school place has been accepted.
- Along with ourselves, make reasonable checks to ascertain the whereabouts of children who fail to start at school and refer these children to the 'Children Missing in Education' officer if the a destination school cannot be established.

- To refer to the Elective Home Education Officer details of any child who is declared to be receiving home education, (and for whom no school place can be offered) for those children whose parents decline an offer of a school place or withdraw from a school roll in favour of home education.
- To advise of a child(ren) for which a school attendance order(s) may need to be served. Admissions will then advise of school places available within a reasonable distance. If there are no available school places within a reasonable distance then the Inclusion.
- Submit a completed Fair Access Referral Form, to enable a school place to be allocated through the Fair Access Protocol.
- To monitor late applications to ensure support can be targeted to parents and schools which most commonly have late applicants.
- To monitor applications from abroad to ensure they take up the school place offered when they are due to arrive in the UK.
- Where information is received, to record details of starters and leavers from Surrey's state funded schools.
- To alert the CME inbox officer if a child previously identified to be CME is known to be offered a school place.
- To arrange a professionals meeting to discuss any children for whom an application has been received where there is evidence of complex needs but no Education, Health, and Care Plan.

Access to Education Team's role:

- To provide short-term provision for children and young people who, through exceptional circumstances, either cannot attend school or do not have a school roll. (A2E is a term-time only service.)
- To provide advice and guidance to SEN teams around alternative provision to support the statutory provision of CME with SEND.
- To record and monitor A2E caseload, ensuring cases are entered onto EYES, updating establishment history, and A2E AP status.
- To record and monitor A2E plans and review meetings on EYES.
- To raise at weekly SEND/A2E meetings, any requirements for additional alternative provision for CME with SEND.
- A2E Area Lead or A2E SENCO will attend all ACME meetings with updates to ensure oversight of cases.
- Area Lead or A2E SENCO will ensure all actions agreed during ACME Meetings are completed by the agreed date.
- A2E will be represented at the CME Governance Group.
- All managers are responsible for ensuring that individuals within their teams are clear about their roles and responsibilities in relation to CME and that they are adhering to this policy.

The Notification Process

A number of processes exist to notify the Local Authority's education database of 'Children Missing in Education'.

(i) Local data transfer system:

- Groupcall is a data transfer system used by the majority of Surrey Local Authority maintained and academy schools and ensures the automatic and timely transfer of core student data into EYES.

Where B2B is not available, schools must submit a partial CTF for joiners and leaver's data – CMJ and CML or submit a manual data return to the Local Authority.

- A flow chart for on and off roll notification processes can be found in Appendix 2.

(ii) National Data System:

Secure Access is a web based secure data transfer site hosted by the DfE and is available to us and Local Authorities to enable a child's Common Transfer File (CTF) (see Appendix 3) to be sent to and from any maintained school in England and Wales and for CMJ and CML files to be sent to the Local Authority. (See Appendix 6)

Where a child's destination is unknown, schools must ensure this is detailed in the Common Transfer File.

Any person/service who has a concern that a child is 'missing in education' should inform the Local Authority using the online single contact point: CME SCP or email: CME@surreycc.gov.uk

Safeguarding and CME

The welfare and protection of all children, including those who attend school, those who are educated at home, those who are receiving alternative education provision or EOTAS packages and children missing education, is of paramount concern and the responsibility of the whole community. Section 175 of the Education Act 2002 imposes a duty on Surrey County Council to make arrangements for ensuring that the functions conferred on them are exercised with a view to safeguarding and promoting the welfare of all children resident in Surrey.

All professionals working with a child missing education will follow Surrey's Safeguarding Children Partnership safeguarding procedures at all times. They will work with relevant agencies and individuals to proactively safeguard and promote the welfare of children and, in the event of any concerns about the welfare of a child missing education they will initiate and follow established procedures. This may include the necessary sharing of information with Social Workers, Police, GP's, Health Visitors and other Health professionals if this is in the interest of a child of young person.

All professionals will discuss any safeguarding concerns with their team DSL and contact the Children's Single Point of Access (C-SPA) when there is uncertainty about the safety or welfare of the child. Professionals will explain the reasons for any welfare concerns to the parents in accordance with procedure unless this discussion would put the child at increased risk of harm. If that is the case, the lead professional will seek further guidance from social care.

