



# **Creative Inclusion**

LEARNING STUDIO

**Creative Inclusion:** An Independent Alternative  
Specialist Provision

## **Attendance and Absence Policy**

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## **1. Statement of intent**

Creative Inclusion Learning Studio believes that in order to facilitate teaching and learning, good attendance is essential. Learners cannot achieve their full potential if they do not regularly attend setting.

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

We take a whole-setting 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 learner premium – can have on improving learner attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Intervening early and working with other agencies to ensure the health and safety of our Learners.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other settings 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 setting 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 setting or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and Learners.
- Regularly monitoring and analysing attendance and absence data to identify Learners or cohorts that require more support.

Creative Inclusion's attendance officer is (TBC) and can be contacted via [support@newbeginningsnorth.org](mailto:support@newbeginningsnorth.org)

Staff, parents and learners will be expected to contact the attendance officer for queries or concerns about attendance.

## **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 (Learner Registration) (England) Regulations 2006 (as amended)
- DfE (2022) 'Working together to improve setting attendance'
- DfE (2016) 'Children missing education'
- DfE (2022) 'Keeping children safe in education (KCSIE) updated 2024'
- DfE (2023) 'Providing remote education'

This policy operates in conjunction with the following setting policies:

- Complaints Procedures Policy
- Children Missing from Education Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Supporting Learners with Medical Conditions Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Attendance Officer Home Visit Policy
- Learners with Additional Health Needs Attendance Policy

## **3. Definitions**

The following definitions apply for the purposes of this policy:

### **Absence:**

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

### **Authorised absence:**

- An absence for sickness for which the setting has granted leave
- Medical or dental appointments which unavoidably fall during setting time, for which the setting has granted leave
- Religious or cultural observances for which the setting has granted leave
- An absence due to a family emergency

### **Unauthorised absence:**

- Parents keeping children off setting unnecessarily or without reason
- Truancy before or during the setting day

- Absences which have never been properly explained
- Arrival at setting 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 setting for no reason during the day

**Persistent absence (PA):**

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

**4. Roles and responsibilities**

The Board of Directors has overall responsibility for:

- Monitoring the implementation of this policy and all relevant procedures across the setting.
- Promoting the importance of good attendance through the setting's ethos and policies.
- Arranging attendance training for all relevant staff that is appropriate to their role.
- Working with the SLT to set goals for attendance and providing support and challenge around delivery against those goals.
- 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 setting's Complaints and Representation Policy.
- Having regard to KCSIE when making arrangements to safeguard and promote the welfare of children.
- Ensuring there is a Children Missing Education Policy in place and that this is regularly reviewed and updated.

The Head of Provision is responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the setting.
- Appointing a member of the SLT and other staff to the attendance officer role.
- Ensuring all parents are aware of the setting's attendance expectations and procedures.
- Ensuring that every learner 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 Learners do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual Learners to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the setting day.

The Lead for attendance is responsible for:

- The overall strategic approach to attendance in setting.
- 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 Learners and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the LA of any learner being deleted from the admission and attendance registers.

Parents/carers are responsible for:

- Providing accurate and up-to-date contact details.
- Providing the setting with more than one emergency contact number.
- Updating the setting if their details change.
- The attendance of their children at setting.
- Promoting good attendance with their children.

Learners are responsible for:

- Attending their lessons and any agreed activities when at setting.
- Arriving punctually to lessons when at setting.

## **5. Attendance expectations**

The setting has high expectations for learners' attendance and punctuality and will ensure that these expectations are communicated regularly to parents and Learners.

Learners will be expected to:

- Attend setting every day they are required to be at setting, for the full day.
- Attend setting punctually.
- Attend every timetabled lesson.

The setting day will start at 9:30 am. Morning marks will be entered into LearnTrek during breakfast time. As some of our learners are transported in any delay in transport will be taken into account. Learners will have a morning break at 10:45, which will last until 11.00am, and a lunch break at 12:30pm, which will last until 1:00pm – Learners 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 setting day:

- The morning register will be marked by 9:50am. Learners will receive a late mark if they are not in their classroom by this time. Learners attending after this time will receive a mark to show that they were on site, but this will count as a late mark
- The afternoon register will be marked by 1:20pm. Learners will receive a late mark if they are not in their classroom by this time
- The afternoon register will close at 1:30pm. Learners will receive a mark of absence if they are not present

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

## **6. Absence procedures**

Where a learner does not have an enhanced transition plan in place, normal attendance procedures will be applied.

Parents will be required to contact the setting office via telephone before 9:00am 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 setting day.

Where a learner is absent, and their parent has not contacted the setting by the close of the morning register to report the absence, administrative staff will contact the parent via telephone call as soon as is practicable on the first day that the learner does not attend setting.

The setting 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 setting census system.

