# Attendance Policy

| | | | |
|---|---|---|---|
| Policy Number: | EDU.POL.005 | Policy Owner Job Role | Quality Manager |
| Issue Number: | | Ratified By | Quality Director |
| Issue Date: | 01.07.26 | Service Type: | Schools |
| | | Applicable Services: | Education |
| Contributors | Rob Arrowsmith | | |
| Mandatory Policy | No | | |
| Relevant Regulations | | | |
| Note | This policy must not be amended without prior approval of the Education Director | | |

**Table of Contents**


| Section | |
|---|---|
| 1 | **Supporting Documents** |
| 2 | **Introduction** |
| 3 | **Aim & Scope** |
| 4 | **Abbreviations/Definitions** |
| 5 | **Policy Content** |
| 6 | **Responsibilities** |
| 7 | **Training Requirements** |
| 8 | **Equality Impact Statement** |
| 9 | **Sources of Information / References** |
| 10 | **Version Control (where else is this policy located, ie. Circle, Nourish, Radar)** |
| 11 | **Appendices** |


## 1. Supporting Documents

This policy should be read alongside our:

- Safeguarding Children in Education Policy (EDE.POL.002)
- Behaviour Policy (EDU.POL.027)
- SEND Policy (EDU.POL.022)
- Children Missing Education Policy (EDU.POL.036)
- Mental Health and Wellbeing Policy (EDU.POL.037)
- Suspension and Permanent Exclusion Policy (EDU.POL.012)

Related policies are held within RADAR in the School's policy folder.




Copyright – to be used only with prior and express permission of Keys Group.

## 2. Introduction

At The Acres we believe that every day in school matters. Good attendance is fundamental to learning, wellbeing, safeguarding and positive outcomes, and it is one of the clearest signs that a pupil feels settled and supported.

Many of our pupils join us with a history of persistent or severe absence, often linked to anxiety, trauma, unmet special educational needs or a previous placement that did not work for them. We do not treat attendance as a simple matter of compliance. At The Acres we work in partnership with pupils and families to understand the barriers and remove them, using a relational and trauma-informed approach grounded in Keys Connect.

This policy sets out how we promote good attendance, how we record it accurately, how we follow up absence, and how we work with families, the local authority and other partners to help every pupil attend as well as they can.

## 3. Aim & Scope

This policy applies to all staff, pupils, parents and carers at The Acres. It aims to:

- Promote high attendance and punctuality and make school a place pupils want to be.
- Set clear expectations for pupils, parents and staff and communicate them consistently.
- Keep accurate admission and attendance registers in line with the law.
- Identify pupils who need support early and put effective, individual strategies in place.
- Work in partnership with families, the local authority and other agencies to remove barriers to attendance.
- Treat attendance as a safeguarding and welfare matter, not a compliance exercise.

## 4. Abbreviations and Definitions

This policy uses the following terms:

- Senior Attendance Champion: the senior leader who holds strategic responsibility for attendance and who must be a member of the school's senior leadership team, as set out in Working Together to Improve School Attendance.
- Authorised absence: an absence the school has accepted as having a valid reason.
- Unauthorised absence: an absence the school has not accepted as valid, including holidays in term time that have not been granted.
- Persistent absence: attendance below 90 per cent.
- Severe absence: attendance below 50 per cent.
- Leave of absence: time away from school that the school has agreed in advance, granted only in exceptional circumstances.



Copyright – to be used only with prior and express permission of Keys Group.

## 5. Policy Content

### 5.1 Principles and Approach

At The Acres our approach is guided by these principles.

Attendance is everyone's responsibility. It starts with the Senior Attendance Champion on the leadership team and includes every member of staff.

Support comes before sanction. We seek to understand and remove the barriers to attendance before we consider any formal route.

Every day counts, and we say so clearly and consistently to pupils and parents.

We use our data. We monitor and analyse attendance to spot patterns early and target support.

We work in partnership with families, the local authority and other agencies, especially where absence is becoming persistent or severe. We are mindful of pupils absent through mental or physical ill health, or because of their special educational needs and disabilities, and we provide them with additional support.

### 5.2 Attendance in Practice

**The admission and attendance register**

At The Acres we keep an admission register and an attendance register in line with the School Attendance (Pupil Registration) (England) Regulations 2024. The registers are kept electronically, a back-up copy is made at least monthly, and every entry is preserved for six years from the day it was made. We take the attendance register at the start of each morning and afternoon session and record the right code for every pupil. We take the register at the same time for all pupils.