If there is a concern about the immediate safety of a child, the lead professional should contact the police on either 101 or 999.

Legal Summary

Agencies and practitioners are under various duties to assist and work together with other agencies in seeking to protect children from harm and meet their needs. This will often include the need to share personal information in relation to children. Care however does need to be taken by any agency or practitioner when sharing personal information to ensure that it is done in a way that complies with the Data Protection Act 1998, the Human Rights Act 1998 and the common law duty of confidence. If relevant consent is obtained, it may then be shared; however, even without consent it is still possible to share personal information without breaching the Data Protection Act 1998, provided that it is necessary to do so to carry out statutory functions (there are other exemptions as well). These functions include:

- Children Act 2004 - Every Child Matters: Change for Children. The Act imposes a specific duty to co-operate to improve children's well-being (s.10) and implies a duty to share information for strategic planning, and to put in place arrangements to facilitate sharing information about individual children to improve their well-being. Section 11 of the Act also contains a duty to safeguard and promote the well-being of children (also included in the Education Act 2002).
- Ensuing provision of appropriate services for children „in need“ or „at risk or likely to be at risk of significant harm“ (Children Act 1989, Sections 17, 27, and 47). Please note that this category covers children considered to be „in need“ under Section 7, i.e. it has a much wider application than only those children considered to be „at risk of significant harm“ under Section 47. Surrey County Council Legal advice is that this also covers children at **risk of social and educational exclusion**.
- Promoting the economic, social or environmental well-being of children and families in the Local Authority area. This includes the elimination or reduction of risk factors within the county (Local Government Act 2000, Section 2).
- The prevention or reduction of crime and identification and apprehension of offenders or suspected offenders (The Crime & Disorder Act 1998, Section 115).

In order to ensure that the Human Rights Act is also complied with, and particularly Article 8 of the European Convention, any information sharing would need to be necessary, proportionate and in accordance with one of the legitimate aims set out in the Article, e.g. protecting the rights of others. So far as the common law of confidentiality is concerned, in the absence of consent, there would need to be

an overriding public interest to justify disclosure - this would for example ordinarily include situations where there is a risk to the protection or well-being of the child without the information being shared.

Information and Data Sharing

Sharing information is vital for early intervention to ensure that children and young people get the services (including educational support) that they require. It is also essential to protect children and young people from suffering harm from abuse or neglect, and to prevent them from offending.

Practitioners are often concerned about compliance with the Data Protection Act 1998 and human rights legislation leading to a risk adverse approach to information sharing. In Surrey the main agencies that support children and young people have agreed to the Multi Agency Information Sharing Protocol (MAISP), which clarifies the circumstances under which information should be shared between the agencies that support Children and young people.

Other Relevant policies

This policy should be read in conjunction with the following key policies:

- Attendance Policy
- Children with Medical Needs Policy
- Safeguarding and Child Protection Policy
- Looked After and Previously Looked After Children Policy
- Behaviour Policy
- SEN Policy

Policy review:

This policy will be reviewed by the headteacher and school governing body either following the time frames outlined below or when the local authority releases an update to their 'Children Missing in Education' guidelines.

Reviewed by the headteacher: Autumn Term 2025

Reviewed and adopted by the governing body: Autumn Term 2028

Appendix 1

Appendix 1: Data Codes and CTF Processes

Common Transfer File (CTF) and DfE Data Codes

- A CTF is used to transfer pupil data between schools and/or the LA
- It is a statutory requirement for all maintained schools (and best practice for academy & free schools) to always upload a CTF via DfE Secure Access when a pupil joins or leaves a school
- A partial CTF – CMJ and CML can be used to transfer joiners and leavers information from schools to the LA (if no other LA process exists) and ensures schools can meet their obligations in accordance with Pupil Registration regulations and CME policy guidance
- The DfE national code for any school in England & Wales can be checked on the web-site – <https://get-information-schools.service.gov.uk/> (previously Edubase)

CTF and Leaving Codes (as per DfE)

