



Boston Endeavour **Academy**

Special School Attendance and Absence Policy

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1.1 Statement of intent

Boston Endeavour Academy believes that to facilitate teaching and learning, good attendance is essential. Pupils cannot achieve their full potential if they do not regularly attend school.

We understand that barriers to attendance are complex, and that some pupils find it harder than others to attend school; therefore, we will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents.

We take a whole-school approach to securing good attendance and recognise the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

The school's attendance champion is Aaron Bloodworth-Flatt and can be contacted via aaron.bloodworth@bea-cit.co.uk. Staff, parents and pupils will be expected to contact the attendance champion for queries or concerns about attendance.

1.2 Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2024) 'Working together to improve school attendance'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2016) 'Children missing education'
- DfE (2023) 'Providing remote education'
- DfE (2024) 'Summary table of responsibilities for school attendance'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Home Visit Policy
- Pupils with Additional Health Needs Attendance Policy

1.3 Roles and responsibilities

The Trust Board, supported by the Local School Board, has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the school.
- Promoting the importance of good attendance through the school's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the ELT and the school's SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- Regularly reviewing attendance data.
- Sharing effective practice on attendance management and improvement across schools.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
- Ensuring school staff receive adequate training on attendance

The headteacher is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Appointing a member of the staff to the attendance champion role.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

Staff are responsible for:

- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

The attendance champion is responsible for:

- The overall strategic approach to attendance in school.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents about attendance.
- Leading a compassionate approach when listening to parents and pupils regarding barriers to attendance.
- Following up on incidents of persistent poor attendance.
- Enforcing attendance through statutory interventions in cases of persistent poor attendance where other supports have not succeeded.
- Informing the LA of any pupil being deleted from the admission and attendance registers.

Parents are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the school with more than one emergency contact number.
- Updating the school if their details change.
- The attendance of their children at school.
- Promoting good attendance with their children.
- Proactively engaging with any attendance support offered by the school and the LA.
- Notifying the school as soon as possible when their child has to be unexpectedly absent.
- Requesting leave of absence only in exceptional circumstances, and in advance.
- Booking any medical appointments around school where possible.
- Following any family-based support implemented by the school to improve attendance.

2.1 Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending the registered school for any reason

Authorised absence:

- An absence for sickness for which the school has granted leave
- Medical or dental appointments which unavoidably fall during school time, for which the school has granted leave
- Religious or cultural observances for which the school has granted leave

- An absence due to a family emergency

Unauthorised absence:

- Parents keeping children off school unnecessarily or without reason
- Truancy before or during the school day
- Absences which have never been properly explained
- Arrival at school after the register has closed
- Absence due to shopping, looking after other children or birthdays
- Absence due to day trips and holidays in term-time which have not been agreed
- Leaving school for no reason during the day

Persistent absence (PA):

- Missing 10 percent or more of schooling across the year for any reason

Missing education

- Not registered at a school and not receiving suitable education in a setting other than a school

3.1 Attendance expectations

The school has high expectations for pupils' attendance and punctuality and ensures that these expectations are communicated regularly to parents and pupils.

Pupils will be expected to attend school punctually every day they are required to be at school, for the full day.

The school day starts at 8:50am, and pupils will begin to enter school at this time, ready to begin registration by 9am. Pupils will have a morning break at 10:30am, which will last until 10:45am, and a lunch break at 12pm, which will last until 1:05pm – pupils will be expected to have returned from each break and be ready to recommence learning at the stated times.

Registers will be taken as follows throughout the school day:

- The morning register will be marked by 9am and pupils will receive a late mark if they are not in their classroom by between 9am and 9:20am.
- The morning register will close at 9:20am. Pupils will receive a mark of absence if they do not attend school before this time

Pupils will be encouraged to communicate any concerns related to attendance and absence as soon as possible to the relevant member of staff.

3.2 Absence procedures

Parents will be required to contact the school office via telephone before 8:50am on the first day of their child's absence – they will be expected to provide an explanation for the absence and an estimation of how long the absence will last, e.g. one school day.

Where a pupil is absent, and their parent has not contacted the school by 9:20am to report the absence, the school Home School Liaison Officer or administrative staff will contact the parent by telephone call as soon as is practicable on the first day that they do not attend school.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

Where a pupil is absent for more than three school days in a row, or more than 10 school days in one term, the pupil's parent will be expected to provide a signed letter or a written communication through our school communication system Class Dojo or email enquiries@bea-cit.co.uk with an explanation for the absence(s) (where possible).

The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

In the case of PA, arrangements will be made for parents to speak to the attendance champion . The school will inform the LA, on a termly basis, of the details of pupils who fail to attend regularly, or who have missed 10 school days or more without authorisation.

If a pupil's attendance drops below 90 percent, the attendance champion will be informed, and a formal meeting will be arranged with the pupil's parent.

Where a pupil has not returned to school for 10 days after an authorised absence or is absent from school without authorisation for 20 consecutive school days, the school will remove the pupil from the admissions register if the school and the LA have failed to establish the whereabouts of the pupil after making reasonable enquiries.

3.3 Attendance register

The school uses Bromcom to keep attendance registers to ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

- Present.
- Absent.
- Attending an approved educational visit.
- Unable to attend due to exceptional circumstances.

The school will use the national attendance codes to ensure attendance and absence are monitored and recorded in a consistent way. The following codes will be used:

- # = planned whole or partial school closure
- / = Present in the morning
- \ = Present in the afternoon
- L = Late arrival before the register has closed
- C = Leave of absence granted by the school for exceptional circumstances
- S = Study leave
- C1 = Leave of absence for participating in a regulated performance or employment abroad
- C2 = Leave of absence for part-time pupils

- E = Suspended or permanently excluded but no alternative provision made
- J1 = Leave of absence for job or education interviews
- H = Authorised holiday
- I = Illness
- M = Medical or dental appointments
- K = Attending provision arranged by the LA
- R = Religious observance
- B = Off-site education activity
- G = Unauthorised holiday
- O = Unauthorised absence
- U = Arrived after registration closed
- N = Reason not yet provided
- X = Not required to be in school
- T = Traveller absence
- Q = Absent due to a lack of access arrangements
- V = Educational visit or trip
- P = Participating in a supervised sporting activity
- D = Dual registered – at another educational establishment
- W = Attending work experience
- Y1 = Absent due to their regular transport not being available
- Y2 = Absent due to travel disruption
- Y3 = Absent due to part of the school premises being closed
- Y4 = Absent due to the school site being closed
- Y5 = Absent due to being in criminal justice detention
- Y6 = Absent due to public health guidance or law
- Y7 = Absent due to any other unavoidable cause
- Z = Pupil not on admission register

When the school has planned in advance to be fully or partially closed, the code ‘#’ will be used for the relevant pupils who are absent. This code will also be used to record year groups who are not due to attend because the school has set different term dates for different years, e.g. induction days.