**Reporting and following up absence**

Parents and carers must tell us about any absence on the first morning before the school day starts, and on each further day unless we have agreed otherwise. Where a pupil is absent and we have not heard why, we make contact the same morning. For any pupil we are worried about, and especially any pupil with a social worker, we carry out a safe and well check and a home visit where needed. No unexplained absence is left without follow-up. Where reasonably possible we hold more than one emergency contact number for each pupil, so we have additional ways to reach a responsible adult.

**To report a pupil absence contact the school on 01724 291509.**

**Registration and lateness**

A pupil who arrives late before the register closes is marked late (Code L). A pupil who arrives after the register has closed is recorded as an unauthorised absence for



Copyright – to be used only with prior and express permission of Keys Group.

that session (Code U). We treat persistent lateness as an attendance matter and work with families, transport providers and the local authority where transport is a contributing factor. Our registers are kept open for 30 minutes at the start of each session to allow for taxi drop off times; this is the same for every session and is never longer than 30 minutes.

**Authorised and unauthorised absence**

We decide whether an absence is authorised, and we record the reason using the national register codes. Common authorised codes include illness (Code I), a medical or dental appointment (Code M), and religious observance (Code R). Common unauthorised codes include a holiday not granted by the school (Code G), an arrival after the register closed (Code U), and a reason not yet established (Code N), which we replace as soon as we know why the pupil is absent. The full code schedule is set out in the 2024 Regulations and in Chapter 8 of Working Together to Improve School Attendance, and we apply it in full. We do not routinely request medical evidence to authorise absence due to illness; we ask for it only where it is proportionate and necessary, and we take a supportive approach for pupils with ongoing health needs. Where a pupil is unable to attend for a period because of illness, any remote or online learning is used only as a last resort and as part of a planned return to school, and is not a substitute for attendance.

**Leave of absence**

We grant leave of absence only in exceptional circumstances, and the reason is recorded. We do not authorise holidays in term time. Where leave is granted for an exceptional reason it is recorded under the correct code (Code C), and the decision and its rationale are noted on the pupil's record. As a special school we restrict leave of absence to the circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. We consider each request on its individual merits and do not operate any blanket arrangement under which leave is granted automatically.

**Part-time timetables**

At The Acres a part-time timetable is never used to manage behaviour. A reduced timetable is only ever a short-term, planned step to meet a pupil's medical or reintegration needs. It is agreed with parents, time-limited, kept under regular review with a plan to return to full-time, and recorded under the correct code (Code C2). This is consistent with our Behaviour Policy (EDU.POL.027).

**Monitoring, analysis and support**

We monitor attendance daily and analyse it regularly to identify pupils and groups who need support. Where attendance is a concern we agree an individual attendance support plan with the pupil and family, and we draw in early help and other partners where needed. Where absence is at risk of becoming persistent or severe, we share information and work with the local authority, including through



Copyright – to be used only with prior and express permission of Keys Group.

Targeting Support Meetings, in line with the statutory guidance. We pay particular attention to the attendance of pupils with a social worker, young carers, and pupils absent through mental or physical ill health or because of their special educational needs and disabilities. Where a pupil is dual registered (Code D) or attends provision arranged by the local authority, such as alternative provision or provision under an education, health and care plan (Code K), we record and monitor this accurately. When we share attendance information with parents we make it meaningful, focusing on the learning time missed and its impact rather than headline percentages alone.

**Children missing education and safeguarding**

Attendance and safeguarding are closely linked. We treat a sudden change in attendance, repeated unexplained absence, or a pupil we cannot account for as a possible safeguarding concern, and we act under our Safeguarding Children in Education Policy (EDE.POL.002). We notify the local authority of any pupil who is, or is at risk of becoming, missing from education, and we follow the Children Missing Education guidance before removing any pupil from roll.

**Legal intervention and the local authority**

Most legal attendance powers, including penalty notices, which are fines, and prosecution under section 444 of the Education Act 1996, sit with the local authority. The national threshold for a local authority to consider a penalty notice is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. Ten sessions is the equivalent of five full school days, because each school day is made up of two sessions, and the absence can be any combination of sessions. Where a penalty notice is issued, the first notice for a parent in respect of a pupil is £160, reduced to £80 if it is paid within 21 days. A second notice for the same parent and the same child within a rolling three year period is charged at a flat rate of £160. Only two penalty notices can be issued for the same parent and child within three years. If the threshold is met a third time, the local authority takes alternative action instead, which often includes considering prosecution.