National Code	Use For	Leaving Code	Description
LEA/School No	Known school destination	IM	In Year Transfer – Maintained School
LEA/School No	Known school destination	PM	End of Phase Transfer – Maintained School
MMM/MMMM	Emigration	LC	Left County
MMM/MMMM	Private sector	II	In Year Transfer – Independent School
MMM/MMMM	Private sector	PI	End of Phased Transfer – Independent School
XXX/XXXX	Unknown destination	MI	Missing Pupil

Local Code	Use For	Leaving Code	Description
936/LLLL	EHE	EL	Elective Home Education
936/LLLL	Deceased	DD	Deceased
936/LLLL	Excluded	PE	Permanent Exclusion
936/LLLL	Pupil remaining responsibility of LA	OT	Other

Appendix 2

In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the Council will have in place procedures designed to carry out reasonable enquiries. The type of procedures may include the appropriate person checking with relatives, neighbours, landlords – private or social housing providers – and other local stakeholders who are involved. They should also record that they have completed these procedures. If there is reason to believe a child is in immediate danger or at risk of harm, a referral should be made to children's social care (and the police if appropriate). A pupil's name can only be removed from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and Surrey County Council have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. The Council and schools should agree roles and responsibilities locally in relation to making joint enquiries.

As set out in Working Together to Safeguard Children statutory guidance, the Local Safeguarding Children Board should agree with the Council and its partners a threshold document, which includes the criteria for when a case should be referred to children's social care for assessment and for statutory services. In addition, Surrey County Council, with their partners, should develop and publish local protocols for assessment, which set out clear arrangements for how cases will be managed once a child is referred into children's social care. Under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

If there is evidence to suggest the child has moved to a different local authority area, contact should be made with the named person in the new authority using secure communication methods. Surrey County Council will maintain a record of the child's details until they are located or attain school leaving age.

When the whereabouts of a child is unclear or unknown, it is reasonable to expect that the Council and the school will complete and record one or more of the following actions:

- a. make contact with the parent, relatives and neighbours using known contact details.
- b. check local databases within the Council;
- c. check Key to Success or school2school (s2s) systems;
- d. 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;
- e. check with UK Visas and Immigration (UKVI) and/or the Border Force;
- f. check with agencies known to be involved with family;
- g. check with local authority and school from which child moved originally, if known;
- h. check with any local authority and school to which a child may have moved;