Pupils who are absent from school but are receiving remote education for any reason will be marked as absent in the register.

All amendments made to the attendance register will include the original entry, the amended entry, the reason for the amendment, the date of amendment and the name and role of the person who made the amendment.

Every entry received into the attendance register will be preserved for three years.

4.1 Pupil Not Attending Regularly (PNAR).

The Education (Pupil Registration) (England) Regulations 2006 Section 12 requires schools to inform the local authority of any pupils who have 10 or more consecutive school days absence without the school's permission.

The current agreed criteria are to provide:

- The name and address of any pupil who has missed school for 10 days or more without the absence being recorded as authorised.

Schools are also under a safeguarding duty, under section 175 of the Education Act 2002 to investigate any unexplained absences.

Lincolnshire Schools can use the link <https://www.lincolnshire.gov.uk/school-attendance/pupil-attendance/3> to report a pupil not attending regularly (PNAR).

4.2 Authorising parental absence requests

Parents will be required to request certain types of absence in advance. All requests for absence will be handled by the headteacher – the decision to grant or refuse the request will be at the sole discretion of the headteacher, taking the best interests of the pupil and the impact on the pupil's education into account. The headteacher's decision is not subject to appeal; however, the school will be sympathetic to requests for absence by parents and will not deny any request without good reason.

Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher in writing at least two weeks prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- Immediately before and during statutory assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10 percent for any reason (unless for a medical reason where evidence is provided)

If term-time leave is not granted, taking a pupil out of school will be recorded as an unauthorised absence and may result in sanctions, such as a penalty notice. The school cannot grant leaves of absence retrospectively; therefore, any absences that were not approved by the school in advance will be marked as unauthorised.

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of school hours wherever possible. Where this is not possible, parents will be expected to obtain approval for their child's absence to attend such appointments as far in advance as is practicable. Parents will be responsible for ensuring their child misses only the amount of time necessary to attend the appointment.

Performances and activities, including paid work

The school will ensure that all pupils engaging in performances or activities, whether they receive payment or not, which require them to be absent from school, understand that they will be required to obtain a licence from the LA which authorises the school's absence(s).

Additional arrangements will be made by the school for pupils engaging in performances or activities that require them to be absent from school to ensure they do not fall behind in their education – this may involve

private teaching. These arrangements will be approved by the LA who will ensure that the arrangements are suitable for the pupil.

The pupil will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the pupil would be required to attend a school maintained by the LA issuing the licence. This requirement will be met by ensuring a pupil receives an education:

- For not less than six hours a week; and
- During each complete period of four weeks (or if there is a period of less than four weeks, then during that period), for periods of time not less than three hours a day; and
- On days where the pupil would be required to attend school if they were attending a school maintained by the LA; and
- For not more than five hours on any such day.

Where a licence has been granted by the LA and it specifies dates of absence, no further authorisation will be needed from the school. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the headteacher to authorise the leave of absence for each day. The headteacher will not authorise any absences which would mean that a pupil's attendance would fall below 96 percent. Where a licence has not been obtained, the headteacher will not authorise any absence for a performance or activity.

Religious observance

Parents will be expected to request absence for religious observance at least two weeks advance.

The school will only accept requests from parents for absence on grounds of religious observance for days that are exclusively set apart for religious observance by the relevant religious body. The school will define this as a day where the pupil's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

The school may seek advice from the religious body in question where there is doubt over the request.

Gypsy, Roma and Traveller absence

Where a pupil's parent belongs to a community covered by this code and is travelling for occupational purposes, the parent will be expected to request a leave of absence for their child at least two weeks in advance. Absences will not be granted for pupils from these communities under this code for reasons other than travel for occupational purposes.

4.3 SEND- and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

In line with the SEND Policy and Supporting Pupils with Medical Conditions Policy, the school will ensure that reasonable adjustments are made for disabled pupils to reduce barriers to attendance, in line with EHC plans that have been implemented. The school will secure additional support from external partners to help bolster attendance where appropriate.

See appendix 9 for a specialist graduated approach to supporting pupils with complex reasons for low or no attendance

Parents may be permitted to take their child away from the school premises during lunch times with permission from the headteacher – it is at the headteacher’s discretion as to whether a pupil will be allowed to leave the premises.

Parents will submit a written request, outlining the reasons for their child to leave the premises during lunch time – this request will be submitted to the headteacher. The headteacher will consider the request and will invite the parent into the school for a discussion regarding any concerns, as well as the timely return of their child at the end of lunch time and their child’s behaviour when not on the school premises. The headteacher reserves the right to grant or refuse a request and will inform the parent in writing of their decision within one week of the request.

Where permission has been granted, the headteacher will ensure a photo lunchtime pass is printed for the pupil and will include the pupil’s name on the off-site register.

Pupils will leave the school premises within 10 minutes of the start of lunch and will return no later than 5 minutes before the end of lunch.

Parents will be required to meet their child at the school office when taking them off the premises – the pupil will be signed out and back in using the lunch time register at the school office. A member of staff will be available at the school office before the pupil leaves the premises and upon their return to sign them back in. No pupil will leave the premises before the member of staff at the school office has given their permission.

The headteacher reserves the right to withdraw their permission at any time – this may occur, for example, where there are attendance concerns. Any decision to withdraw permission will be in writing, explaining the reasons for the headteacher’s decision. If permission is withdrawn, parents will not be entitled to appeal the decision. Parents will be able to withdraw their request at any time – the request will be submitted in writing to the headteacher.

Permission will be updated on a termly basis – letters will be sent to parents at the beginning of each term to confirm whether they would like their request to continue.

4.4 Truancy

Truancy will be considered as any absence of part, or all, of one or more days from school, during which the school has not been notified of the cause behind such absence.

All staff will be actively engaged in supporting the regular attendance of pupils and understand the importance of continuity in each pupil’s learning.

All pupils are expected to be in their classes by 9:00am and 1:05pm, where the teacher will record the attendance electronically. Any pupil with permission to leave the school during the day must sign out at the school office and sign back in again on their return.

Immediate action will be taken when there are any concerns that a pupil might be truanting. If truancy is suspected, the headteacher is notified, and they will contact the parent in order to assess the reasons behind the pupil not attending school.

The following procedures will be taken in the event of a truancy:

- In the first instance, a letter of warning will be sent to the parents of the pupil, informing them of the truancy and stating that any future occurrences could result in further action being taken.
- If any further truancy occurs, then the school will consider issuing a penalty notice.