We also provide the local authority with the required sickness return where a pupil of compulsory school age recorded as ill is likely to miss 15 or more school days because of sickness, whether those days are taken in a row or built up across the school year. We work with the local authority to support attendance and only support enforcement where voluntary support has not worked. Many of our pupils are placed with us by a local authority and have an education, health and care plan, and we take attendance forward through that framework where it applies.

### 5.3 Recording, Monitoring and Reporting

Attendance is recorded on our management information system and the registers are kept in line with the 2024 Regulations. We share attendance data with the Department for Education and the local authority as required. Leaders analyse attendance across pupil groups, including pupils with SEND and other vulnerable



Copyright – to be used only with prior and express permission of Keys Group.

pupils, and report attendance and the impact of this policy to the proprietor and governors on a regular cycle.

### 5.4 Equality and Inclusion

At The Acres this policy is applied fairly and without discrimination, in line with the Equality Act 2010. We are especially mindful of pupils whose attendance is affected by mental or physical ill health, by emotionally based school avoidance, or by their special educational needs and disabilities, and we make reasonable adjustments so that our expectations and support are fair for every pupil. Any concern that this policy disadvantages a pupil or group should be raised with the headteacher. In developing and applying this policy we also have regard to the UN Convention on the Rights of the Child.

Where attendance concerns are linked to unmet SEND needs, the school will consider whether an early annual review, emergency review or reassessment request may be appropriate.

## 6. Responsibilities

### 6.1 Pupils

Attend school every day they are able to, arrive on time, and talk to a trusted adult if something is making attendance difficult.

### 6.2 Staff

Complete registers accurately and on time, follow up absence promptly, and build the relationships that help pupils want to attend. Raise attendance concerns early and contribute to attendance support plans.

### 6.3 Leadership and the Senior Attendance Champion

Our Senior Attendance Champion is Alisha Beckwith who is a member of our senior leadership team. Please contact Alisha for any concerns relating to attendance on 01724 291509 or by email at alisha.beckwith@keyseducation.ac.uk.

The Senior Attendance Champion leads our attendance strategy, oversees the data, and makes sure support is in place and working. Leaders establish and maintain a strong culture of attendance, monitor data, and make sure staff are trained and supported.

### 6.4 Governance

Hold leaders to account for attendance, review attendance data and the impact of this policy.

### 6.5 Parents and carers

Make sure their child attends regularly and punctually, report absence on the first day and each day it continues, and work with the school to overcome barriers.



Copyright – to be used only with prior and express permission of Keys Group.

Request any leave of absence in advance, understanding that it is granted only in exceptional circumstances.

### 6.6 Named leads

The day-to-day attendance contact at The Acres is Alisha Beckwith, Attendance Officer. The Designated Safeguarding Lead is Jessica Howkins

## 7. Training Requirements

All staff understand this policy, the link between attendance and safeguarding, and their part in following up absence. Staff with attendance responsibilities, including the Senior Attendance Champion and the daily attendance contact, receive role-specific training that is kept up to date. Training needs are reviewed at least annually and when guidance changes.

## 8. Equality Impact Statement

All policies will be developed and implemented in a manner that promotes equality, diversity, and inclusion, ensuring fair and equitable treatment for all individuals. Policies must align with relevant equality legislation and reflect the expectations and standards set by our regulatory bodies. They will demonstrate a commitment to eliminating discrimination, advancing equality of opportunity, and fostering an inclusive environment that respects and values the diverse needs, backgrounds, and experiences of those we support, as well as our workforce.

