



Guidance for schools for running Elective Home Education (EHE) Multi-Agency Meetings (MAMs)

**Developed in line with Telford and
Wrekin Council - Elective Home
Education Policy (2025–2026) and the
expectations of Keeping Children Safe
in Education (KCSIE) 2025.**

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Purpose

A MAM is convened when a parent expresses an intention to remove a child from roll to EHE (or indicates they are considering EHE). The meeting ensures parents and professionals consider suitability of education and safeguarding in the round, before a final decision is made, especially for children with SEND, with a social worker, or otherwise vulnerable. Schools must lead the MAM and invite relevant professionals.

- Parents hold the legal duty to secure efficient, full-time, suitable education (Education Act 1996, s.7). The LA must act where it appears education is unsuitable (s.437).
- KCSIE (2025) recommends that schools, local authorities, and other key professionals coordinate a meeting with parents/carers before a final decision to withdraw, so the best interests of the child are central.
- The LA retains the same safeguarding responsibilities for home-educated children as for all children; concerns must follow local procedures (e.g., Family Connect referral).

Key principle

MAMs must be supportive, child-centred, and professionally challenging, testing whether EHE is in the child's best interests and how suitable education and safety will be assured quickly from Day 1 of deregistration.

When to hold a MAM

- **Trigger:** verbal or written expression of parental intention to EHE, or early indications that a parent is exploring EHE. Schools must offer a MAM at a mutually convenient time with parents and relevant professionals. If parents decline, hold the MAM with professionals and record outcomes.
- **Special schools/EHCP:** where a child is on roll at specialist provision named in an EHCP, parents must obtain LA consent prior to removal; the school must convene an early EHCP Annual Review and MAM within 10 school days. The child remains on roll while suitability is assessed (normally 4–6 weeks).
- **Children with Safeguarding or Vulnerability Indicators:**
A MAM is particularly important where the child:
 - Is subject to a Child Protection Plan
 - Is subject to a Child in Need Plan
 - Is receiving Early Help support
 - Is open to a social worker
 - Is otherwise identified as vulnerable (e.g., known to Youth Justice, Mental Health Services, or has significant SEND needs)

In these cases, the MAM should include safeguarding professionals and ensure that risks are fully considered before any decision to remove from school roll.

Who should attend

Minimum (school-led):

- **Senior Leader** (Head/Deputy/DSL) — chairs and leads.
- **DSL** — safeguarding lead.
- **SENCO/Inclusion Lead** — for SEND, reasonable adjustments, EHCP implications.
- **Parent(s)/Carer(s)** — decision-makers.
- **LA EHE Team** — prioritised attendance for CP/CIN/allocated SW cases; otherwise, case-by-case.

Invite as needed:

- **Social worker** (if allocated), **Education Welfare, BeeU/Mental Health, School Nurse, Speech & Language, Youth Justice/Police, Family Hubs, Future Focus (Y11), SEND Officer** (EHCP cases). *The MAM template lists agency fields to capture contacts and involvement.*

How to lead the meeting (*chairing*)

Before the meeting

1. **Do not update pupil numbers** with Admissions until after the MAM outcome, to keep the place available if parents change their mind.
2. **Complete D1 Off-Roll Notification:** If parental written notification to proceed with EHE is received, complete the D1 Off-Roll Notification on Synergy on the same date. (This Synergy-linked process occurs before the MAM.) Ensure the child remains on roll until the MAM outcome is confirmed and later confirm the final outcome to the LA after the meeting.
3. **Pre-populate Section 1 of the MAM form** (Appendix 6): pupil demographics, safeguarding flags (CP/CIN/SW), attendance/exclusion data, attainment, SEND status, interventions, agency contacts, and whether parents have the **DfE parental EHE guidance** link. Send Part 1 to EHE@telford.gov.uk before the meeting.
4. Collate **evidence**: last attendance date, patterns of non-attendance, exclusions, attainment/reading age, current support plans, risk assessments, and any **modified timetables** used in the last 6 months.
5. For EHCP cases, schedule **Early Annual Review and MAM** (mainstream: with SEND Officer; special: consent required; pupil remains on roll until suitability confirmed).

During the meeting

- **Set the tone:** supportive, factual, transparent about duties under s.7/s.437 and KCSIE expectations.
- **Agenda (see Section 8)**, ensure each item is covered and recorded in **MAM Section 2**.

- **Child's voice:** capture views directly if appropriate/possible and record how ongoing voice will be gathered post-MAM.
- **Professional challenge:** test the **suitability and immediacy** of education at home; probe safeguarding arrangements; clarify realistic plans for English/Maths progression, assessment, social interaction, physical activity, online safety, and preparation for adulthood.
- **Decisions & actions:** confirm outcomes (remain on roll; proceed to EHE; unsuitable/return to school; further review needed), assign owners and timescales, and confirm next checkpoints.