- A penalty notice will be issued where there is overt truancy, inappropriate parentally condoned absence, excessive holidays in term-time and persistent late arrival at school.

The DSL will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with the Child Protection and Safeguarding Policy.

5.1 Absent pupils

Pupils will not be permitted to leave the school premises during the school day unless they have permission from the school. The following procedures will be taken in the event of a pupil going missing whilst at school:

- The member of staff who has noticed the absent pupil will inform the headteacher immediately
- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher
- The following areas will be systematically searched:
 - All classrooms
 - All toilets
 - Changing rooms
 - The library
 - Any outbuildings
 - The school grounds
- Available staff will begin a search of the area immediately outside of the school premises and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified
- The school will attempt to contact parents using the emergency contact numbers provided
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The absent pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing
- If the absent pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well
- Parents and any other agencies will be informed immediately when the pupil has been located

The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred. A written report will be produced, and policies and procedures will be reviewed in accordance with the outcome where necessary.

5.2 Attendance intervention

To ensure the school has effective procedures for managing absence, the attendance champion, supported by the SLT, will:

- Establish a range of evidence-based interventions to address barriers to attendance.

- Monitor the implementation and quality of escalation procedures and seek robust evidence of the escalation procedures that work.
- Attend or lead school attendance panels (SAP's) in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
 - Sending letters to parents.
 - Engaging with LA attendance teams.
 - Using fixed penalty notices.

The school will use attendance data, in line with the '[Monitoring and analysing absence](#)' section of this policy, to develop specific strategies to improve attendance where patterns of absence are emerging. These strategies will be developed on a case-by-case basis and will consider the particular needs of the pupils whom the intervention is designed to target.

School trips and events will be considered a privilege. Where attendance drops below 90 percent, these privileges may be taken away. The school will develop strategies for ensuring that pupils with health needs or home circumstances that result in additional absences are not unfairly excluded from attendance rewards, e.g. by setting individualised targets.

5.3 Working with parents to improve attendance

The school will work to cultivate strong, respectful relationships with parents and families to ensure their trust and engagement. Open and honest communication will be maintained with pupils and their families about the expectations of school life, attendance and performance so that they understand what to expect and what is expected of them. The school will liaise with other agencies working with pupils and their families to support attendance, e.g. social services.

The school will ensure that there are **two** sets of emergency contact details for each pupil wherever possible to ensure the school has additional options for getting in touch with adults responsible for a pupil where the pupil is absent without notification or authorisation.

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

The school will update parents regarding the expectations for absence for different illnesses using the update NHS guidance [Is my child too ill for school? - NHS \(www.nhs.uk\)](#).

If a pattern of absence becomes problematic, the attendance champion will work collaboratively with the pupil and their parents to improve attendance by addressing the specific barriers that prevent the pupil from being able to attend school regularly. The school will always take into consideration the sensitivity of some of the reasons for pupil absence and will approach families to offer support rather than immediately reach for punitive approaches.

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance champion will work with the headteacher and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance champion will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

5.4 Emotional based school avoidance (EBSA)

Underpinning Principles

- The EBSA Ladder focuses on facilitating a 'step-change' in how we support children and young people (CYP) with their mental health and wellbeing when that drives school avoidance.
- It is the people in the day to day lives of CYP who can help them the most and the Ladder aims to give them confidence in this.
- The approach aims to broaden the conversation away from thinking that help is the domain of specialist services. These are important, but there is much more that can be done to provide support.
- When extra help is needed to address EBSA (step four) the Ladder aims to take a 'no wrong door' approach so that CYP get the right help at the right time and in a way that is right for them.
- Families, schools and communities are vital in preventing mental health difficulties, but also in helping when CYP struggle most. This is not just about prevention; it is also about intervention including for those of greatest concern.
- The aim of the medical need's consultation (step four) is to bring everyone together across agencies and services to focus on the same goal – helping CYP in ways that support their mental health and wellbeing so that they can thrive in school.

Emotional Based School Avoidance (EBSA) is a term used to describe a child or young person who has severe difficulty in attending school due to emotional factors. This can result in prolonged absences from school.

EBSA can present differently across individuals, but can show as:

- low or intermittent attendance
- high sensitivity or reactivity
- low mood and anxiety (fear of talking to teachers, fears around academic performance)
- social isolation
- signs of emotional distress that affects their ability to function at school, such as difficulties forming relationships with teachers and peers
- developmental differences that fundamentally shape perception and action in ways that cause significant challenges in emotional self-regulation and social functioning (autistic spectrum disorder, ADHD).

5.5 Medical support panels

For our Lincolnshire schools the Local Authority has a medical support panel (MSP) which is a multi-agency panel that considers the needs of pupils to arrive at a decision about how suitable education might be provided.

This is in line with the following policy. [Arranging education for children who cannot attend school because of health needs \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67424/arranging-education-for-children-who-cannot-attend-school-because-of-health-needs.pdf)

Referrals to medical support panel are submitted by a pupil's school or if a pupil is not on the role of a school, via an authorised officer within the local authority (pupil reintegration team or the inclusion and attendance team). The medical support panel is evidence based and will consider pupil's needs holistically.

Medical support panel takes place fortnightly during term time and considers the referral paperwork and supporting evidence that has been submitted. The panel consists of representation across attendance, inclusion, mental health, early help and Pilgrim Hospital School.

Pupils who are on Palliative care packages should be supported on a case-by-case basis and the local authority should be involved in discussing with parents the most appropriate provision for the pupil.

5.6 Reduced timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary reduced timetable to meet their individual needs.

A reduced timetable:

- must only be in place for the shortest time necessary and not be treated as a long-term solution.
- should have a time limit by which point the pupil is expected to attend full-time.
- should be regularly reviewed with the pupil and their parents.
- In agreeing to a RTT, a school has agreed to a pupil being absent from school and therefore must treat the absence as authorised.

5.7 Alternative provision

If it is deemed appropriate for a pupil to access Alternative provision (AP), it is essential that school liaise with the AP and agree a communication system for checking that a pupil is in attendance for the days that they should be at the AP and ensure processes are in place if the pupil doesn't attend the AP.

6.1 Persistent absence (PA)

There are various groups of pupils who may be vulnerable to high absence and PA, such as:

- Children in need
- LAC
- Young carers
- Pupils who are eligible for FSM
- Pupils with EAL
- Pupils with SEND
- Pupils who have faced bullying and/or discrimination

The school will use several methods to help support pupils at risk of PA to attend school. These include:

- Offering catch-up support to build confidence and bridge gaps.
- Meeting with pupils to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading weekly check-ins to review progress and the impact of support.
- Making regular contact with families to discuss progress.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of absence over 50 percent and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

Where a pupil at risk of PA is also at increased risk of harm, the school will work in conjunction with all relevant authorities, e.g. social services, to support the pupil in line with the school's duty of care. The school will also bear in mind that the continuation of severe PA following intervention may constitute neglect and will escalate any concerns in this regard in line with the Child Protection and Safeguarding Policy.