## 9. Sources of Information / References

This policy reflects current legislation and statutory guidance, including:

- The Education (Independent School Standards) Regulations 2014, Part 3, Standard 15 (an admission and attendance register maintained in accordance with the 2024 Regulations).
- The School Attendance (Pupil Registration) (England) Regulations 2024, which amend the Education (Pupil Registration) (England) Regulations 2006.
- Working Together to Improve School Attendance, Department for Education (July 2026), which we must have regard to as an independent special school, as it is issued in part (chapters 1 and 2) under paragraph 7(b) of the Education (Independent School Standards) Regulations 2014 and paragraph 3(a) of the Non-Maintained Special Schools (England) Regulations 2015.
- The Independent School Standards: Guidance for independent schools, April 2026 (paragraphs 3.13 to 3.15 and 3.29 to 3.32).
- The Education Act 1996, sections 434 to 444 (registration and the parental duty to secure regular attendance).
- Keeping Children Safe in Education 2025, and Keeping Children Safe in Education 2026 from 1 September 2026.
- Children Missing Education statutory guidance.
- The Equality Act 2010.



Copyright – to be used only with prior and express permission of Keys Group.

## 10. Version Control

This document can also be found in Radar. This policy is reviewed annually, or sooner if legislation or statutory guidance changes. The named owner for review at The Acres is the headteacher. This policy is published on the school's website. It is shared with parents when a pupil joins the school, and they are reminded of it at the start of each school year and whenever it is updated. When we review the policy we seek the views of pupils and parents.

## 11. Appendices



Copyright – to be used only with prior and express permission of Keys Group.

## 11.1 Appendix A – Tiers of Intervention around Attendance

| Attendance Tier | Identifying Factor | Potential Strategies |
|---|---|---|
| 1. Expected attendance is maintained | Pupil consistently meets their expected attendance target | - Celebrate through positive points or rewards<br>- Continue regular monitoring |
| 2. Expected attendance is not consistently maintained | Patterns of poor attendance identified through data analysis | - Discuss barriers with pupil and parents/carers<br>- Develop and agree an Attendance Support Plan<br>- Monitor progress for minimum 4 weeks<br>- Engage external support if needed (e.g., Early Help) |
| 3. Attendance is not improving / lack of engagement | Persistent absence despite support and engagement efforts | - Formalise support with attendance contract<br>- Clearly explain consequences<br>- Continue multi-agency collaboration |
| 4. Enforcement | All support avenues exhausted, no improvement or engagement | - Issue Penalty Notice in line with National Framework (LA)<br>- Consider prosecution to protect pupil's right to education (LA) |



Copyright – to be used only with prior and express permission of Keys Group.

## 11.2 Appendix B – Attendance Management Plan (Stages)

| Stage | Description | Actions |
|---|---|---|
| Stage 1 | Attendance falls below target | - Send Stage 1 letter - informing of concern and explain impact of low attendance |
| Stage 2 | Continued absence and decline after Stage 1 | - Send Stage 2 letter - requesting visit or virtual meeting to discuss attendance and create a support plan |
| Stage 3 | Further absence after Stage 2 | - Send Stage 3 letter to invite parents for attendance meeting<br>- Review Attendance Support Plan<br>- Explain possible escalation |
| Stage 4 | Unauthorised absences continue after Stage 3 | - Issue Penalty Notice Warning letter (Headteacher authorised)<br>- Liaise with Local Authority Attendance Team |
| Stage 5 | Persistent absence despite penalty notice | - Request Local Authority to consider prosecution<br>- Continue multi-agency support |



Copyright – to be used only with prior and express permission of Keys Group.

## 11.3 Appendix C – Common Attendance Codes (DfE Guidance Summary)

| Code | Description | Usage |
|---|---|---|
| **/ ** | Present (AM or PM) | Pupil is present in school |
| **L** | Late – before register closes | Pupil arrives after start of session but before register closes |
| **U** | Unauthorised absence (late after register closes) | Pupil arrives after register closes |
| **I** | Illness | Authorised absence due to illness |
| **M** | Medical/Dental appointments | Authorised absence for medical reasons (evidence may be requested) |
| **C2** | Other authorised circumstances | Leave of absence for a compulsory school age pupil subject to a part-time timetable |
| **N** | No reason yet provided | Absence not yet explained |
| **X** | Non-compulsory school aged pupil not required to attend school | Post 16 pupil whose timetable does not require them to attend |
| **Y4** | Unable to attend due to the whole school site being unexpectedly closed. | Adverse weather |
| The full range of possible register codes and guidance for their application is available in Working together to improve school attendance (2026) | | |



Copyright – to be used only with prior and express permission of Keys Group.