After the meeting

- Complete **MAM Section 2** with attendees, parent intentions, and **clear actions** for School/Parent/LA (as set out in the template), then email to EHE@telford.gov.uk.
- If EHE proceeds, **D1 Off-Roll Notification** must be completed on **the date of parental written notification** (Synergy-linked process means this occurs before the MAM); confirm final outcome to the LA post-MAM.
- **Initial EHE review visit/report:** the LA aims to visit or receive a parental report within 6–8 weeks of registration; EHE officers will wish to see the child where possible.

What “good” looks like — content to probe and record (**Section 2 of MAM form**)

Use these **evidence-based prompts** to structure the discussion and record concise, auditable answers.

A. Safeguarding & welfare

- **Visibility & oversight:** How will the child's welfare and visibility be assured if not in school? Frequency and form of LA contact, willingness to meet/see the child, and routes to raise concerns.
- **Risk profile:** CP/CIN/SW involvement; previous missing episodes; online risks; peer/adult risks; transport/travel; health needs; **private fostering indicators**; looked-after status (typically not expected to continue EHE). Record plan and thresholds for referrals (Family Connect).
- **Home environment:** suitability, supervision, safe spaces, device controls, and how parents will teach **online safety** and personal safety content.

B. Education suitability (from Day 1)

- **Full-time provision:** How will parents ensure **no significant gap** in learning (outside reasonable holidays)? Weekly structure (does not need a timetable, but must be full-time).
- **Core learning:** Specific plan for **English (reading/writing/speaking/listening)** and **Maths** progression; approach to assessment; addressing gaps.

- **Wider curriculum:** Science, humanities, arts, PE/physical activity, ICT, life skills, social interaction, and preparation for adulthood; access to appropriate resources and learning venues.
- **Progress monitoring:** Work samples, journals, portfolios, periodic reviews, and how achievement will be evidenced to the LA (visit/report).
- **Exams/post-16:** For KS4, exams intent, access routes and any school support with entries (if applicable); **Raising Participation Age** info and Future Focus for Y11.

C. SEND/EHCP

- **Identification & support:** For **Code K/EHCP**, what adjustments and therapies will continue? For mainstream EHCP, **early review** to amend placement (Section I) if EHE is agreed ("Parents have made their own arrangements under s.7"). For **specialist provision**, LA consent and maintained roll until suitability is confirmed.
- **Annual reviews:** LA duty to continue EHCP **annual review**; outcomes may lead to changes or returning to school if EHE is deemed unsuitable.

Recording standards (*what to record*)

Use the **MAM template (Appendix 6)**. Documentation should be **complete, factual, contemporaneous, and shareable**:

- **Section 1 (pre-MAM):** demographics, safeguarding flags, attendance/exclusions, attainment, interventions, agencies involved, SEND/EHCP status, and confirmation that parents received **DfE parental EHE guidance**.
- **Section 2 (at MAM):** date, attendee names/roles, parent intentions, detailed answers to prompts above, and **outcomes** with action owners/timescales using the **School WILL / Parent WILL / LA WILL** framework in the template.
- **Data protection & retention:** treat EHE reports as **official educational records**, subject to disclosure legislation; notify parents **before** accepting any written educational report that it may be disclosable.

Levels of professional challenge

Apply **respectful curiosity** and **proportionate challenge** to test suitability and safe practice:

- **Immediate provision test:** "What is the learning plan for the next 4–6 weeks, and how will progress be evidenced?" (LA expects initial contact/visit/report within **6–8 weeks** of registration.)
- **Safeguarding sufficiency test:** "How will we know the child is **seen and safe**?" Clarify willingness for LA visits and seeing the child; set escalation routes if engagement drops (Pre-SAO letter → CME referral).
- **SEND realism test:** "How will statutory outcomes and therapies be maintained? What is the plan if EHE cannot meet needs?" (Early review and potential amendment to Section I; if unsuitable, return to school process.)

- **Attendance/exclusion motive test:** Schools **must not** influence parents towards EHE to manage poor attendance/behaviour or avoid exclusion. Challenge gently where timing suggests avoidance (e.g., impending fines/exclusion), noting Independent Review Panel/FAP routes in exceptional secondary cases.

Model agenda (*copy and paste for invites*)

- **Welcome & purpose** (Chair; statutory context s.7/s.437; KCSIE para. 180).
- **Parent rationale** for EHE; short/long-term intent; person responsible for education; tutor support. Record in Section 2.
- **Child's voice** (direct or via recent pupil views; how ongoing voice will be gathered).
- **Safeguarding review:** CP/CIN/SW; health; online safety; missing risk; private fostering; LAC; safety plan and oversight (Family Connect thresholds).
- **Education plan** (Day 1–Week 8): English/Maths progression, wider curriculum, resources, social interaction, physical activity, ICT/online safety teaching, assessment, portfolio.
- **SEND/EHCP:** adjustments, therapies, Early Annual Review (if applicable), placement wording, review cycles.
- **Exams & post-16:** entries (if any), Future Focus for Y11, RPA responsibilities.
- **Decisions & actions:** use **School WILL / Parent WILL / LA WILL**; set dates (D1, initial visit/report in 6–8 weeks, follow-ups).
- **Contingencies:** if education appears unsuitable or engagement drops, outline Pre-SAO/CME/FAP processes, and return-to-school pathways.
- **Close & next steps:** confirm records (MAM Section 2 to LA), contact points, escalation routes.