6.2 Children Missing in Education

County Councils have a duty under section 436A of the Education Act 1996 to establish the identities of children who are missing from education. The Department for Education publishes statutory guidance for CMEs that local authorities must follow.

These children could be:

- not registered at a school
- their family's whereabouts are unknown
- not attending or receiving an alternate education provision
- no longer habitually and ordinarily residing at their MIS registered address

A child is not missing from education, if they are

- registered as Elective Home Educated (EHE)
- on the role of a school or alternative provision and their whereabouts are known but are not attending
- on holiday
- ill
- have been absent for a long period but are still residing at their MIS registered address
- are temporarily absent from home but they have indicated they will return

Where it is believed that a pupil has left the area and enquiries have failed to establish the whereabouts of the pupil, the Common Transfer File should be completed and uploaded to the DfES National Missing Pupils Database.

It should be notified as a child missing in education and all schools have a statutory duty to inform the Local Authority of pupils joining and leaving their school and children missing education and they must do so within prescribed time limits.

If/when the pupil returns to school a return interview form should be completed and sent to the local authority.

Processes have been set up which enable schools to send this information securely and in compliance with the General Data Protection Regulation. As part of this process, we also provide maintained schools and academies with reports known as School Notification Reports which provide an up-to-date list of all on-roll pupils, assisting Schools compliance with these duties.

It is a concern if any child missing education not only in the way that it impacts on the individual's potential attainment but also in relation to their safety and welfare. A child who is not found in education following CME investigations does not infer that the child is at risk however, it is appropriate to escalate the concerns to consider potential risks to the child.

Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. 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 should focus their resources effectively in intervening early in the lives of vulnerable children to help prevent poor outcomes.

Some children who are missing from education can be identified and supported back into education quickly; other children who have experienced more complex problems face tougher obstacles to getting back into suitable education. When developing policies and procedures for children not receiving a suitable education, local authorities should consider the reasons why children go missing from education and the circumstances that can lead to this happening.

Safeguarding children's welfare, and their duty to cooperate with other agencies in improving children's well-being, including protection from harm and neglect. Where there is concern for a child's welfare, this should be referred to local authority children's social care. If there is reason to suspect a crime has been committed, the police should also be involved. Where there is a concern that a child's safety or well-being is at risk, it is essential to take action without delay.

Anyone can refer a child as CME. If you are not a Lincolnshire school and you believe a child is missing from education, contact the CME Team by emailing CME@lincolnshire.gov.uk. If you are a Lincolnshire school, you can report a CME using the link <https://www.lincolnshire.gov.uk/xfp/form/884>.

7.1 Elective Home Education

All schools are required to notify their Local Authority when a parent wishes to remove a child from their register, to elect to Home Educate.

We will request a meeting with parents to fully discuss their decision to withdraw, and on contacting our department a member of our team may attend the meeting, if appropriate. The aim of this meeting is for parents to share any concerns they may have but also an opportunity for school to share all relevant information about EHE, including duties and responsibilities of the parent, to support parents in making a fully informed decision.

7.2 Taking a pupil off roll.

There are strict guidelines on the circumstances under which a pupil may be removed from the school roll. These are detailed in Circulars 1099 and 111/99 and the Schools Administration Handbook. Removal from the school roll under circumstances other than those detailed below is illegal.

- Where a school has been notified that the pupil has been registered as a pupil at another school.
- Where a pupil has ceased to attend the school and the parent(s) have satisfied the County Council that the pupil is receiving education otherwise than by attendance at school.
- Where the school has been notified by medical professional that the pupil is unlikely to be in a fit state to attend school before becoming legally exempt from the obligation to attend school.
- Where the Head Teacher has been notified that the pupil has died.
- The pupil has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school.
- If a pupil has not returned to school within ten school days of the agreed return date after a family holiday in term time.

- Where a pupil will cease to be of compulsory schools age before the school next meets and has been notified an intention to discontinue in attendance.
- Where the pupil has been permanently excluded and this decision has been confirmed by the Pupil Discipline Committee.

All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When removing a pupil's name, the notification to the local authority must include:

- (a) the full name of the pupil
- (b) the full name and address of any parent with whom the pupil normally resides,
- (c) at least one telephone number of the parent,
- (d) the pupil's future address and destination school, if applicable, and
- (e) the ground in regulation 8 under which the pupil's name is to be removed from the admission register

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register.

7.3 Changing Schools

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission

Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- a. the full name of the parent with whom the pupil will live.
- b. the new address; and
- c. the date from when it is expected the pupil will live at this address.

Where a school notifies a local authority that a pupil's name is to be removed from the admission register, the school must provide the local authority with:

- a. the full name of the pupil.
- b. the full name and address of any parent with whom the pupil lives.
- c. at least one telephone number of the parent with whom the pupil lives.
- d. the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable.
- e. the name of pupil's destination school and the pupil's expected start date there, if applicable; and

In line with the duty under section 10 of the Children Act 2004, the expectation is that the school and the local authority will have in place procedures designed to carry out reasonable enquiries.

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. The local authority should maintain a record of the child's details until they are located or attain school leaving age.

All safeguarding files should be securely transferred to the new school in a timely manner.

8.1 Legal intervention

The school will allow sufficient time for attendance interventions and engagement strategies to improve pupils' attendance; however, where engagement strategies to improve attendance have not had the desired effect after one term, the attendance champion will consider:

- Holding a formal meeting (School Attendance Panel SAP) with parents and the school's point of contact in the School Attendance Support Team.
- Working with the LA to put a parenting contract or an education supervision order in place.
- Engaging children's social care where there are safeguarding concerns.

Where the above measures are not effective, the headteacher will issue a fixed penalty notice in line with the LA's code of conduct.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.

Education Supervision Orders (ESOs)

Where interventions have not been successful, an ESO can be an alternative to provide formal legal intervention without criminal prosecution. ESOs are made through the Family or High Court and give the LA a formal role in supporting the pupil and parents to improve their attendance. LAs will issue parents with a notice of the intention to consider an ESO, set up a meeting to discuss with the parent and pupil, and decide whether the case will be taken forward.

Once an SEO is secured, a supervisor from the local authority will decide any actions or requirements. These may include:

- Requiring the parents to attend support meetings.
- Requiring the parents to attend a parenting programme.
- Requiring the parents to access support services.
- Requiring an assessment by an educational psychologist.
- Review meetings involving all parties to be held every 3 months.

