

Attendance Policy

Policy Code:	SW12
Policy Start Date:	September 2026
Policy Review Date:	September 2027

Please read this policy in conjunction with the policies listed below:

- HS2 Medical Treatment Policy
- HR6 Data Protection Policy
- HR33 Records Management Policy
- SW2 Exclusion Policy
- SW4 Student Behaviour and Discipline Policy
- SW5 Safeguarding and Child Protection Policy
- SW17 Safeguarding Adults Policy
- TL6 SEND Policy

1 Policy Statement

- 1.1 The mission of The Priory Federation of Academies Trust (The Trust) is to improve the life chances of our pupils so that they become true citizens of the world, and to encourage the expectations of behaviour and personal conduct that are expressed within The Trust's Contract. For The Trust to achieve this, it is vital that our pupils attend regularly and on time.
- 1.2 The Trust supports the principles enshrined in Articles 28 (right to education) and 29 (goals of education) of Unicef's Rights of the Child Charter. The Trust endorses the position that: "Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment."
- 1.2 References to the Trust or Academy within this policy specifically include all nursery, primary, secondary and special academies within the Trust, as well as Priory Apprenticeships and Lincolnshire ITT.
- 1.3 This policy does not form part of any member of staff's contract of employment and it may be amended at any time.
- 1.4 This policy has been written in line with the DfE guidance *Working together to improve school attendance* and *Keeping children safe in education*.
- 1.5 For Apprentices, their attendance is monitored by their employers who will follow their own procedures for managing absence. However, if necessary, any concerns will be raised with Priory Apprenticeships when the apprentice has their progress reviews. An apprentice's attendance at workshops held by Priory Apprenticeships will be logged and monitored through Smart Assessor.

2 Roles, Responsibilities and Implementation

- 2.1 The Education & Standards Committee has overall responsibility for the effective operation of this policy and for ensuring compliance with the relevant statutory framework. This committee delegates day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Director of Safeguarding.
- 2.2 This policy is approved by the Education & Standards Committee before being ratified at the next available Trust Board meeting. Approval and ratification is minuted, with records kept by the Clerk to Trustees.

2.3 Leaders and Managers have a specific responsibility to ensure the fair application of this policy and all staff are responsible for supporting colleagues and ensuring its success.

2.4 Parents/carers and pupils have a responsibility to ensure they are aware of this policy and the procedures to be followed in cases of absence.

3 Aims

3.1 To improve pupils' achievement and life chances by ensuring high levels of attendance and punctuality.

3.2 To promote a positive and welcoming atmosphere in which pupils feel safe and valued and which encourage pupils to have a sense of their own responsibility.

3.3 To support pupils who have been experiencing any difficulties at home or at school, which are preventing good attendance.

4 Definition of a parent

4.1 For the purpose of this policy, a parent means:

- all natural parents, whether they are married or not;
- any person who has parental responsibility for a child or young person; and,
- any person who has care of a child or young person (i.e., lives with and looks after the child).

5 The law on school attendance and the right to a full-time education

5.1 The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

5.2 Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

5.3 This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing and wider life chances. The pupils with the

highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.

- 5.4 For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and a number of extra-familial harms, including crime.

6 Working together to improve attendance

- 6.1 Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires our academies and local partners to work collaboratively with, not against families. All partners should work together to:
1. **Expect** – Aspire to high standards of attendance from all pupils and parents and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the academies.
 2. **Monitor** – Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.
 3. **Listen and understand** – When a pattern is spotted, discuss with pupils and parents and listen to understand barriers to attendance and agree how all partners can work together to resolve them.
 4. **Facilitate support** – Remove barriers in school and help pupils and parents to access the support they need to overcome barriers outside of school. This might include early help where absence is a symptom of wider issues.
 5. **Formalise support** – Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending upon the circumstances this may include formalising support through a parenting contract or education supervision order.
 6. **Enforce** – Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention or prosecution to protect the pupil's right to an education.

7 Expectations of schools

- 7.1 In order to manage and improve attendance effectively, the DfE has identified the following key expectations of schools:

1. Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.
2. Develop and maintain a whole school culture that promotes the benefits of high attendance.
3. Have a clear school attendance policy, which all staff, pupils and parents understand.
4. Accurately complete admissions and attendance registers and have effective day to day processes in place to follow-up absence.
5. Regularly monitor and analyse attendance and absence data to identify pupils or cohorts that require support with their attendance and put effective strategies in place.
6. Share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe.
7. Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support.