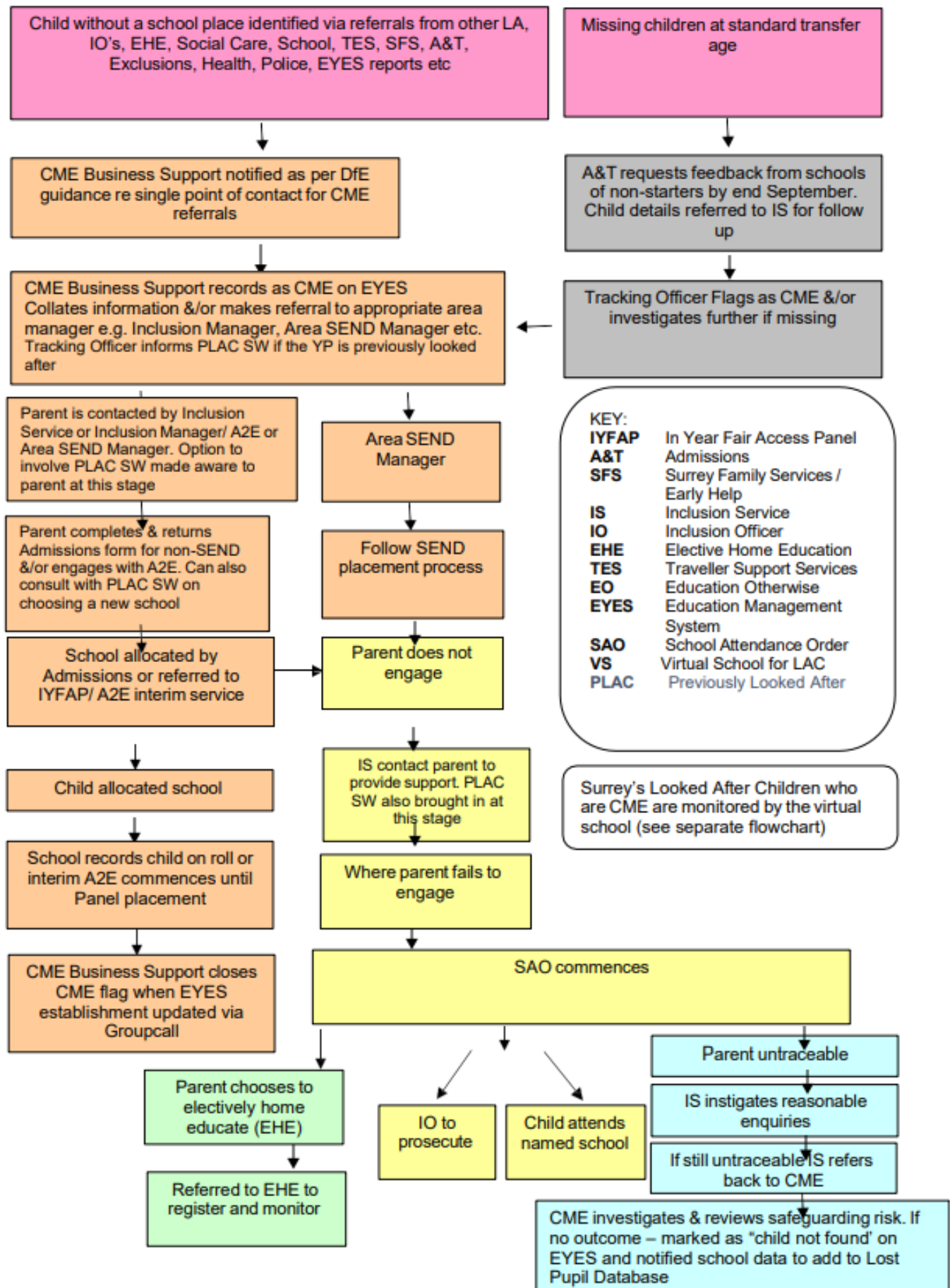
- i. check with the local authority where the child lives, if different from where the school is;
- j. in the case of children of Service Personnel, check with the Ministry of Defence (MoD) Children's Education Advisory Service (CEAS); and
- k. home visit(s) made by appropriate team, following local guidance concerning risk assessment and if appropriate make enquiries with neighbour(s) and relatives.

This list is not exhaustive or prescriptive, and so the Council and schools will 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.

