WEST LANCASHIRE COMMUNITY HIGH SCHOOL

School Attendance Policy

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1.Attendance Aims:

West Lancashire Community High School is a successful school, and your child plays their part in making it so. We aim for an environment which enables and encourages all members of the community to reach out for excellence. For our students to gain the greatest benefit from their education it is vital that they attend regularly and that students should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is very important therefore that all stakeholders ensure that students attend regularly, and this policy sets out how together, we will achieve this.

This policy should be read in conjunction with the schools Safeguarding Policy.

Why Regular Attendance is so important?

Any absence affects the pattern of a student's schooling and regular absence will seriously affect their potential tp achieve their EHCP outcomes over time. Any absence can potentially disrupt routines and may also affect the learning of others in the same class.

Ensuring regular attendance at school is the legal responsibility of parents and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

Promoting Regular Attendance:

Regular school attendance is the key to enabling children to maximise the educational opportunities available to them and become emotionally resilient, confident, and competent adults who can realise their full potential and make a positive contribution to their community.

Helping to create a pattern of regular attendance is everybody's responsibility - parents, students and all members of school staff.

To help us all to focus on this we will:

- Promote a culture across the school which identifies the importance of regular and punctual attendance.
- Give you details on attendance in our regular newsletter.
- Report to you annually on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their progress.
- Celebrate good attendance by displaying individual and class achievements.
- Reward good or improving attendance through certificates and rewards.
- Carry out transition work with students moving from Primary to secondary school and before leaving for colleges/further education.
- Further develop positive and consistent communication between home and school.
- Make attendance and punctuality a matter and priority for the whole school community. (Parents, students, staff and governors)

- Set targets to improve individual student and whole-school attendance.
- For those children who are struggling to attend school full time due to their complex medical needs, school and their parents/carers may discuss flexible hours. When a parent seeks a reduction in hours or days, the school and health professionals will look at the individual child and their needs and work with the parents to provide appropriate education for their child. The child's needs are the priority, rather than achieving full time attendance figures. Absence from school in these circumstances will be authorised.

2.Understanding Types of Absence:

As a special school, we at West Lancashire Community High School understand the wide range of needs that our students have, and this may at times have an impact on their ability to attend school regularly.

We will work with parents to ensure that they communicate those needs effectively and that we record these within **Attendance Care Plans (See Appendix 4 for example)**. This allows the school to be aware of and support any ongoing issues and will be reviewed regularly. Attendance Care Plans will be devised by the class teachers and monitored by the Attendance Officer.

Every half-day absence from school must be classified by the school as either AUTHORISED or UNAUTHORISED. Therefore, information about the cause of any absence is always required.

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies, or other unavoidable cause.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given. This type of absence can lead to the Local Authority using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Children who arrive at school after the register has closed.
- Shopping, looking after other children or birthdays.
- Day trips and holidays in term time which have not been agreed.
- Days that exceed the amount of leave agreed by the Headteacher.

Parents should be aware that the decision whether to authorise an absence or not rests with the school. Hence, if there is any ambiguity relating to an absence, school may request further evidence from parents before an absence may be authorised. This may be in the form of a prescription or appointment card or similar. All further evidence will be logged on CPOMS to support attendance analysis.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best sorted out between the school, the parents and the child. If your child is reluctant to attend school it is better to speak to school to resolve the issue, rather than trying to cover up their absence, or give in to pressure to let them stay at home. This gives the impression that attendance does not matter and usually make things worse.

3.Roles and Responsibilities for Attendance Matters:

We have an attendance planner for the year where certain actions are taken by the school to address attendance issues and celebrate excellent attendance too.

Time	Task
Start of the academic year.	Attendance guide sent to all parents.
Weekly/Ongoing	Weekly recognition in school for 100% attendance. Weekly analysis of attendance data by class group. Monitoring of Persistent Absence. Weekly attendance distributed to class teachers. Welfare/Attendance meetings. Home visits. Referrals to external agency support. Collect and request medical appointment information to support authorised absences.
½ Termly	Colour-coded letters will be issued alongside attendance certificates for the previous ½ term. Identification of target students for Attendance Action/Care Plans.
Termly	Attendance certificates distributed to parents at parent evenings. Governor analysis of data.
End of academic year	Send out final annual attendance report.

Parents:
- Ensure children attend regularly and punctually.
- Contact school on 1st day of absence.
- Avoid holidays in term time wherever possible and apply in advance using request for Leave Form.
- Attendance at meetings in school.
- Participation in Parenting Contracts and Common Assessment Framework, and cooperate in support and interventions offered by school or other agencies.

Students:
- Acknowledge behaviour needed out of school, e.g. early bedtime.
- Attend school/registration punctually.
- Speak to parents/teacher if issues arise that may influence school attendance.
- Cooperate and participate in interventions and support offered by school or other agencies.

Headteacher /SLT:
- Take the lead in ensuring attendance has a high profile within the school.
- Ensure there are designated staff with day-to-day responsibility for attendance matters.

- Ensure adequate, protected time is allocated to discharge these responsibilities.
- Take overall responsibility for ensuring the school confirms to all statutory requirements in respect of attendance.
- Consider each request for leave against the school's criteria, decide whether some or all the leave will be authorised and notify parents of this decision.
- Where there may be ambiguity regarding an absence, make the decision whether to authorise an absence or to request further evidence to support the decision-making process.