8 Expectations of Trustees

8.1 Trustees are expected to:

- recognise the importance of school attendance and promote it across the Trust's ethos and policies;
- ensure leaders fulfil expectations and statutory duties;
- regularly review attendance data, discuss, and challenge trends, and help leaders focus improvement efforts on the individual pupils or cohorts who need it most;
- ensure staff receive adequate training on attendance, ensuring that training on attendance is included in the Trust's continued professional development offer for all staff;
- share effective practice on attendance management and improvement across the Trust; and
- ensure each setting has a Senior Leader with responsibility for attendance, and a member of the Local Governing Body (LGB) is assigned to support them with this role.

9 Expectations of Local Authorities

- 9.1** The Local Authority, statutory safeguarding partners and other local partners have a crucial role in supporting pupils to overcome barriers to attendance and

ensuring all children can access the full-time education to which they are entitled.

9.2 As a minimum, local authorities are expected to:

- Rigorously track local attendance data to devise a strategic approach to attendance that prioritises the pupils, pupil cohorts and schools on which to provide support and focus its efforts on to unblock area wide barriers to attendance.
- Have a School Attendance Support Team which provides the following core functions free of charge to all schools (regardless of type):
 - communication and advice: regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area;
 - targeting Support Meetings: hold termly conversations with schools, using their attendance data to identify pupils and cohorts at risk of poor attendance and agree targeted actions and access to services for those pupils;
 - multi-disciplinary support for families: provide access to early help support workers to work intensively with families to provide practical whole-family support where needed to tackle the causes of absenteeism and unblock the barriers to attendance; and
 - legal intervention: take forward attendance legal intervention (using the full range of parental responsibility measures) where voluntary support has not been successful or engaged with.
- Monitor and improve the attendance of children with a social worker through their Virtual School.

10 Admission and attendance registers

- 10.1 All settings within the Trust will have an admission register. All pupils, regardless of their age, must be placed on the admission register and have their attendance recorded in the attendance register.
- 10.2 The admission register must contain specific personal details of every pupil in the academy, along with the date of admission or re-admission to the academy, information regarding parents and carers, and details of the school last attended.
- 10.3 A pupil's name can only lawfully be deleted from the admission register if a reason set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006, as amended, applies.

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- 10.4 Each setting must take the attendance register at the start of each morning session of each school day and once during each afternoon session. On each occasion the academy must record whether every pupil is present, attending an approved educational activity, absent or unable to attend due to exceptional circumstances.
- 10.5 Registers are legal records and all schools must preserve every entry in the attendance or admission register for 3 years from the date of entry. As the attendance register is a record of the pupils present at the time it was taken, the register should only routinely be amended where the reason for absence cannot be established at the time it is taken and it is subsequently necessary to correct the entry.
- 10.6 On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed in the admission register at the time. The codes are summarised in the DfE guidance.
- 10.7 All schools are legally required to share information from their registers with the Local Authority. As a minimum, this includes:
- **new pupil and deletion returns;**
 - **attendance returns** (all pupils of compulsory school age who fail to attend school regularly or have been absent for a continuous period of 10 x school days where their absence has been recorded with one or more of the codes statistically classified as unauthorised – G, N, O or U); and
 - **sickness returns** (all pupils of compulsory school age who have been recorded with code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness).
- 10.8 All Trust settings provide specific pupil information (daily attendance data) on request to the Secretary of State.

11 Sixth Form (post-16) attendance

- 11.1 A Sixth Form pupil is classified by the DfE a 'non-compulsory school age pupil'. Whilst the majority of processes and procedures in place within this Attendance Policy will apply to all pupils on roll, there will be some differences in how the academy manages the attendance of Sixth Form pupils. This section will set out processes which are specific to Sixth Form pupils.
- 11.2 Sixth Form pupils are expected to attend every day and to be present for both AM and PM registration. However, in the event that a Sixth Form pupil's

timetable does not require them to be on site for every session of the week, the times and dates when the pupil is expected to attend must be agreed by the academy with the pupil and the parent with whom the pupil normally lives with. Where this is agreed, a pupil's attendance mark for the session(s) will be coded as 'X', which is classified for statistical purposes as not a possible attendance.