Timelines & checkpoints

- **Parent notice received:** School forwards deregistration letter to LA and completes **D1** (Synergy-linked), then convenes MAM.
- **MAM held:** within **10 school days** for EHCP/specialist cases; otherwise promptly at mutual convenience. **Do not adjust pupil numbers** until outcome confirmed.
- **If EHE proceeds:** LA sends registration confirmation; **initial visit/report** within **6–8 weeks**; subsequent **annual** contact (more frequent for CP/CIN/SW).
- **If unsuitable/insufficient information:** issue **Pre-SAO letter**, then **CME referral**; Fair Access/return to school within set timeframes (e.g., **10 school days** for secondary placements via FAP).

Outcomes & follow-up actions (*use the template prompts*)

- **School WILL:**

- Keep on roll (if outcome is remain in school) **or** remove off roll to date of deregistration letter (for mainstream) after D1; retain **CTF** and safeguarding records; schedule review if staying on roll.
- **Parent WILL:**
 - Provide full-time, suitable education; engage with LA visits/reports; return to school if agreed; share contact changes.
- **LA WILL:**
 - Register as EHE (if confirmed); arrange initial/annual contacts; act on safeguarding concerns; commence Pre-SAO/CME if education appears unsuitable or engagement ceases.

Quality assurance checks (*Chair/DSL*)

Use this **RAG checklist** at the end of the MAM and capture the rating in Section 2 notes:

- **Education Suitability (S.7):** **Green** if clear plan for English/Maths, wider curriculum, progress evidence, and resources; **Amber** if partial/working towards; **Red** if insufficient/no plan.
- **Child Visibility & Safety:** **Green** if LA visit/report agreed with seeing the child; **Amber** if agreed but limited access; **Red** if refusal/no engagement (consider Pre-SAO pathway).
- **SEND Continuity:** **Green** if adjustments/therapies mapped and EHCP review scheduled; **Amber** if in progress; **Red** if unclear/declined (consider suitability concerns).
- **Post-16 Pathway (Y10–11):** **Green** if exams/post-16 plan evident; **Amber** if developing; **Red** if absent.

Templates & forms (*where to find / how to use*)

- **MAM form (Appendix 6)** — **Section 1** (pre-meeting) and **Section 2** (at meeting) fields cover school info, agencies, attainment, safeguarding, parent intentions, and formal **School/Parent/LA WILL** actions. Send to EHE@telford.gov.uk.
- **EHE enquiry flowcharts** (Appendices 1–5) — step-by-step pathways for mainstream, specialist EHCP, initial visit/review, annual visit/report, and EHCP processes. Use these to **signpost next actions** agreed at MAM.

Do's & Don'ts for schools

Do:

- Lead the MAM with a senior leader and DSL present; invite relevant agencies and SEND Officer as needed.
- Provide parents with the **DfE EHE guidance for parents** and LA contact details; ensure informed decision-making.

- Keep the **child's place open** until MAM outcome; **complete D1** correctly and on time once written notice is received.
- Retain **CTF** and safeguarding records for future transfers.

Don't:

- **Influence** parents to EHE to manage attendance/behaviour or to avoid exclusion.
- Remove a child on roll at **specialist provision** named in an EHCP without **LA consent**; the child remains on roll until home education suitability is confirmed.

Example invite text

Subject: Multi-Agency Meeting — Elective Home Education consideration for [Child Name] (DOB: [DD/MM/YYYY])

Dear [Parent/Carer],

We would like to meet with you and relevant professionals to discuss your intention to electively home educate [Child Name]. The meeting will focus on education suitability, safety, and support in line with statutory guidance.

Date/Time: [Insert] • **Venue/Online:** [Insert]

Attendees will include [SLT/DSL/SENCO/LA EHE Team/SEND Officer/social worker/others as appropriate].

Please feel free to bring any outline plans, examples of learning resources, and any questions you have.

Kind regards,
[Name], [Role], [School]

Escalation & return-to-school pathways

If EHE appears **unsuitable** (or engagement ceases, reports are not provided, or visits declined without reasonable alternative evidence), the LA issues a **Pre-SAO letter**, may record the child as **Child Missing Education (CME)**, and will proceed to **Fair Access Panel (FAP)** for placement; **secondary** placements are typically to the previous school, and FAP aims for on-roll within **10 school days**. Schools should cooperate with consultations and managed moves where appropriate.