Failing to comply with an SEO will result in a fine and decisions will be made about whether further action is required.

9.1 Monitoring and analysing absence

The attendance champion will monitor and analyse attendance data regularly to ensure that intervention is delivered quickly to address habitual absence at the first signs.

The school will collect data regarding punctuality, truancy, and authorised and unauthorised absence, for:

- The school cohort.
- Individual year groups.
- Individual pupils.
- Demographic groups, e.g. pupils from different ethnic groups or economic backgrounds.
- Other groups of pupils, e.g. LAC and pupils eligible for FSM.
- Pupils at risk of PA.

The attendance champion will conduct a thorough analysis of the above data on a half-termly, termly and full-year basis to identify patterns and trends. This will include identifying, for each group:

- Patterns in uses of certain codes.
- Particular days of poor attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

The attendance champion will provide regular reports to staff across the school to enable them to track the attendance of pupils and to implement attendance procedures. The attendance champion will also be responsible for monitoring how attendance data changes in response to any interventions implemented to increase attendance in future.

The governing board will regularly review attendance data, including examinations of recent and historic trends, and will support the SLT in setting goals and prioritising areas of focus for attendance support based on this data.

The school will also benchmark its attendance data against local-, regional- and national-level data to identify areas of success and areas for improvement and will share practice which has been shown to be effective with other schools.

9.2 Training of staff

The school will recognise that early intervention can prevent poor attendance. As such, staff will receive training in identifying potentially at-risk pupils as part of their induction and refresher training.

The governing board will ensure that teachers and support staff receive training in line with this policy as part of their induction. Following this initial training, staff will receive regular and ongoing training as part of their development.

Training will cover at least the following:

- The importance of good attendance
- That absence is almost invariably a result of wider circumstances
- The legal requirements on schools, e.g. the keeping of registers
- The school's strategies and procedures for monitoring and improving attendance
- The school's procedures for multi-agency working to provide intensive support for pupils who need it

The governing board will provide dedicated and enhanced attendance training to the attendance champion and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting pupils to overcome barriers to attendance.

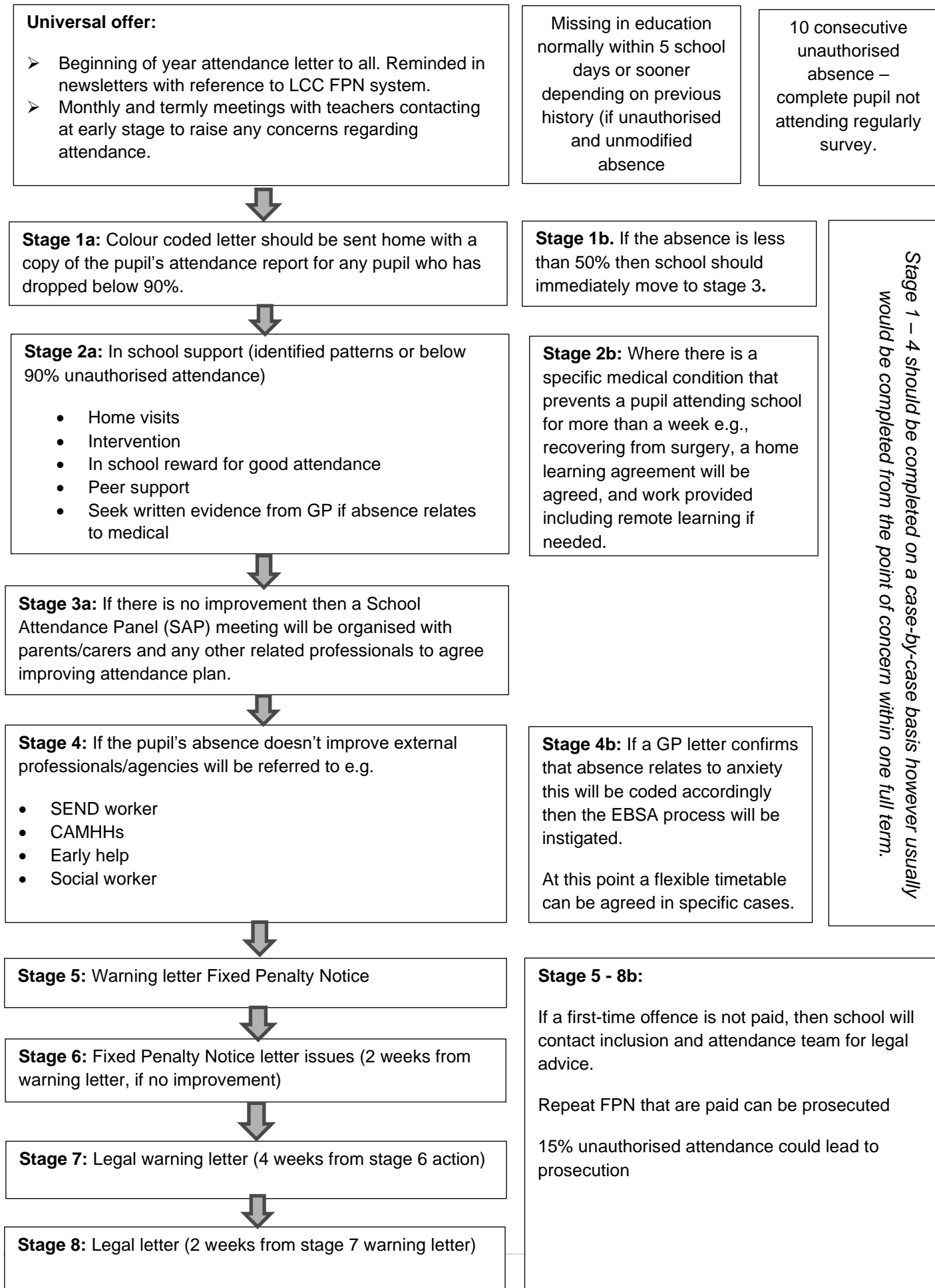
Staff will receive training to ensure they understand that increased absence from school could indicate a safeguarding concern and know how such concerns should be managed.