Where a learner is absent for more than three setting days in a row, or more than 10 setting days in one term, the learner's parent will be expected to provide a signed letter with an explanation for the absence(s).

The setting will not request medical evidence in most circumstances where a learner is absent due to illness; however, the setting 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 officer. The setting will inform the LA, on a termly basis, of the details of Learners who fail to attend regularly, or who have missed 10 setting days or more without authorisation.

If a learner's attendance drops below 90 percent, the attendance officer will arrange a formal meeting with the learner and their parent.

Where a learner has not returned to setting for 10 days after an authorised absence or is absent from setting without authorisation for 20 consecutive setting days, the setting may remove the learner from the admissions register if the setting and the LA have failed to establish the whereabouts of the learner after making reasonable enquiries. The setting will work closely with the Learners SEND case worker to establish the best course of action.

The attendance reporting structure will be as follows:

1. Intervention & Wellbeing Lead
2. Head of Provision
3. Local Authority SEND team

## **7. Attendance register**

The setting uses LearnTrek 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 setting day and at the start of the afternoon session. This register will record whether Learners are:

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

The setting 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:

<b>Code</b>	<b>Description</b>	<b>DfE Description/Explanation</b>
<b>/</b>	Present (AM)	Present for setting morning session
<b>\</b>	Present (PM)	Present for setting afternoon session
<b>B</b>	Attending any other approved education activity	Attending any other approved educational activity. Not to be used for virtual learning
<b>C</b>	Other authorised circumstances	Leave absence for exceptional circumstance
<b>C1</b>	Leave of absence – regulated performance	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
<b>C2</b>	Leave of absence – temporary part-time timetable	Leave of absence for a compulsory setting age learner subject to a part-time timetable.
<b>D</b>	Dual registered	Dual registered to another setting
<b>E</b>	Suspended or excluded without alternative provision	Suspended or permanently excluded and no alternative provision
<b>G</b>	Family holiday (not agreed)	Unauthorised absence as learner on a family holiday, not agreed, or is taking more than an agreed family holiday
<b>I</b>	Illness	Illness (not medical or dental appointment)
<b>J1</b>	Leave of absence – interview for employment or transfer to another educational institution	Leave of absence for the purpose of attending an interview for employment or admission to another educational institution
<b>K</b>	Alternative provision provided by LA	Attending education provision arranged by the local authority
<b>L</b>	Late (before registers closed)	Late arrival before the register closed

<b>M</b>	Medical or dental appointment	Leave of absence for the purpose of attending a medical or dental appointment
<b>N</b>	No reason yet provided for absence	Reason for absence not yet established
<b>O</b>	Absence in other or unknown circumstance	Absence in other or unknown circumstance
<b>P</b>	Participating in sports activity	Participating in sports activity
<b>Q</b>	Unable to attend – lack of access arrangements	Unable to attend because of lack of access arrangements
<b>R</b>	Religious Observance	Religious Observance
<b>S</b>	Study leave for public examination	Study leave for public examination
<b>T</b>	Travelling with parent for occupational purposes	Travelling with parent for occupational purposes
<b>U</b>	Late (after registers closed)	Late (after registers closed)
<b>V</b>	Attending an educational visit or trip	Attending an educational visit or trip
<b>W</b>	Attending work experience	Attending work experience
<b>X</b>	Not required to attend – non-compulsory age learner	Not required to attend – non-compulsory age learner
<b>Y1</b>	Unable to attend – transport not available	Unable to attend due to transport normally provided not being provided
<b>Y2</b>	Unable to attend – widespread travel emergency	Unable to attend due to widespread travel disruption
<b>Y3</b>	Unable to attend – unavoidable partial closure	Unable to attend due to part of the setting premises being closed
<b>Y4</b>	Unable to attend – unavoidable full closure	Unable to attend due to the whole setting site being unexpectedly closed
<b>Y5</b>	Unable to attend – criminal justice detention	Unable to attend as learner is in criminal justice detention
<b>Y6</b>	Unable to attend – Public Health Guidance/ Law	Unable to attend in accordance with Public Health Guidance or Law
<b>Y7</b>	Unable to attend – unavoidable other than Y1-Y6	Unable to attend because of any other unavoidable cause
<b>Z</b>	Learner not on roll	Prospective learner not on admission register
<b>#</b>	Planned whole setting closure	Planned whole setting closure

Learners who are absent from setting 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.

## **8. 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 Head of Provision – the decision to grant or refuse the request will be at the sole discretion of the Head of Provision, taking the best interests of the learner and the impact on the learner's education into account. The Head of Provision's decision is not subject to appeal; however, the setting will be sympathetic to requests for absence by parents and will not deny any request without good reason.