- 11.3 A parent/carer can monitor their child's attendance through ParentApp.
- 11.4 For pupil in Year 13, attendance at lessons is expected until their programmes have been completed (including the completion of any external examinations). After this date, the pupil will remain on the academy's roll until after results day, but will be coded as 'X' for their attendance. If, after their programmes have finished, a pupil wishes to attend an academy event, undertake work experience or take part in an academy visit, for example, then their attendance on site will be coded as appropriate.
- 11.5 T Level pupils will, as part of their course, take part in Industry Placements. Ensuring compliance with Working Time Regulations, a pupil's placement must be organised in line with the normal requirements of the industry, which may be outside the academy's normal academic timetable. During their placement the academy will continue to complete the daily attendance register for the pupil, using appropriate codes to reflect their attendance at, or absence from, their placement.
- 11.6 If a pupil's attendance is a cause for concern, and they do not engage with the support offered by the academy, relevant staff will consider the viability of the pupil undertaking their examinations and may choose to withdraw some, if not all, examination entries for the pupil.
- 11.7 In line with current ESFA guidance, if a pupil is absent for 4 x consecutive weeks (authorised or unauthorised absence) and does not return following this absence, the academy must withdraw them from their programmes. In the event that this happens, and there is no known destination for the pupil, the academy will notify the Local Authority's post-16 Team because the pupil will be classified as 'Not in Education, Employment or Training' (NEET).

12 Granting leaves of absence

- 12.1 All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. These circumstances are:

- taking part in a regulated performance or employment abroad (in line with a licence issued by a Local Authority or Justice of the Peace or a body of persons approval (BOPA));
- attending an interview (for entry into another educational institution or for future employment, where requested in advance by a parent the pupil normally lives with);
- study leave;
- a temporary, time-limited part-time timetable; and/or
- exceptional circumstances.

12.2 With regards to exceptional circumstances, all schools can grant a leave of absence for other exceptional circumstances at their discretion. It must be requested in advance by a parent who the pupil normally lives with. Settings will then consider each application individually, taking into account the specific facts and circumstances and relevant background context behind the request. Generally, the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance. Please be aware that exceptional circumstances are deemed to be one-off events which are unavoidable.

12.3 If a leave of absence is granted, it is for the Headteacher to determine the length of the time the pupil can be away from school.

12.4 If a pupil is over compulsory school age (e.g., in Sixth Form) leave can be requested or agreed by the pupil or a parent they normally live with.

12.5 Please see Appendix A for the leave of absence request form. These can be obtained from each academy's reception.

13 Analysis of attendance and absence data

13.1 As poor attendance is habitual, prevention and early intervention is crucial. Each academy will regularly analyse attendance and absence data to both identify and provide immediate additional support to pupils or pupil cohorts that need it, and will look at historic and emerging patterns across the setting and develop strategies to address them.

13.2 To achieve this, each academy will:

- monitor and analyse weekly attendance patterns and trends and deliver intervention and support in a targeted way to pupils and families. This will look at individual pupils, cohorts and groups (including their punctuality) across the setting;

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- secondary settings may look into patterns of attendance within a session to ensure all pupils are attending all timetabled lessons;
 - provide regular attendance reports to class teachers and form tutors to facilitate discussions with pupils and to leaders (SEND, Safeguarding, Pupil Premium) in order to do the same;
 - identify pupils who need support and focus staff efforts on developing targeted actions for those cases;
 - conduct thorough analysis of half-termly, termly and full year data to identify patterns and trends. This should include analysis of pupils and cohorts and identifying patterns in uses of certain codes, days of poor attendance and where appropriate, subjects which have low lesson attendance;
 - benchmark attendance data against local, regional and national levels to identify areas of focus for improvement;
 - devise specific strategies to address areas of poor attendance identified through data;
 - monitor in the data the impact of academy-wide attendance efforts;
 - identify a governor who will support the Senior Leader with responsibility for attendance; and
 - provide data and reports to support the work of the Trustees.

14 Effective attendance improvement and management

- 14.1 In line with the Trust's Attendance Framework, each academy will adopt a tiered approach in order to support pupils and parents with managing attendance concerns. Please see the next page for the frameworks that will be used by each academy for attendance improvement and management. Please be aware that depending upon availability, and the needs of the individual, the support strategies offered may differ from those outlined in the frameworks.