10.1 Attendance Monitoring Procedures

Boston Endeavour Academy has adopted the following attendance monitoring procedures, to ensure that pupils' attendance meets the expected standard, and effective intervention is provided where pupils' attendance falls below the standard:

1. A spreadsheet is sent to the SLT and attendance champion detailing weekly and annual attendance to date.
2. Contact is made with parents on the first day of absence for any pupil absence not reported. 'N' codes are used to indicate that the pupil is absent for a reason not yet provided; these N codes are reported to the SLT and attendance champion daily.
3. If there is no contact with parents/carers a dynamic risk assessment will be put in place to determine if a home visit is necessary or if other professionals such as social workers or early help workers need to be informed. This will be recorded on CPOM's with any follow up actions.
4. Contact is made to the parents of any pupils marked using the N code. Any N codes not established after a week are recorded as an unauthorised absence.
5. See Appendix 1 below which shows the procedure for pupil absence. (At any point within the process, if there is a concern that a child may be at risk of harm then the safeguarding team must be informed to follow up on any necessary next steps).

APPENDIX 1: ATTENDANCE FLOW DIAGRAM



APPENDIX 2: UNIVERSAL LETTER BEGINNING OF YEAR.

Dear parents/carers,

RE: SCHOOL ATTENDANCE

I am writing to all parents and carers to remind you of the importance of regular school attendance which is a priority for your child and our school. There is a very strong link between regular school attendance and achievement and if your child is frequently absent from school the chances of them achieving their potential are much lower.

To improve attendance, we have to work together. If something is stopping your child coming to school, please come and talk to us about it, we are here to help.

Our school attendance team meet regularly to discuss ways of improving attendance and achievement. We look at the attendance of every pupil in our school. We review each child's attendance every three weeks. If we have concerns regarding your child's absence, we will follow the procedure below:

If your child's attendance drops to **91-95%** the class teacher may contact home to discuss any concerns.

If attendance, then drops below **90%** a colour coded letter will be sent to you depending on the perceived reason:

- Irregular attendance with no pattern.
- Significant absence which could be a block absence and/or irregular absence.
- Suspected/confirmed holiday during term time.
- Significant absence due to an identified medical need.
- Persistent absence that is not due to an identified medical need.

If attendance doesn't improve then you will be invited to a school attendance meeting.

We work closely with the Local Authority and the Trust to follow their attendance guidance and procedures. Lincolnshire County Council do have a policy of fining parents for repeat student non-attendance and unauthorised absence, even at first offence.

We understand that our students have complex needs, and for some health issues and ill-health are unavoidable. When students are ill or unwell it is essential, we know where they are if they do not arrive at school. Therefore, we require a phone-call to school by 9:20am on the first day of the absence to inform us of the reason. You can do this by ringing the school number 01205345045 for absence and leave a message stating the reason for absence. You can ring anytime, even if the school phone line says we are closed.

Please inform school of medical appointments ahead of time wherever possible. We will ask for copies of appointment letters for our records.

Our full attendance policy is on the school's website should you need further guidance. If you have any questions regarding this, please do not hesitate to contact me.

Yours sincerely

Aaron Bloodworth-Flatt

Head teacher

APPENDIX 3: Yellow concern letter – irregular attendance with no pattern.

Dear (PARENT/CARER NAME)

RE: YELLOW ATTENDANCE CONCERN: (PUPIL NAME)

In line with our attendance policy, I am writing to inform you that your child's attendance has become a concern. We aim for pupil's attendance to be above 95%. If a pupil's attendance drops below 90%, we work together to find solutions to improve attendance. Your child's current attendance is XXX%. This means that they have missed XXX days out of a possible XXX.

We carry out regular attendance meetings to identify if any support or intervention is needed. We look at pupil's patterns of absence to assess if there is a concern and use the following colour code to provide the right support and response:

- Irregular attendance with no pattern.
- Significant absence which could be a block absence and/or irregular absence.
- Suspected/confirmed holiday during term time.
- Significant absence due to an identified medical need.
- Persistent absence that is not due to an identified medical need.

We have coded your child as a **YELLOW** concern. If there is no improvement over the next 6 weeks, we will be looking to send a second letter which will be to invite you for a school attendance panel meeting to look at how we can work together to improve your child's attendance.

Good attendance is very important so that students are given as much opportunity as possible to learn and to develop socially. When students are absent from school, they often find it difficult to catch up on the work they have missed and can feel unsettled.

If you have any worries about your child's attendance, or there are any factors you feel we need to be made aware of please contact school to discuss the matter further. We can signpost you to services in relation to Health and Social Care should these be needed.

Yours sincerely

xxx

Head teacher

APPENDIX 4: Amber concern letter – significant absence

Dear (PARENT/CARER NAME)

RE: **AMBER ATTENDANCE CONCERN:** (PUPIL NAME)

In line with our attendance policy, I am writing to inform you that your child's attendance has become a concern. We aim for pupil's attendance to be above 95%. If a pupil's attendance drops below 90%, we work together to find solutions to improve attendance. Your child's current attendance is XXX%. This means that they have missed XXX days out of a possible XXX.

We carry out regular attendance meetings to identify if any support or intervention is needed. We look at pupil's patterns of absence to assess if there is a concern and use the following colour code to provide the right support and response:

- Irregular attendance with no pattern.
- Significant absence which could be a block absence and/or irregular absence.
- Suspected/confirmed holiday during term time.
- Significant absence due to an identified medical need.
- Persistent absence that is not due to an identified medical need.

We have coded your child as an **AMBER** concern. If there is no improvement over the next 6 weeks, we will be looking to send a second letter which will be to invite you for a school attendance panel meeting to look at how we can work together to improve your child's attendance.

Good attendance is very important so that students are given as much opportunity as possible to learn and to develop socially. When students are absent from school, they often find it difficult to catch up on the work they have missed and can feel unsettled.

If you have any worries about your child's attendance, or there are any factors you feel we need to be made aware of please contact school to discuss the matter further. We can signpost you to services in relation to Health and Social Care should these be needed.

Yours sincerely

XXX

Head teacher

Dear (PARENT/CARER NAME)

RE: **PURPLE ATTENDANCE CONCERN:** (PUPIL NAME)

In line with our attendance policy, I am writing to inform you that your child's attendance has become a concern. We aim for pupil's attendance to be above 95%. If a pupil's attendance drops below 90%, we work together to find solutions to improve attendance. Your child's current attendance is XXX%. This means that they have missed XXX days out of a possible XXX.

We carry out regular attendance meetings to identify if any support or intervention is needed. We look at pupil's patterns of absence to assess if there is a concern and use the following colour code to provide the right support and response:

- Irregular attendance with no pattern.
- Significant absence which could be a block absence and/or irregular absence.
- Suspected/confirmed holiday during term time.
- Significant absence due to an identified medical need.
- Persistent absence that is not due to an identified medical need.

We have coded your child as a **PURPLE** concern.

We believe that your child has been absent from school because of a holiday during term time. The government and local authority are very clear that pupils should not be taking holidays when they should be in school. Previously we had more flexibility to allow identified pupils with exceptional holiday experiences during term time however this is no longer the case and therefore we must follow the 'Holiday during term time' guidance which could include us informing the local authority if we suspect or have evidence that a holiday has been taken during term time. Please contact XXX for a further discussion about this absence.