### **Leave of absence**

The setting will only grant a learner a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the setting will expect parents to contact the Head of Provision 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 learner's previous attendance record will be taken into account. Where the absence is granted, the Head of Provision will determine the length of time that the learner can be away from setting. The setting 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:

- When a learner is settling into the setting, unless certain exceptional circumstances apply, e.g. the death of a family member
- Immediately before and during assessment periods
- When a learner's attendance record shows any unauthorised absence
- Where a learner's authorised absence record is already above 10 percent for any reason

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

Illness and healthcare appointments

Parents will be expected to make medical or dental appointments outside of setting 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 setting will ensure that all Learners engaging in performances or activities, whether they receive payment or not, which require them to be absent from setting, understand that they will be required to obtain a licence from the LA which authorises the setting's absence(s).

Additional arrangements will be made by the setting for Learners engaging in performances or activities that require them to be absent from setting 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 learner.

The learner will receive education that, when taken together over the term of the licence, amounts to a minimum of three hours per day that the learner would be required to attend a setting maintained by the LA issuing the licence.

This requirement will be met by ensuring a learner 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 learner would be required to attend setting if they were attending a setting 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 setting. Where an application does not specify dates, and it has been approved by the LA, it is at the discretion of the Head of Provision to authorise the leave of absence for each day. Where a licence has not been obtained, the Head of Provision 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 setting 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 setting will define this as a day where the learner's parents would be expected by an established religious body to stay away from their employment to mark the occasion.

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

## **Gypsy, Roma and Traveller absence**

Where a learner'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 Learners from these communities under this code for reasons other than travel for occupational purposes.

## **9. SEND- and health-related absences**

CREATIVE INCLUSION recognises that Learners 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 Learners who find attending setting difficult.

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

Where the setting has concerns that a learner's non-attendance may be related to mental health issues, parents will be contacted to discuss the issue and whether there are any contributory factors to their child's lack of attendance. Where staff have a mental health concern about a learner that is also a safeguarding concern, they will inform the DSL, and the Safeguarding and Child Protection Policy will be followed.

All Learners will be supported with their mental health in accordance with the setting's Social, Emotional and Mental Health (SEMH) Policy.

If a learner is unable to attend setting for long periods of time due to their health, the setting will:

- Inform the LA if a learner is likely to be away from the setting for more than 15 setting days.
- Provide the LA with information about the learner's needs, capabilities and programme of work.
- Help the learner reintegrate at setting when they return.
- Make sure the learner is kept informed about setting events and clubs.
- Encourage the learner to stay in contact with other Learners during their absence.

The setting will incorporate an action plan to help any Learners with SEND and/or health issues cope with the stress and anxiety that attending setting may cause them. Such plans will be regularly monitored and reviewed until the learner is attending setting as normal and there has been signs of significant improvement.

To support the attendance of Learners with SEND and/or health issues, the setting will consider:

- Holding termly meetings to evaluate any implemented reasonable adjustments.
- Incorporating a pastoral support plan.
- Carrying out strengths and difficulties questionnaire.
- Identifying Learners' unmet needs through the Common Assessment Framework.
- Using an internal or external specialist.
- Enabling a learner to have a reduced timetable.
- Ensuring a learner can have somewhere quiet to spend lunch and breaktimes.
- Implementing a system whereby Learners can request to leave a classroom if they feel they need time out.
- Temporary late starts or early finishes.
- Phased returns to setting where there has been a long absence.
- One-to-one lessons.
- Tailored support to meet their individual needs.

## **10. Absence in exceptional circumstances**

Exceptional circumstances will include when a learner is unable to attend because:

- Transport provided by the setting, LA or parent is not available and the learner's home is not within walking distance.
- There has been widespread disruption to travel services which has prevented the learner from attending.
- The learner is in custody and will be detained for less than four months.

The use of the 'Y' code for exceptional circumstances will be collected in the setting census for statistical purposes.

## **11. Truancy**

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

All staff will be actively engaged in supporting the regular attendance of Learners and understand the importance of continuity in each learner's learning.

Any learner with permission to leave the setting during the day must sign out at the setting office and sign back in again on their return.

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

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 learner, 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 setting 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 setting.

## **12. Missing children**

KS4 Learners will not be permitted to leave the setting premises during the setting day unless they have permission from the setting. The following procedures will be taken in the event of a learner going missing whilst at setting:

- The member of staff who has noticed the missing learner will inform the Head of Provision immediately.
- 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 setting premises as directed by the Head of Provision.
- The following areas will be systematically searched:

- All classrooms
- All toilets
- The setting grounds
- Available staff will begin a search of the area immediately outside of the setting premises and will take a mobile phone with them so they can be contacted.
- If the learner has not been found after 10 minutes, then the parents of the learner will be notified.
- The setting will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the learner, and the emergency contacts list has been exhausted, the police will be contacted.
- The missing learner's form tutor will fill in an incident form, describing all circumstances leading up to the learner going missing.
- If the missing learner has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed.
- When the learner has been located, members of staff will care for and talk to the learner to ensure they are safe and well.
- Parents and any other agencies will be informed immediately when the learner has been located.

