



	Item	Actions
	Education Network, from the Education Data sub-group. CO will circulate this to this group too, once it has been considered by the ADs.	
4.	<p><b>Development projects - updates</b></p> <ul style="list-style-type: none"> <li>• <u>Flexi schooling:</u> Limited progress so far due to work pressures. Thanks to LAs who have sent through flexi-school policies (Bucks, Hants, Kent, Oxfordshire, Slough, Southampton &amp; W Berks). These are now available for all to view in the library on the CME webpage. Also, to Kent who signposted to a school that has its own policy too. Please will others send through policies / guidance for upload (if available, recognising that some of you do not have any policies in this regard). Group will start reviewing these before the end of term.</li> <li>• <u>Elective home education:</u> Agreed actions: <ul style="list-style-type: none"> <li>• Share policies and look at commonality: registers; approaches.</li> </ul> Considerations: <ul style="list-style-type: none"> <li>• How do we ascertain what 'suitable' education is? Is there is power in collective (south east) approaches? (Neil has shared Portsmouth's 'definition of suitable education and the reasons why the local authority may deem the education not to be suitable' document); need to consider milestone and outcomes and how to assess suitability taking into account age- appropriate progress and SEND;</li> <li>• Use of SAOs and ESOs – 'unmanageable bind' - the dilemma that LA cannot make a judgement about suitable education if parents do not provide evidence.</li> <li>• Unregistered schools – what approaches in different LAs?</li> <li>• How SESLIP influences government thinking through CME and AD groups?</li> </ul> Outputs: Example EHE policy with good practice vignettes drawn from the list above. Recommended definition of 'suitable education' and practice in assessing this.</li> <li>• <u>In-year admissions and FAP:</u> Group members are meeting later this week. Please can any guidance or policies on in-year admissions through FAP or cross-border be sent through to Chris for uploading to the CME webpage? Or if there are statements in local FAPs please notify Debbie of these. An update for the CME Group will be circulated following the meeting, including any further requests for information from members of the CME Group</li> <li>• <u>Medical needs:</u> <ul style="list-style-type: none"> <li>• Complete the audit information and return to GT by 27-11-20.</li> <li>• Provide 5 sample referral forms (anonymised), with a range of referring needs related to the broad themes in the spreadsheet.</li> <li>• Then arrange for the referral forms to be analysed as to what is being seen by each LA, what schools (or other professionals) are asking for, and what clear learning can be taken from this in terms of a shared vision or rationale across the area.</li> <li>• Group will meet again in early December.</li> </ul> </li> </ul>	<p>ALL</p> <p>ALL</p>

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	<p>Output: a clearer understanding as to what range of medical needs LAs in the SE are dealing with and potentially some recommended approaches to referral processes and decisions-making about provision.</p> <p><b>Other points:</b></p> <p>Melissa asked if accessing the CME page on the SESLIP website could be made any easier. CO apologised, there is little he can do, for example all document uploads have to be done by him. Please bear with it. CO to circulate the latest list of documents in the CME library.</p>	CO
4.	<p><b>‘Round table’ updates</b></p> <p>All contributed with several themes applying to most, if not all LAs. The main themes are summarised below:</p> <ul style="list-style-type: none"> <li>• <b>Elective home education:</b> All continued to report increasing demands because of EHE, this included, for most, a significant increase in the numbers registered as EHE and, for some, time committed to meeting with parents to reinforce the realities of EHE (with some impact on changing minds). Some evidence of a significant minority of families choosing EHE who are very capable of providing suitable education, as well as others who have drifted into this in reaction to covid-19. One LA highlighted emerging concerns about illegal schools and Facebook groups promoting these. A few have successfully bid for additional posts to be able to deal with the significant increase in demand.</li> <li>• <b>Non-returners to school:</b> several highlight concerns about pupils with poor or no attendance this term. Some analysis of records suggesting some vulnerable groups such as GRT and Black and S Asian families disproportionately represented. One gave examples of outreach to community leaders to try to reassure and build confidence in how safe schools are, while others are carrying out case work with families, either via education welfare or PRU. One LA cited a number of pupils withdrawn by parents at the start of the current lock-down. A few parents are still very anxious about covid-19, including those whose child was shielding previously. DfE has now produced clearer guidance about the ‘clinically extremely vulnerable’ and some LAs insist on current assessment from a doctor and have called upon PHE for clinical advice in a few cases.</li> <li>• <b>Enforcement action:</b> Most have continued to follow-up on non-attendance due to holidays and issue penalty notices. Some LAs are now starting to issue penalty notices for persistent non-attendance with families that have been resistant to interventions. These are often very complex cases, though, with an established pattern of non-attendance.</li> <li>• <b>Exclusions:</b> For nearly all PEx are lower than in autumn 2019, although, for some cases have recently started to come through. Situation is being monitored and a couple noted that most received so far are for physical abuse. FP exclusions: some report lower in primaries, compared to 2019, and about the same or some increase in secondaries. One reported that, due to covid-19 changes, some secondaries now are not able to use internal exclusions, instead moving</li> </ul>	

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	<p>more quickly to shorter, FPEs.</p> <ul style="list-style-type: none"> <li>• <u>Attendance</u>: for many, attendances overall are a little higher than previous years. One LA asked if others had noticed a regular dip in attendances on Fridays?</li> <li>• FAP panels have continued to meet throughout and many report how positively schools are working with LAs.</li> </ul>	
5.	<p><b>Any other business</b></p> <ul style="list-style-type: none"> <li>• Brexit preparations request from RSC: not a priority for most. MS offered to share the response submitted from Portsmouth.</li> </ul> <p><u>Next meetings:</u> 19 Jan: 10am to midday (virtual meeting); 4 Mar: 2pm to 4pm.</p>	MS