Yours sincerely

xxx

Head teacher

APPENDIX 6: Blue concern letter – Medical reason

Dear (PARENT/CARER NAME)

RE: **BLUE ATTENDANCE CONCERN:** (PUPIL NAME)

In line with our attendance policy, I am writing to inform you that your child's attendance has become a concern. We aim for pupil's attendance to be above 95%. If a pupil's attendance drops below 90%, we work together to find solutions to improve attendance. Your child's current attendance is XXX%. This means that they have missed XXX days out of a possible XXX.

We carry out regular attendance meetings to identify if any support or intervention is needed. We look at pupil's patterns of absence to assess if there is a concern and use the following colour code to provide the right support and response:

- Irregular attendance with no pattern.
- Significant absence which could be a block absence and/or irregular absence.
- Suspected/confirmed holiday during term time.
- Significant absence due to an identified medical need.
- Persistent absence that is not due to an identified medical need.

We have coded your child as a **BLUE** concern. We recognise that your child's health needs are the primary reason for lower attendance. We ask that you continue to work with us to ensure that your child accesses learning, this could include remote learning or home learning when they can't be in school.

In addition, we ask that you work with health professionals where possible to request appointments at the beginning or end of the day so that your child doesn't miss a whole day of learning. We know this isn't always within your control but ask that you remind health professionals about the importance of your child attending school. If you feel that child would benefit from a temporary reduced timetable or an adapted curriculum that could be delivered remotely please let us know.

Please ensure that health appointment letters are shared with us for our records. If you need any further support, please contact us and we will do our best to support you and your child.

Yours sincerely

xxx

Head teacher

APPENDIX 7: Persistent absence that is not related to a medical need.

Dear (PARENT/CARER NAME)

RE: **RED ATTENDANCE CONCERN:** (PUPIL NAME)

In line with our attendance policy, I am writing to inform you that your child's attendance has become a concern. We aim for pupil's attendance to be above 95%. If a pupil's attendance drops below 90%, we work together to find solutions to improve attendance. Your child's current attendance is **XXX%**. This means that they have missed **XXX** days out of a possible **XXX**.

We carry out regular attendance meetings to identify if any support or intervention is needed. We look at pupil's patterns of absence to assess if there is a concern and use the following colour code to provide the right support and response:

- Irregular attendance with no pattern.
- Significant absence which could be a block absence and/or irregular absence.
- Suspected/confirmed holiday during term time.
- Significant absence due to an identified medical need.
- Persistent absence that is not due to an identified medical need.

We have coded your child as a **RED** concern. This could lead to a fixed penalty notice because of persistent absence.

If your child is not attending because of Emotional Based School Avoidance (EBSA) we want to work with you using an ATTEND framework which allows us to work with a range of professionals to support your child back into school.

If you require support with helping your child to come to school, please contact **XXX** who will be able to support.

Yours sincerely

xxx

Head teacher

APPENDIX 9: Notice to improve letter

Dear (PARENT/CARER NAME)

RE: School Attendance Notice to Improve for [INSERT CHILD'S NAME, DOB] [CHILD NAME & DOB & SCHOOL]

At [INSERT SCHOOL NAME] we believe that regular school attendance is essential if children are to gain the full benefit from their education.

If a child of compulsory school age who is a registered pupil at a school fails to attend regularly, the child's parent may be guilty of an offence under s.444 Education Act 1996. This notice is sent to you as the parent/carer of [CHILD'S NAME], (called in this notice "the pupil") who is a registered pupil at [INSERT SCHOOL NAME].

The school has offered support to you and your family to try and help improve [CHILD'S NAME]'s attendance, including:

- Telephone calls. We contacted you every day your child was absent to understand why your child was absent and to offer support with any issues your child may be having.
- Letters. We wrote to you on [INSERT DATES] letting you know about [CHILD'S NAME]'s attendance, the impact of their continued absence, and inviting you to contact the school to discuss the situation further.
- Attendance Support Meeting Invitations. We invited you to meetings on [INSERT DATES] to discuss your child's unauthorised absences and to offer support to ensure that their attendance improved. You were notified of the consequences should your child continue to have unauthorised absence and you did not effectively engage with the support offered.
- Bespoke support for identified barriers to regular attendance. Please include a summary of support you have put in place/signposted to, to support the pupil and their family to overcome identified barriers to regular attendance.

Unfortunately, despite the support that has been offered, attendance remains a cause for concern. Between [WARNING START DATE] and [WARNING END DATE], [CHILD'S NAME] has failed to attend regularly at [INSERT SCHOOL NAME] which has resulted in 10 sessions (half days) or more of unauthorised absence. Please see the attached registration certificate for details. We are very concerned that this amount of absence will have a harmful impact on [CHILD'S NAME] learning and wider development.

You now have 30 school days (6 weeks) **YOU CAN GO AS LITTLE AS THREE WEEKS/21DAYS HERE** in which to improve your child's attendance. This means that between [ENTER DATE OF LETTER] and [DATE IN 6 WEEKS], your child must show significant improvements in attendance and have no unauthorised absences from school during this period. If there are any unauthorised absences during this time, we will need to refer this to the Local Authority and a penalty notice may be issued. A penalty notice is charged at £160 if paid within 28 days. There is usually the opportunity to pay a reduced amount of £80 if paid within 21 days. More information regarding the national framework for penalty notices and possible legal intervention can be found in our school attendance policy.

We still want to work with you to help [CHILD'S NAME] to attend school regularly. Please contact [INSERT STAFF MEMBER NAME AND CONTACT INFORMATION] to make an appointment or arrange a phone call to discuss this notice and what further support is available.

Yours sincerely,

Appendix 9: Medical information sharing consent letter

Dear **(Parent/Carer)**

RE: Request for medical information sharing consent.

(NAME OF SCHOOL) has ongoing concerns about **(PUPIL NAME)** school attendance and would like to ask your family doctor / medical practitioners whether the record of school attendance is felt to be consistent with your child's known medical condition(s). We would like to work with you to get evidence to support the reason for your child's attendance concerns.

Please confirm below that you give consent for school to contact your child's **(NAME PROFESSIONAL E.G. DOCTOR, CONSULTANT, NURSE)**. We ask that you complete the information in the table below and return to school.

Your sincerely

XXX

Head teacher

I agree to school contacting my child's doctor / consultant / nurse etc. as outlined below.