The Head of Provision will take the appropriate action to ensure that Learners 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 Head of Provision 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.

### **13. Attendance intervention**

In order to ensure the setting has effective procedures for managing absence, the attendance officer, supported by the Leadership Team, will:

- Establish a range of specific, 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 attendance reviews in line with escalation procedures.
- Establish robust escalation procedures which will be initiated before absence becomes a problem by:
  - Sending letters to parents.
  - Having a weekly review.



- Engaging with LA attendance teams.
- Using fixed penalty notices.
- Creating attendance clinics.

The setting 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 Learners whom the intervention is designed to target.

The setting will aim to improve attendance in the overall setting cohort by acknowledging good attendance in the following ways:

- Phone calls home
- Trips

#### **14. Working with parents to improve attendance**

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

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

The setting will ensure that parents are aware of their legal duty to ensure that their child attends setting 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 setting every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the Head of Provision in advance. The setting 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 setting can have for their child educationally, socially and developmentally.

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

Where these barriers are related to the learner's experience in setting, e.g. bullying, the attendance officer will work with the Head of Provision and any relevant setting staff, e.g. the DSL and Therapeutic Pastoral Lead (TPL), to address this. Where the barriers are outside of the setting's control, e.g. they are related to issues within the learner's family, the attendance officer 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.

### **15. Persistent absence (PA)**

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

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

The setting will ensure it provides support to Learners at risk of PA, in conjunction with all relevant external authorities where necessary.

The setting will use a number of methods to help support Learners at risk of PA to attend setting. These include:

- Offering catch-up support to build confidence and bridge gaps in learning.
- Meeting with the learner and their parent 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 assess the impact of support.
- Making regular contact with the learner's parent to discuss progress.
- Assessing whether targets on EHC plan or IHP may be appropriate.
- Considering what support for re-engagement might be needed, including with regard to additional vulnerability.

The setting will focus particularly on Learners 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 Learners are facing.

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

## **16. Legal intervention**

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

- Holding a second emergency review meeting with parents, Local Authority SEND team and the setting's Head of Provision. At this point a change of placement may be discussed.
- 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 Head of Provision 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 setting will work with the LA to take forward attendance prosecution as a last resort.

## **17. Monitoring and analysing absence**

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

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

- The setting cohort as a whole.
- Individual year groups.
- Year groups preparing for exams.
- Individual Learners.
- Demographic groups, e.g. Learners from different ethnic groups or economic backgrounds.
- Other groups of Learners, e.g. Learners with SEND, LAC and Learners eligible for FSM.
- Learners at risk of PA.

The attendance officer will conduct 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.
- Subjects which have low lesson attendance.
- Historic trends of attendance and absence.
- Barriers to attendance.

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

The Board of Directors 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 setting 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 settings.

## **18. Training of staff**

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

The Board of Directors 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 be offered regular and ongoing training as part of their CPD opportunities.

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 settings, e.g. the keeping of registers
- The setting's strategies and procedures for monitoring and improving attendance
- The setting's procedures for multi-agency working to provide intensive support for Learners who need it

The Board of Directors will provide dedicated and enhanced attendance training to the attendance officer and other staff with specific attendance functions in their role – this will include training regarding interpreting and analysing attendance data and supporting Learners to overcome barriers to attendance.

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

### **19. Monitoring and review**

Attendance and punctuality will be monitored throughout the year. The setting's attendance target is 90 percent – full details of the setting's absence levels can be found on the setting website.

This policy will be reviewed every three years by the Head of Provision.

The next scheduled review date for this policy is September 2028

Any changes made to this policy will be communicated to all relevant stakeholders.

## 20. Attendance Agreement Form

### Learner Attendance Agreement

I agree to attend setting and understand the consequences I may face if my attendance drops below 100 percent. I will ensure that the setting is made immediately aware of when I will not reasonably be able to attend and will give the setting full details of my absence.

As a learner of **Creative Inclusion**, I am dedicated to:

- Being in attendance every day.
- Always being punctual to setting and lessons.
- Informing the setting of the reason for any absence.
- Not missing setting for trivial reasons.

<b>Learner Name:</b>	<b>Date:</b>
<b>Staff Name:</b>	<b>Date:</b>

### Parental Attendance Agreement

I understand that it is my responsibility to send my child to the setting. I agree to send my child to the setting every day and understand the consequences if I fail to do so. When my child is absent from setting due to exceptional circumstances, I will ensure the correct procedures are followed.

<b>Parent Name:</b>	<b>Date:</b>
<b>Staff Name:</b>	<b>Date:</b>