Attendance Framework

Attendance Framework

Absence Banding	Academy Procedures	What will the intervention/support look like?
Tier 1 – Quality First Provision 25% to less than 25% 95% – 10 x days absence annually (1.5 x days of absence per module*)	Letter 1 to be sent to all parents/carers at the start of each academic year 1 – 2 days absence – where appropriate, conversation with child and/or parents/carers by Form Tutor/Class Teacher More than 2 days absence – conversation with parents/carers (and child if appropriate) by Pastoral Leader or nominated individual.	- Agreed procedures for the completion of registers are in place (in line with the Statutory Guidance). - First day calling is used in the event that a child is registered absent from the academy, and the reason is unknown (in line with the Statutory Guidance). - Daily attendance data is monitored and attendance data reviewed weekly in the academy (SMT, with additional monitoring where necessary) (in line with Statutory Guidance). - Early intervention is provided by the academy where attendance is triggering a concern. - Agreed procedures for pupils who arrive late to the academy (in line with the Statutory Guidance). - All academies adhere to governing guidance in response to requests for term time holiday absences. - There is a clear policy in place for each academy, and shared with stakeholders. - In the event that a child is absent from the academy, with no reason for absence, and no contact with home, a home visit will be carried out by the academy on day 3 of the absence. Settings may carry out a visit before day 3, where necessary. - Each academy has an extra-curricular offer designed to engage all pupils, and a system for celebrating achievement, including attendance.
Tier 2 – Targeted School Support 25% to less than 25% 91% – 17 x days absence annually (2.5 x days per module*)	Initial Concern Letter (1) to go home. Monitor for 2 x weeks. No improvement. Attendance Panel Meeting Invite (3) sent. Meeting takes place. Attendance Action Plan (11) put into place.	- Where the academy has further concerns about a child's attendance the following strategies can be used: - Communication with parents/carers, i.e., a letter home, a telephone call, a meeting, to discuss attendance and explore support. - A meeting in the academy, with the child to discuss attendance and explore available support (where appropriate). - A home visit to meet with the child and parents/carers if the child is refusing to come into the academy. - Parents/carers (and the child) will be invited to an Academy Attendance Panel meeting to set formal improvement targets. - Interventions are put into place where necessary, e.g., Pastoral Support Plan (PSP) for emotionally based school avoidance (EBSA). - A mentor will be allocated for the child. - Consideration of a part-time timetable. - Consultation with academy SENCO if necessary, to explore underlying learning needs. Completion of (SEN) tool if required. - Notify the Local Authority (LA) of Pupil Not Attending Regularly (PNAR).
Tier 3 – Multi-Agency Support 25% to less than 25% 90% – 19 x days absence annually 15% to less than 20% 80% – 38 x days absence annually	Review Attendance Action Plan (11). Set further review date(s) if appropriate. No improvement. Engage with Local Authority to commence legal intervention. Working with LA, implement Attendance Contract.	- Where concerns continue, the academy will access support from external agencies including an Education Welfare Officer. The academy, with the support of the external agency, will consider the following: - Referring the case to the Local Authority for consideration of legal intervention, for example, issuing a Penalty Notice. - Continuing the PSP, with use of additional funding to access support, e.g., Art Therapy/Additional Counselling. - Accessing support from Local Authority with PSP if necessary. - Voluntary early help assessment (EHA), and a Team Around the Child (TAC) opened where required. - Notify the Local Authority (LA) of Pupil Not Attending Regularly (PNAR). - Making a referral to the Child Missing Education Team (CME) at the Local Authority - in line with the directed timeframe.
Tier 4 – Legal Intervention 20% to less than 25% 25% to less than 30% 30% to less than 35% 35% to less than 40% 40% to less than 45% 45% to less than 50% 50% – 40 x days absence annually 51% – 50 x days absence annually	Attendance Prosecution Order Education Supervision Order	- The academy, with the support of the external agency, will consider the following: - Working with the LA Attendance Team to explore legal interventions, for example, Attendance Contracts, Education Supervision Orders, Attendance Prosecution, Attendance Orders and Penalty Notices. - Referring to specialist Alternative Provision, e.g., Pivots, Medical Needs Referral (if appropriate). - Statutory children's social care referral where there are safeguarding concerns.
Tier 5 – Crisis Referral Greater than or equal to 50% 50% – 95 x days absence annually (15 x per module*)	Parenting Order	

*For the purpose of this document, a module has been set at 31 x days. The above procedures are a guide, an academy may move straight to later interventions if required.