## 11.4 Appendix D – Stage 1 letter

Attendance letter – Stage 1

Date: insert date

Dear Parent/Carer, - use their names

Re: Attendance concerns

Pupil name: [Insert pupil's full name]

I am writing to inform you that we are monitoring name's attendance closely. Regular attendance is essential if pupils are to access the curriculum and make the progress we know they are capable of; at present name's attendance is a concern and may affect their ability to achieve their full potential unless it improves.

We will continue to monitor attendance over the coming weeks and are committed to working with you to remove any barriers that may be preventing name's from attending regularly. If there are particular circumstances or support you feel would help, please contact me so we can discuss them and agree a plan.

If attendance does not improve, we will consider further steps in line with our attendance procedures and relevant local authority guidance. We hope that, by working together, we can avoid that need.

If you have any questions about this letter or would like to arrange a meeting, please contact me on [ ] or via email – see below.

Yours sincerely,



Copyright – to be used only with prior and express permission of Keys Group.

## 11.5 Appendix E – Stage 2 letter

Attendance letter – Stage 2

Date: Insert date

Dear Parent/Carer, - use their names

Re: Attendance meeting request for pupil name

We are concerned that name has missed a significant amount of school recently. Their recorded attendance between start date and last Friday is ___% (see enclosed registration certificate). They have missed number sessions/days, which is the equivalent of time lost — e.g. number of weeks/days. We want to work with you so that name can get the most from their education and feel settled at XXX School.

To do this, we would like to arrange a short meeting to talk about what is getting in the way of regular attendance and agree practical support the school can put in place. At the meeting we will:

- Share the attendance record and any tasks we have already tried.
- Listen to your view about barriers and how school can help.
- Agree a simple, time-bound plan with clear actions, responsibilities and a review date.

We can meet in person, by phone or by Microsoft Teams. Please tell us which you prefer and provide two available time slots by contacting the school office on [. ] or emailing by response deadline — insert date which is 5 school days from date of letter. If we do not hear from you, the school's attendance lead, will try to contact you by phone.

If you need an interpreter, a family member or advocate with you, or a different time because of work or other responsibilities, please tell us and we will do our best to accommodate you.

We are committed to supporting pupils using our Trauma Informed approach and will only consider formal action as a very last resort. Parents are legally responsible for ensuring their child attends school; our priority is to support your family so that formal measures are not necessary. If needed, we may request support from the local authority or other partners to help remove barriers to attendance.

Please bring any documents you think may help (for example medical letters, appointment details or reports). If you have immediate concerns about safety or wellbeing, please contact our Designated Safeguarding Lead on [. ]

Yours sincerely,



Copyright – to be used only with prior and express permission of Keys Group.

## 11.6 Appendix F - Stage 2 Attendance Support Plan

### Attendance Support Plan - Examples

| | |
|---|---|
| Pupil Name: | |
| Present Attendance % | |
| Authorised Attendance % | |
| Unauthorised Attendance % | |
| Date of plan: | |
| Final Review date: (6 weeks) | |
| Attendance Goal:(SMART) | |
| *Increase attendance from 60% to 80% in 6 weeks (attend at least 22 of 30 possible sessions).* | |
| Key Barriers:(brief) | |
| *e.g. Anxiety at arrival, transport punctuality, sensory overwhelm at breaktime, recent health episodes, poor sleep.* | |
| Agreed reasonable adjustments:(what staff will do this week) | |
| *Morning check-in*<br>*5-minute calm welcome routine (sensory box / quiet space).*<br>*Flexible start: allow up to 15 minutes staggered arrival if transport late.*<br>*Visual timetable: provide a clear day plan with preferred activities and two short predictable breaks.*<br>*Reduced sensory triggers at transition times* | |
| Targeted actions: (what happened if the above isn't enough) | |
| *Short-term timetable adjustment: remove one highly stressful lesson and replace with supported practical session for 2 weeks.* | |
| Responsibilities: (who does what) | |
| *Parent/carer: attempt school contact by 8:30am if pupil will be absent; support agreed arrival routine.*<br>*Class teacher: implement visual timetable and morning check-in; record attendance reasons in daily log.*<br>*Pastoral lead / family liaison: weekly phone call; coordinate phased return; escalate to MDT if no improvement.*<br>*SENCo / therapist: review strategies for sensory or anxiety needs; recommend adjustments within 7 days.*<br>*Attendance lead (senior leader named): monitor weekly attendance data; convene review meeting if no progress at review date.* | |



Copyright – to be used only with prior and express permission of Keys Group.