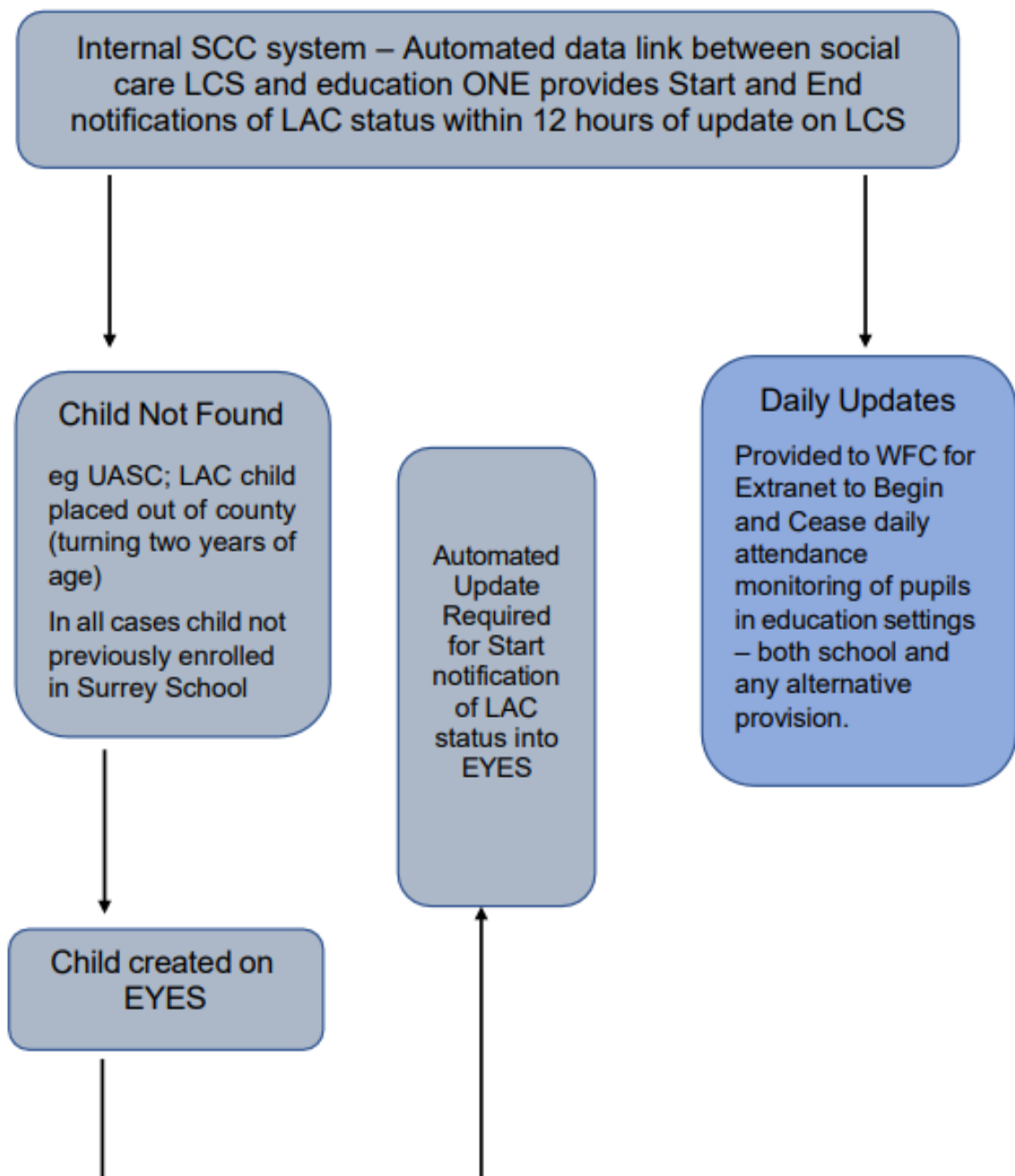
Appendix 4

Appendix 4: CME Pupil Tracking Flowchart



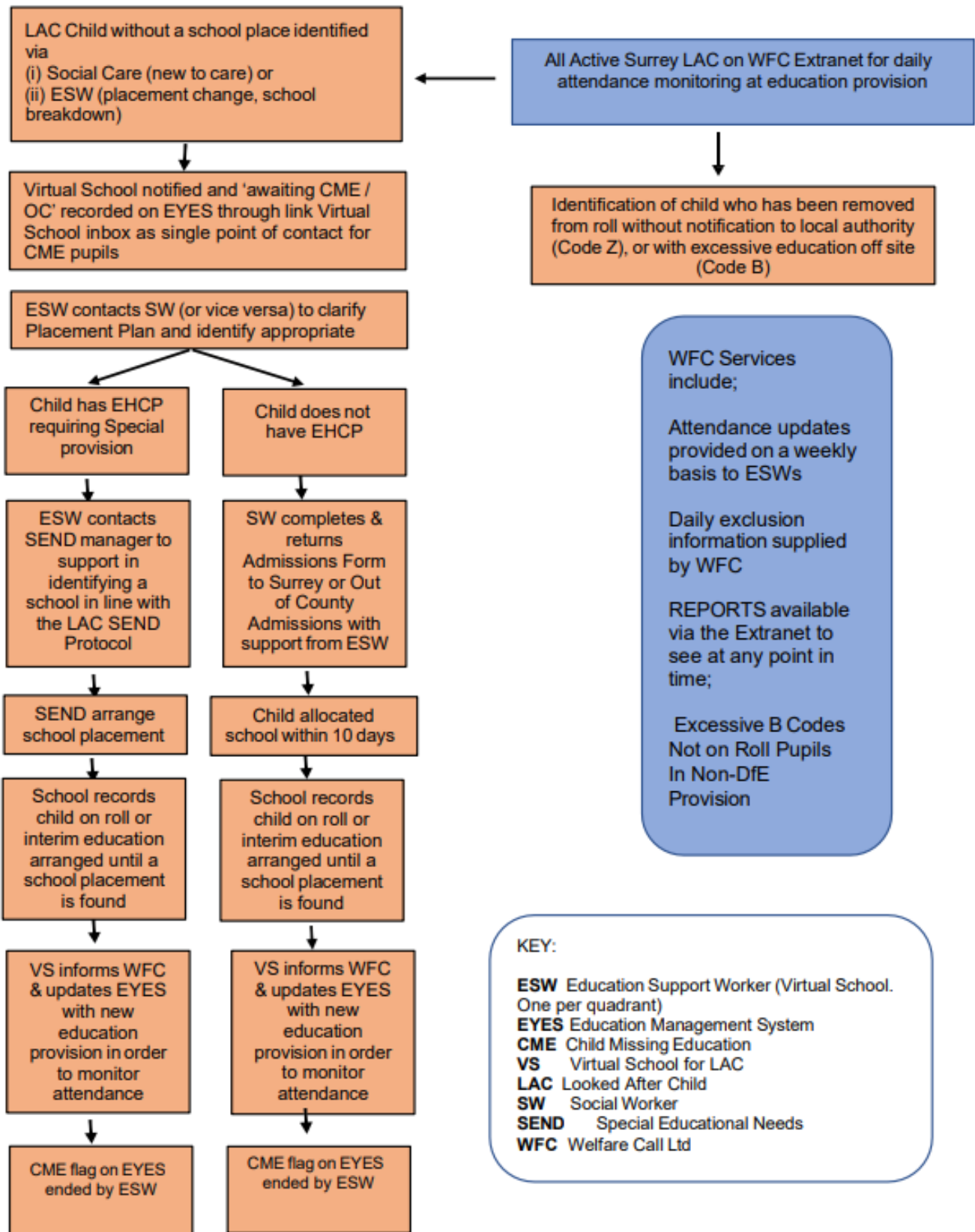
Appendix 5

Appendix 5: The On and Off Roll Notification Process for Surrey LAC Pupils in Virtual School



Appendix 6

Appendix 6: LAC CME Pupil Tracking Flow Chart



Appendix 7

Appendix 7: Useful Links

- Department for Education Children Missing Education
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
- Department for Education Advice on School Attendance - [Working together to improve school attendance](https://www.gov.uk/government/publications/working-together-to-improve-school-attendance) - GOV.UK (www.gov.uk)
- Department for Education School Attendance: Parental Responsibility Measures - January 2017 - <https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance>
- Department for Education Statutory guidance on Alternative Provision
<https://www.gov.uk/government/publications/alternative-provision>
- Department for Education Keeping Children Safe in Education –
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- The Education (Pupil Registration) (England) Regulations 2006 (and amendments) -
<http://www.legislation.gov.uk/ukxi/2006/1751/regulation/8/made>
- Education Act 1996, 2002, 2011
<http://www.legislation.gov.uk/ukpga/1996/56/contents>