Print name: _____ (Parent/ Guardian) **Date:** _____

Signature: _____ (Parent/ Guardian)

(SCHOOL NAME) request information regarding ongoing illnesses/conditions which may prevent this pupil from attending school and seek advice as to how school might best meet medical needs to ensure they have access to education.	
Child's Name	
Address	
Name and address of doctor	
Name of consultant/ department (If applicable)	
Contact details of any additional professionals involved in your child's medical care.	

Insert School Name - SCHOOL ATTENDANCE PANEL (SAP)

Name of pupil				
Date of Birth:				
Class / Year:				
Medical Evidence Required?				
Overall attendance %				
Authorised %				
Unauthorised %				
Lateness %				
Date of Meeting	Venue	Panel Members	Attended by Parent /Carer?	Attended by pupil?
Strengths		Challenges		
Possible options		Barriers to consider for possible options		
Option 1:				
Option 2:				
Option 3:				
School Action Plan				
Key actions	By whom	By when	Success criteria	
Date of review		Time of review	Venue for review	
Signed by	Written name	Signature		Date
Pupil (if applicable)				
Parent/Carer				
Attendance champion				
Headteacher				

APPENDIX 11 – SPECIALIST GRADUATED APPROACH TO IMPROVING ATTENDANCE

Pupil Name: _____ Date attendance concern raised: _____

Attendance champion : _____ SEND caseworker: _____

Other professionals involved:

Professional full name	Professional role	Email address	Phone contacts

Highlight in red the primary barrier and yellow other barriers in column 1. For each barrier identified highlight in green any actions taken (with dates)

Barriers to attending	Stage 1	Stage 2	Stage 3	Stage 4
Distance	<ul style="list-style-type: none"> Consider change of transport. Discuss personal budget with parents to transport pupil. Complete pupil not attending regularly survey. 	<ul style="list-style-type: none"> Emergency annual review with inclusion and attendance team. Request loan transport. Work with other schools within the trust to look at local support from staff. 	<ul style="list-style-type: none"> Blended packages Consider reduced timetable for late start, early finish. Liaise with social worker regarding visits model Blended curriculums offer 	<ul style="list-style-type: none"> Referral to SCLP Liaise with other settings (swap)/ local authorities. 2nd Emergency annual review requesting change of placement. Discuss elective home education.
Refusal (not anxiety related)	<ul style="list-style-type: none"> Complete pupil not attending regularly survey. Send letter to parent 	<ul style="list-style-type: none"> School Attendance panel meeting (appendix 10) Staff member collection 	<ul style="list-style-type: none"> Reduced timetables Loan transport Bespoke timetable Emergency annual reviews 	<ul style="list-style-type: none"> Fixed penalty notice. Education supervision order (ESO)
Disguised compliance	<ul style="list-style-type: none"> Ask for appointment cards/text/screen shot. Tracking medical appointments/offer of support 	<ul style="list-style-type: none"> School Attendance panel meeting (appendix 10) 	<ul style="list-style-type: none"> Letter to safeguarding leads at GP using appendix 9. 	<ul style="list-style-type: none"> Fixed penalty notice. Education supervision order (ESO) Refer to the education progress co-ordinators.
Complex family circumstances	<ul style="list-style-type: none"> Identify barriers and offer point of contact. Solution circle. 	<ul style="list-style-type: none"> Consider family conference to work towards solutions. 	<ul style="list-style-type: none"> Escalate to social care and SEND caseworker 	<ul style="list-style-type: none"> Liaise with IRO overseeing specific cases.

		<ul style="list-style-type: none"> ○ School Attendance panel meeting (appendix 10) 		
Emotional based school anxiety	<ul style="list-style-type: none"> ○ Identify if EBSA is a suitable pathway. ○ Liaise with SEND caseworker 	<ul style="list-style-type: none"> ○ Hold emergency annual review inviting someone from LA attendance team. 	<ul style="list-style-type: none"> ○ Launch EBSA process. ○ Liaise with health to confirm anxiety using appendix 9 letter. 	<ul style="list-style-type: none"> ○ 2nd Emergency annual review ○ Discuss elective home education.
Mental health needs	<ul style="list-style-type: none"> ○ Refer to healthy minds ○ Create risk assessment if needed. ○ Liaise with SEND caseworker 	<ul style="list-style-type: none"> ○ Refer to CAMH's ○ Liaise with health to confirm anxiety using appendix 9 letter. 	<ul style="list-style-type: none"> ○ Emergency annual review. ○ Liaise with other agencies if no progress. 	<ul style="list-style-type: none"> ○ Request pupil be added to dynamic risk register for access to A&E vulnerable team.
Significant physical health needs	<ul style="list-style-type: none"> ○ Risk assess and ensure all medical documentations are up to date with care plans. 	<ul style="list-style-type: none"> ○ Liaise with health to confirm diagnosis using appendix 9 letter. 	<ul style="list-style-type: none"> ○ Emergency annual review. ○ Consider reduced timetable. ○ Liaise with LA Clinical designated officer to offer advice and review EHCP 	<ul style="list-style-type: none"> ○ Request medical support panel. ○ Request pupil be added to dynamic risk register for access to A&E vulnerable team.
Palliative care	<ul style="list-style-type: none"> ○ Emergency annual review ○ Create child and family care plan. ○ Create end of life plan. 	<ul style="list-style-type: none"> ○ Liaise with LA Clinical designated officer to offer advice and review EHCP 	<ul style="list-style-type: none"> ○ Request medical support panel. 	<ul style="list-style-type: none"> ○ Consider elective home education options.
Complex behaviours	<ul style="list-style-type: none"> ○ Request loan transport. ○ Agree a parent/school plan. ○ Early help referral or LD social care if behaviours at home too. 	<ul style="list-style-type: none"> ○ Consider reduced timetables and alternative provision packages. ○ Referral to LD CAMHs. ○ Futures for me referral if appropriate. 	<ul style="list-style-type: none"> ○ Emergency annual review. ○ Referral to SCLP ○ Request additional resource request for sensory OT/1:1 funding if applicable. 	<ul style="list-style-type: none"> ○ Request full reassessment if needed. ○ Request pupil be added to dynamic risk register for access to A&E vulnerable team.
Bail conditions if related to not being with young people under 16.	<ul style="list-style-type: none"> ○ Risk assessment ○ Virtual learning ○ Home visits ○ Liaise with other professionals/police 	<ul style="list-style-type: none"> ○ Early help referral ○ Futures for me referral 	<ul style="list-style-type: none"> ○ Contact vulnerable team within police ○ Consider alternative provision. 	<ul style="list-style-type: none"> ○ Post 16 settings local to the pupil – 1:1 funding for adult to go to setting.

(*no pupil should be sent home during the school day due to behaviours unless this is recorded as a suspension.)