| Timescales and Review | | |
|---|---|---|
| Improved/not improved – Summary and actions for next week – complete table below | | |
| Pupil signature: | Parent signature: | Staff signature: |
| | | |
| Date: | Date: | Date: |
| | | |

Updates

| Week 1 review: | | | |
|---|---|---|---|
| Improved | Yes No | Not improved | Yes No |
| Summary and actions for next week: | | | |
| | | | |
| Week 2 review: | | | |
| Improved | Yes No | Not improved | Yes No |
| Summary and actions for next week: | | | |
| | | | |
| Week 3 review: | | | |
| Improved | Yes No | Not improved | Yes No |
| Summary and actions for next week: | | | |
| | | | |
| Week 4 review: | | | |
| Improved | Yes No | Not improved | Yes No |
| Summary and actions for next week: | | | |
| | | | |
| Week 5 review: | | | |
| Improved | Yes No | Not improved | Yes No |
| Summary and actions for next week: | | | |
| | | | |
| Final review- week 6: | | | |
| | | | |



Copyright – to be used only with prior and express permission of Keys Group.

**Attendance Support Plan – Guidance sheet**

- Attendance goal (SMART)
- Specific: Increase this pupil's school attendance from [current %] to [target %] on school register.
- Measurable: Target = attend at least X days per 4-week period (or Y% attendance).
- Achievable: Target set with family and multi-disciplinary team.
- Relevant: Supports curriculum engagement and PBS aims to improve quality of life.
- Time-bound: Achieve target within 4 weeks (first review) and sustained for 12 weeks.

Example: "Increase attendance from 60% to 80% in 4 weeks (attend at least 16 of 20 possible sessions)."

- Key barriers (brief)
- e.g. Anxiety at arrival, transport punctuality, sensory overwhelm at breaktime, recent health episodes, poor sleep.
- Agreed reasonable adjustments & universal approaches (what staff will do this week)
- Morning check-in: named staff greet pupil at arrival and offer 5-minute calm welcome routine (sensory box / quiet space).
- Flexible start: allow up to 15 minutes staggered arrival if transport late.
- Visual timetable: provide a clear day plan with preferred activities and two short predictable breaks.
- Reduced sensory triggers at transition times (ear defenders / low-stim area).
- Rapid first-day call and same-day text to parent if absent.
- Targeted actions (what happens if the above isn't enough)
- Phased return: if absent for >3 days, offer a time-limited phased day (e.g. morning only + lunchtime support) for up to 2 weeks.
- Home–school contact: weekly check-in call with family from pastoral lead.
- Transport liaison: pastoral lead contacts transport provider to resolve repeated late pickups within 48 hours.
- Short-term timetable adjustment: remove one highly stressful lesson and replace with supported practical session for 2 weeks.
- Responsibilities (who does what)
- Parent/carer: attempt school contact by 8:30am if pupil will be absent; support agreed arrival routine.
- Class teacher: implement visual timetable and morning check-in; record attendance reasons in daily log.
- Pastoral lead / family liaison: weekly phone call; coordinate phased return; escalate to MDT if no improvement.
- SENCo / MDT therapist: review strategies for sensory or anxiety needs; recommend adjustments within 7 days.



Copyright – to be used only with prior and express permission of Keys Group.

- Attendance lead (senior leader named): monitor weekly attendance data; convene review meeting if no progress at review date.
- Timescales & review
- Immediate: implement universal adjustments from plan start date.
- 1 week: pastoral lead phone call; teacher logs daily.
- 4 weeks (first formal review): assess attendance vs target. If on track — continue and extend; if not — implement targeted actions and consider Targeting Support Meeting with LA.
- 12 weeks: sustained attendance review and update long-term plan.



Copyright – to be used only with prior and express permission of Keys Group.

## 11.7 Appendix G - Stage 3 letter

Attendance letter – Stage 3

Date:

Dear Parents name

RE: Attendance meeting for full name

I am writing further to my previous correspondence regarding concerns about the attendance of your child, pupil's full name, at XXX School. A meeting was previously held to identify barriers and agree actions to improve attendance; since that meeting there have been further unauthorised absences. Your child's current attendance rate is % (see enclosed Registration Certificate).