- Common Transfer File – August 2020 –
[Common Transfer File 20 Guide](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Common_Transfer_File_20_Guide.pdf) (publishing.service.gov.uk)
- [School to school service: how to transfer information](https://www.gov.uk/government/publications/school-to-school-service-how-to-transfer-information) - GOV.UK (www.gov.uk)
- Promoting the education of looked after children and previously looked after children
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting the education of looked-after children and previously looked-after children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)

Appendix 8

Appendix 8 – Useful contacts

CME Business Support	cme@surreycc.gov.uk
Inclusion Teams	NE –Epsom & Ewell, Elmbridge and Spelthorne neinclusion.service.duty@surreycc.gov.uk SE –Reigate & Banstead, Mole Valley and Tandridge seinclusion.service.duty@surreycc.gov.uk NW – Woking, Surrey Heath and Runnymede nw.inclusion@surreycc.gov.uk SW – Guildford & Waverley swinclusion.service@surreycc.gov.uk
SEND	NE SEN nesen@surreycc.gov.uk SE SEN sesen@surreycc.gov.uk NW SEN nwsen@surreycc.gov.uk SW SEN swsen@surreycc.gov.uk
Admissions	schooladmissions@surreycc.gov.uk
Childrens Services	Childrens Single Point of Access cspa@surreycc.gov.uk
Virtual Schools	virtual.school@surreycc.gov.uk