Sixth Form Attendance Framework

Attendance Framework – Sixth Form

Absence Data	Academy Procedures	What will the intervention/support look like?
Tier 1 – Quality First Provision 5% to less than 5% 55% - 10 x days absence annually (1.5 x days of absence per module*)	Letter 1(SF) to be sent to all parent/carer at the start of each academic year. 1 - 2 days absence - where appropriate, conversation with child and/or parent/carer by Form Tutor. More than 2 days absence - conversation with parent/carer (and child if appropriate) by Pastoral Leader or nominated individual. Unexplained absence letter (SL) to be sent if necessary.	- Agreed procedures for the completion of registers are in place in line with the Statute of the DfE. - First day calling a visit to the event that a child is registered as absent from the academy and the reason is unknown in line with the Statute of the DfE. - Daily attendance data is monitored and attendance data reviewed weekly in line with the academy's SLT, with additional monitoring where necessary in line with Statute of the DfE. - Early intervention is provided by the academy where attendance is triggering a concern - checkpoints will be carried out with students within the first 10 weeks, when they return after Christmas and when they return after the May half-term. - Agreed procedures for pupils who arrive late to the academy/leaving in line with the Statute of the DfE. - All academies adhere to government guidance in response to requests for a leave of absence. - Trust Attendance Policy in place for each academy, and shared with stakeholders. - In the event that a student is absent from the academy, with no reason for absence, and no contact with home, a home visit will be carried out by the academy on day 3 of the absence. Settings may carry out a visit before day 3, where necessary. - Each academy has an extra-curricular offer designed to engage all, and a system for celebrating achievement, including attendance where the academy has further concerns about a child's attendance the following strategies can be used: - Communication with parent/carer, i.e., a letter home, a telephone call, a meeting, to discuss attendance and explore support. - A meeting with the student to discuss attendance and explore available support (where appropriate). - Assessment for an unmet need through the Trust's ladder of inclusion. - A home visit to meet with the student and parent/carer if the student is refusing to come into the academy. - Parent/carer (and the student) will be invited to an Academy Attendance Panel meeting to set formal improvement targets. - Interventions are put into place where necessary, e.g., a mentor will be allocated for the child, consideration of a part-time timetable.
Tier 2 – Targeted School Support 5% to less than 10% 51% - 17 x days absence annually (1.5 x days per module*)	Initial Concern Letter (2) to go home. Monitor for 2 weeks. No improvement. Attendance Panel Meeting invite (3) sent. Meeting takes place. Attendance Action Plan (TP) put into place.	ESFA Guidance In line with current <u>ESFA guidance</u>, if a student is absent for 4 x consecutive weeks (authorised or unauthorised absence) and does not return following this absence, the academy <u>must</u> withdraw them from their programmes (Letter 1(SF) and 145F).
Tier 3 – Multi-Agency Support 10% to less than 15% 15% to less than 20% 20% to less than 25% 25% to less than 30% 30% to less than 35% 35% to less than 40% 40% to less than 45% 45% to less than 50% 50% - 15 x days absence annually (1.5 x days per module*)	Review Attendance Action Plan (TP). Set further review date(s) if appropriate. Where concerns continue, the academy will access support from external agencies.	Where concerns continue, the academy will access support from external agencies. The academy, with the support of the external agency, will consider the following: - Engagement with external agencies in order to meet any identified unmet needs. - Voluntary early help assessment (EHA), and a team Around the child (TAC) convened where required.
Tier 4 – Crisis Referral Greater than or equal to 50% 50% - 35 x days absence annually (1.5 x per module*)	Review Meeting held with academy representatives, student and parent/carer. Academy to consider specialist provision referral if required. Sixth Form Team to work with Academy DSL to make safeguarding referral if required.	The academy, with the support of the external agency, will consider the following: - Referring to specialist alternative provision where available. - Statutory children's social care referral where there are safeguarding concerns.

*For the purpose of this document, a module has been set at 31 x days. The above procedures are a guide, an academy may move straight to later interventions if required.

