

A response from Pupil Pathways to the Children's Commissioner's report Children Missing Education: The Unrolled Story

This document outlines Pupil Pathways' response to the Children's Commissioner's report [Children Missing Education: The Unrolled Story](#) published in September 2024.

Pupil Pathways is an education technology company whose products promote more effective collaboration between schools and the local authority through the sharing of the information critical to keeping children in school and learning.

We have two main products:

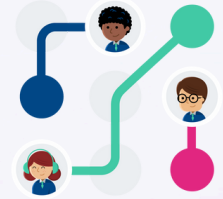
- **SixIntoSeven** is used to ensure that pupils enjoy a personalised transition by allowing pupil information from primary schools to be passed early to secondary schools for planning and interventions at the start of the year.
- **Foresight** is for those pupils with the greatest needs, such as those at risk of exclusions and with attendance concerns. It operates for the duration of a child's time in school and involves the highest levels of local authority involvement and collaboration. The information follows the child as they move schools.



When they are combined, they help facilitate high levels of information sharing to enable more effective collaboration to support the most vulnerable children. As highlighted in Dame Rachel de Souza's report, "Every child has a fundamental right to an education, yet more than 100,000 children each year are being denied this basic right."

Pupil Pathways is continually evolving to meet the needs of pupils, schools and local authorities. While we don't yet provide a complete solution, we do believe we have created a service which encourages the effective collaboration between those who support children, and will produce the consistency to allow effective prioritisation and action.

We are always looking for partner local authorities to further develop the scope of the platform for the benefit of some of the most vulnerable children. Please get in touch at pupilpathways.com/contact if you'd like to find out more.

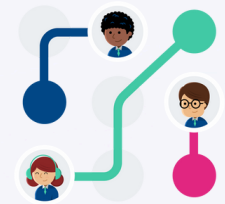


How SixIntoSeven and Foresight address the issues raised in the Children's Commissioner's Report

| Number | Children's Commissioner's report | SixIntoSeven | Foresight |
|--------|--|---|-----------|
| 1 | <p>Children in the sample whose last-known destination was missing education were more likely than others to be age 10 at the start of the academic year, meaning they were transitioning to secondary school.</p> <p>Local authorities told the office that the <u>transition to secondary school was a common time for children to become a child missing education</u> as sometimes children did not receive the secondary school placement they wanted, and this could lead to children missing out on suitable education. (Page 18)</p> | <p>It has become clear that <u>identifying pupils who could become a Child Missing Education requires a partnership between primary and secondary schools plus the local authority</u>. The primary school can use their unique access to find out where each child hopes to go, and the secondary school can report non-attenders early in September.</p> <p><u>SixIntoSeven can speed up this process:</u></p> <ul style="list-style-type: none"> • Local Authorities can run a report in the summer term to see the children who are not allocated as well as those currently known to be under appeal. • Similarly, secondary schools can flag the pupils who did not arrive as expected and this information is centralised in an LA report. | |



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|--------|---|--|-----------|
| 2 | <p><u>Children with special educational needs (SEN) were disproportionately likely to become a child missing education.</u> 22% of all children whose last known destination was missing education had some form of SEN, compared to 16% of the population in state-funded schools. (Page 22)</p> | <p>SixIntoSeven is used in different ways in our local authorities, but one thing they all have in common is an emphasis on the "Vulnerable Cohort". Within our service this comprises children who have SEN or SEMH and we have developed a standardised toolkit to <u>transfer the detailed information from the primary school to the secondary school for early action and planning.</u></p> <p>This is more than box ticking: it allows for the sharing of nuanced, in-depth information which has been gathered over six years or more. This information is available to the destination secondary school as soon as it is posted by the primary school and therefore <u>allows the secondary to plan early for a smooth transition in September.</u> This ability to quickly settle a pupil into their new secondary school environment will pay dividends in the future.</p> | |



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|--------|---|---|--|
| 3 | <p>Some children became CME despite previously being in a school setting as they did not successfully transition between primary and secondary school. The office heard from local authorities that this might happen when a child <u>did not receive their preferred place</u> through school admissions or <u>changed their mind about their school preference</u>. (Page 24)</p> | <p>We create a <u>watchlist of children without a destination secondary school</u>. The primary schools can undertake a simple confirmation in July and alert the appropriate LA team that action is needed. Secondary schools can readily identify children who do not present in September and alert the LA.</p> | <p>Foresight further refines the service offered by SixIntoSeven by providing an <u>LA-wide watch list</u>. It can create a <u>report of changes to the destination secondary schools</u> as children start in September and also <u>collate children who do not present on day one</u>.</p> |
| 4 | <p>In the office's interviews local authorities did not mention <u>proactive work they were doing around transitions</u>. In the desk-based analysis, the office identified only one local authority which detailed preventative work it was doing around CME related to managing successful transitions. (Page 31)</p> | <p>A new feature of SixIntoSeven for 2025 will be a <u>curriculum to help children prepare for transition</u> and to help those already in secondary schools, prepare to welcome them. It is universally applicable, so there are no concerns if a pupil is going to a non-SixIntoSeven school. Using these lessons and the associated role-plays, <u>staff will be able to see who might have a less than successful transition and take the necessary pro-active steps</u>.</p> | |



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| 5 | <p>A couple of local authorities the office spoke to said that they ran regular <u>training sessions</u> with their schools about how to off-roll children and when to notify the CME team. Other local authorities told the office that this was an impossible task in their area because there were hundreds of schools that they would have to train. (Page 31)</p> | <p>We are actively looking at how we support LAs and schools in this process. Please let us know if you would like your LA to be part of this development.</p> | |
| 6 | <p><u>Schools have a key role to play in searching for CME.</u> Depending on the circumstances of the child, local authorities told the office that they would expect schools to call home and to have conducted a home visit, before referring children to the CME team. Some local authorities that the office spoke to said that they would not pick up a CME referral from schools unless they have seen evidence that the school has taken these initial checks. (Page 36)</p> | | <p>Foresight currently has <u>"tracks" which structure and record the interaction between the school and LA on suspensions and exclusions.</u> Our aim is to create a new track for CME. Please let us know if you would like your LA to be part of this development.</p> |