In view of the continued absence and the limited improvement in attendance, I would like to invite you to a formal meeting to review the situation where we can agree additional support. Details of the meeting are below:

Date: Insert date

Time: insert time

Location:

Meeting will be chaired by: XXX (Attendance Lead) Also attending: __ (e.g. SENCo, Pastoral or class teacher)

Purpose of the meeting

- To review name's attendance record and the impact on their education.
- To discuss what has and has not worked since the previous meeting.
- To identify barriers to attendance and agree a clear, timebound plan of support and expectations.
- To clarify the school's and local authority's legal responsibilities and possible next steps if attendance does not improve.

Possible outcomes

- An agreed individual Attendance Support Plan with specific actions, responsibilities and review dates.
- Referral to multi-agency support or targeted services if it is felt appropriate.
- Consideration of a voluntary, supportive agreement between you and the school.
- Where voluntary support is unsuccessful and unauthorised absence persists, the school may refer the case to the local authority for formal intervention which can, in some circumstances, lead to legal action.

Please bring to the meeting any information which you feel would be helpful (for example: medical evidence, appointment letters, details of support agencies



Copyright – to be used only with prior and express permission of Keys Group.

already involved). If you are unable to attend at the time given, contact the school as soon as possible on XXX to arrange an alternative appointment. If you prefer, you may nominate a representative to attend with you.

A copy of your child's current Registration Certificate is enclosed for your information.

Legal reminder:It is the legal responsibility of every parent / carer to ensure that a child of compulsory school age receives an efficient, full-time education. Continued unauthorised absence may result in the school referring the matter to the local authority for consideration of statutory action.

Please confirm your attendance by contacting the school office by telephoning XXX

Yours sincerely,



Copyright – to be used only with prior and express permission of Keys Group.

## 11.8 Appendix H – Stage 3 Attendance Improvement Plan

**Attendance Improvement Plan (long term) - Examples**

| | |
|---|---|
| Pupil Name: | |
| Present Attendance % | |
| Authorised Attendance % | |
| Unauthorised Attendance % | |
| Date of plan: | |
| Context: In consultation with all stakeholders | |
| Historic and current barriers: | |
| Attendance improvement targets: | |
| *Small steps – walk into the building, enter the car park, visit after school or out of hours, access virtual lessons. These small steps to be reflected in improved attendance data over time.* | |
| Agreed reasonable adjustments:(what staff will do this week) | |
| *Trusted staff to meet outside of school initially, provide virtual sessions within the school day with trusted staff, 5-minute calm welcome routine, Flexible start: allow up to 15 minutes staggered arrival, Visual timetable, reduced sensory triggers at transition times* | |
| Responsibilities: (who does what) | |
| *Parent/carer: contact school by 8:30am if pupil will be absent; support agreed arrival routine.*<br>*Class teacher: implement visual timetable and morning check-in; record attendance reasons in daily log.*<br>*Pastoral lead / family liaison: weekly phone call; coordinate phased return; escalate further if no improvement.*<br>*SENCo: review strategies for sensory or anxiety needs;*<br>*Attendance lead (senior leader named): monitor weekly attendance data; convene review meeting if no progress at review date.* | |
| Timescales and Review | |
| This plan will be discussed weekly at the weekly monitoring meeting and formally reviewed monthly | |

| Pupil signature: | Parent signature: | Staff signature: |
|---|---|---|
| | | |
| Date: | Date: | Date: |
| | | |

Update



Copyright – to be used only with prior and express permission of Keys Group.

| | | | |
|---|---|---|---|
| Weekly summary and actions: | | | |
| Week 1 - | | | |
| Week 2 - | | | |
| Week 3 | | | |
| Week 4 review: | | | |
| Date: | | | |
| Improved | Yes No | Not improved | Yes No |
| Summary and actions for next month: | | | |
| | | | |
| Weekly summary and actions: | | | |
| Week 1 - | | | |
| Week 2 - | | | |
| Week 3 | | | |
| Week 4 review: | | | |
| Date: | | | |
| Improved | Yes No | Not improved | Yes No |
| Summary and actions for next month: | | | |
| | | | |
| Weekly summary and actions: | | | |
| Week 1 - | | | |
| Week 2 - | | | |
| Week 3 | | | |
| Week 4 review: | | | |
| Date: | | | |
| Improved | Yes No | Not improved | Yes No |
| Summary and actions for next month: | | | |
| | | | |



Copyright – to be used only with prior and express permission of Keys Group.