15 Children who cannot attend school because of health needs

- 15.1 Wherever necessary, the Trust will follow the guidance set out in the DfE's *Ensuring a good education for children who cannot attend school because of health needs* and refer to the non-statutory guidance *Mental health issues affecting a pupil's attendance*.
- 15.2 Many children will experience normal but difficult emotions that make them nervous about attending school. These pupils are still expected to attend school regularly, as in many cases attendance at school may serve to help with underlying issues as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in the future.
- 15.3 Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Therefore, additional support may be needed in order to these pupils to attend school.
- 15.4 In all cases a setting will:
- work with the pupil and family to understand the individual needs;
 - work in partnership with the pupil and family to put in-school support in place and working with the Local Authority and other agencies where external support is needed (and available); and
 - regularly review and update the support approach to make sure it continues to meet individual needs.
- 15.5 School staff are not expected to diagnose and/or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil. They should:
- facilitate any relevant pastoral support;
 - consider adjustments to practice to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability;
 - ensure joined up pastoral care where needed, and consider whether a time-limited phased return to school would be appropriate; and
 - make a sickness return to the Local Authority if a pupil is recorded in the attendance register as absent using code I (illness) and there are reasonable grounds to believe that the pupil will have to miss 15 x

consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness will reach or exceed 15 x school days.

15.6 For pupils with special educational needs and disabilities, staff will aim to:

- work in partnership with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed;
- work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day;
- establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements;
- consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability; and
- ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

15.7 In order to fully support a child, staff will seek to work with the assistance of a range of other agencies. Staff should:

- make use of school nursing services and mental health support teams where they are available; and
- consider whether additional support from other external partners (including the Local Authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals as required.

15.8 If the child has an education health and care plan (EHCP), staff should:

- communicate with the Local Authority where a pupil's attendance falls or they become aware of barriers to attendance that relate to the pupil's needs;
- where possible agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents; and

- where needed work with the Local Authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

- 15.9 Where a pupil's health need means they need reasonable adjustments or support because their health needs are complex, long-term or frequently recurring, a setting can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with DfE guidance.
- 15.10 Where parents do not engage in support, a setting will work with the Local Authority (or other local partners) to formalise that support and as a last resort, enforce attendance through legal intervention.

16 Part-time timetables

- 16.1 All pupils of compulsory school age are entitled to a full-time education, and post-16 pupils have an entitlement to set hours in line with funding requirements (which is classified as full-time). In very exceptional circumstances, where it is in the pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable should not be used to manage a pupil's behaviour.
- 16.2 A part-time timetable must only be in place for the shortest time necessary and not treated as a long-term solution. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing the timetable with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent for part of the week or day and therefore must treat the absence as authorised.
- 16.3 Any academy wishing to place a pupil on a part-time timetable must complete the Trust paperwork for this.
- 16.4 A part-time timetable should:
- have the agreement of both the setting and the parent the pupil normally lives with;
 - have a clear ambition and be part of the pupil's wider support, health care or reintegration plan;

- have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary; and
- have a proposed end date, after which the pupil is expected to attend full-time, either at school or alternative provision.

16.5 Where a pupil has a social worker or is a looked-after child (LAC), the setting will work with the social worker and/or Virtual School and ensure they are involved in the process.

16.6 If the pupil has an education health and care plan (EHCP), the setting will discuss this with the Local Authority so that any support package that is in place can be reviewed as swiftly as possible.

17 Persistent and severe absence

17.1 Pupils are deemed to be persistently absent where they miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year). Where this occurs, each academy will work with the Local Authority to put in place additional targeted support in place to remove any barriers to attendance and reengage these pupils.

17.2 Pupils are deemed to be severely absent where they are absent from school more than they are present (those missing 50% or more of school). Where this occurs, a concerted effort is needed across all relevant services to prioritise them.

17.3 Where severe absence for unauthorised reasons continues, despite support facilitated by the academy, Local Authority and other partners, the academy's safeguarding team may consider a statutory children's social care referral.

17.4 Safeguarding issues, such as unexplainable and/or persistent absence, can put children at risk of harm. Staff should be alert to this and report any concerns they might have to the safeguarding team, in line with their setting's safeguarding procedures.

18 Attendance legal intervention

18.1 Where support offered by each academy, the Local Authority and other partners is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents.

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- 18.2 Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis. Settings will work with the Local Authority in these instances.
- 18.3 The DfE expects schools, Trusts and local authorities to work together to make use of the full range of legal interventions rather than relying solely on penalty notices or prosecution. These include:
- Attendance contracts (previously referred to as 'Parenting contracts');
 - Education supervision orders;
 - Attendance prosecution;
 - Parenting orders; and
 - Penalty notices.

Penalty Notices

- 18.4 In line with the DfE's National framework for penalty notices, the threshold for considering a penalty notice is:
- **10 sessions of unauthorised absence in a rolling period of 10 school weeks.**
A school week means any week in which there is at least one school session.
This can be met with any combination of unauthorised absence, and these sessions can be consecutive or not.
The period of school weeks can also span different terms or school years.
- 18.5 If the national threshold has been met and support is appropriate but offers of support have not been engaged with by the parent, or support has not worked, a 'Notice to Improve' should usually be sent to give parents a final chance to engage in support. Before a 'Notice to Improve' is sent to parents, a member of the academy's Attendance Team will work with their Local Authority Link Officer to ensure it is the most appropriate course of action.
- 18.6 Schools and local authorities should decide which parent(s) to involve in attendance legal intervention, but generally this should be all parents who have day to day responsibility for the child.
- 18.7 The academy will not refer a case to the Local Authority for a Penalty Notice to be issued without first working with their Local Authority Link Officer, who will approve the referral.

18.8 Where a pupil attends school in one Local Authority and lives in another, the overarching principle is that both the Local Authority in whose area the pupil attends school (the 'School LA') and the Local Authority in whose area the pupil lives (the 'Home LA') work together to support the pupil and family. The DfE guidance sets out responsibility in specific circumstances.

18.9 Parents/carers who wish to dispute a Penalty Notice (PN) issued by the Local Authority (LA) for school absence can make a representation to the Academy Headteacher. If the academy confirms that the absence was unauthorised, the PN from the LA will stand and the academy's involvement is at an end. Parents/carers who wish to take a challenge further can choose not to pay the PN; this will lead to the case being referred to the Magistrates' Court. In court, the parent/carer will be given an opportunity to outline the grounds for their challenge. Parents/carers should be aware that, should the court find them guilty of the offence of *Failing to Secure Regular Attendance of a Pupil*, it can impose a higher punishment upon conviction (e.g., a fine of up to £2,500; a community order; or a jail sentence of up to three months. The court could also issue a Parenting Order and/or order full payment of the legal costs of the case). Conviction will also result in a criminal record for the parent/carer.

19 Training

19.1 Training on attendance will be provided to all staff, with level and content varied depending upon need/job role.

19.2 As a minimum, all staff will have training that includes:

- the importance of good attendance and that absence is almost always a symptom of wider circumstances;
- their responsibilities when it comes to attendance;
- the law and requirements of schools, including the keeping of registers;
- the strategies and procedures for tracking, following up and improving attendance; and
- the processes for working with other partners to provide more intensive support to pupils who need it.

19.3 For staff who have a specified attendance function in their role, including administrative, pastoral or family support staff and senior leaders, training will also include:

- the necessary skills to interpret and analyse attendance data; and
- any additional training that would be beneficial to support pupils and pupil cohorts overcome commonly seen barriers to attendance.

20 Policy change

- 20.1 This policy may only be amended or withdrawn by The Priory Federation of Academies Trust.

Appendix A – A copy of this form is available from each academy's reception

Request for a leave of absence				
In line with the Trust's SW12 Attendance Policy, only exceptional circumstances warrant a leave of absence. Please complete this form and submit it to reception at your child's academy.				
Academy:				
Name of child(ren):				
Class:				
Dates (inclusive):	From:		To:	
Please state the reasons for the request: <i>You may submit a covering letter.</i>				
Name of parent(s) submitting request:				
Signature:				
Date:				

To be completed by the Academy

Request for a leave of absence – Academy response				
Current attendance:				
Authorised:	☐			
Unauthorised:	☐			
If applicable				
Authorised dates (inclusive):	From:		To:	
Sign-off				
Name of member of staff (SLT):				
Signed:				
Date:				
<u>Authorised absence request</u> Any future absence requests are subject to the terms of the letter sent to you at the beginning of the academic year, which clearly states that any absence that is not deemed to be exceptional circumstances will be recorded as an unauthorised absence and your child may reach the national threshold for considering a penalty notice. <u>Unauthorised absence request</u> The period of absence you have requested is not deemed to be exceptional circumstances and therefore, if taken, will be coded as unauthorised absence. As outlined in the letter sent to you at the beginning of the academic year, in line with the new DfE National Framework, penalty notices can be used by all schools where one of their pupils reaches the national threshold for considering a penalty notice. The threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks.				