Designated Staff:
- First day response: Contact parents if a reason for absence has not been provided.
- Third Day Response: Contact parents by post/email/parent mail if a reason for absence has still not been provided.
- Input and update the attendance registers.
- Regularly identify and monitor student, class and whole school attendance and punctuality levels, particularly that of vulnerable groups.
- Regularly communicate student attendance and punctuality levels to parents.
- Work with children and parents to remove barriers to regular and punctual attendance, using Parent Contracts and review meetings where appropriate.

All School Staff:
- Provide a welcoming atmosphere for children and provide a safe learning environment. (Relational Policy)
- Ensure an appropriate and responsive curriculum.
- Provide a sympathetic response to any students' concerns.
- To be aware of factors that can contribute to non-attendance.
- To see students' attendance as the responsibility of all school staff.
- Participate in training regarding school systems and procedures.

Governors
- Adopt the whole-school policy and review regularly.
- Monitor the consistent implementation of the attendance policy.
- Set aspirational targets for improving the school's attendance figures.
- Work with the Headteacher in establishing criteria against which leave requests will be considered. This is important to ensure the process is equitable and consistent.

4.Persistent Absenteeism (PA):

A student becomes a 'persistent absentee' when they miss 10% or more of their schooling across the school year for whatever reason. Absence at this level is doing considerable damage to any child's educational prospects and we need parents' fullest support and co-operation to tackle this.

To support wider understanding of attendance, we have a scale by which we monitor attendance.

Category	Attendance	Explanation
Blue	100% or above	• Your child's attendance is exemplary, we aim for all students' attendance to fall into this category • Your child should be making at least good progress • Your child's attendance should be celebrated and rewarded
Green	92% - 99.9%	• Your child's attendance is excellent and is not a cause for concern, we aim for all students' attendance to fall into this category • Your child should be making good progress • Your child's attendance should be celebrated and rewarded
Amber	88% - 91.9%	• Your child's attendance is being closely monitored • You should consider contacting school to discuss your child's attendance • You should take steps to reduce any further absence which could put your child into the Red category • Your child may be placed on an action plan
Red	87.9% or below	• Your child's attendance is of grave concern and is being closely monitored • Lancashire County Council's Attendance team (PAST) may become involved (this could result in prosecution with a fine of up to £2500 and/or 3 months imprisonment) • Your child may have a medical condition which we are aware of

We have accounted for the wide range of needs of our students and will always consider extenuating circumstances. This will involve further discussions with class teams and the Attendance Officer.

We monitor all absence thoroughly, therefore any student whose attendance indicates they are likely to reach the PA threshold we will be given priority consideration, and parents will be informed of this immediately.

All our PA students and their parents are subject to an Action Plan **(See Appendix 3 for example)** and the plan may include: allocation of additional support, individual incentive programmes, parenting contracts and programs around raising attendance. All PA cases may potentially be made known to the Local Authority School Attendance Team.

As a school we will issue regular colour-coded letters that share attendance information to parents and their responsibilities in responding to the letters. **(See Appendix 2 for example)**

5.Absence Procedures:

Parents/Carers must:
- Contact us before 9.15am on the first day of absence either by phone or you can call into school and report to reception providing a reason for student absence and anticipated number of days your child will be absent.

School will:
- Telephone you on the first day of absence and remind of procedures, clarify reasons for absence and anticipated length of absence and implications of non-attendance. Telephone calls will be made on further days if contact is not made.
- Contact you via post or parent mail/email if we have not heard from you within 3 days.
- Invite you in to discuss the situation with the Headteacher if absences persist
- Refer the matter to the Local Authority School Attendance Team where appropriate as per Local Authority protocol.

Contact Information:
Home and school will work together to ensure that contact information is regularly updated. It is the responsibility of the parent to keep school up to date with changes of information. It is the school's responsibility to ensure that the data is stored securely as per GDPR guidance.

In-School Strategies to Improve Attendance/Punctuality:
Parents are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. School may consider using the following strategies to help support parents in improving their child's attendance and/or punctuality. This includes:

- Meetings in school between parents, students, pastoral staff and the Headteacher.
- Attendance Care Plans and Action Plans.
- Parenting contracts.
- Use of the Early Help Assessment (EHA) Process and/ or referral to outside agencies. (Including the Local Authority School Attendance Team, Social Services or Child and Family Wellbeing Services)
- Attendance Panels held by Governors.
- Penalty notices.

Lateness:
Lateness is rare as all our students are transported to school. Lateness can occur for a range of reasons and in many cases relates to the needs of the students. We do not accept poor punctuality as a norm. If a student misses the start of the day, they miss vital times of the day (Thrive Time and Core Learning) that support their long-term aspirations and their social and emotional well-being. Late arriving students may also interrupt and distract from vital teaching and learning, which can be embarrassing for the child and can in turn, encourage absence.

"Being 10 minutes late every day throughout the academic year is the same as missing two weeks of school."

Managing Lateness:
The morning sessions start at 8.45am and the afternoon sessions start at 1.20pm
The class teacher will mark register using Classmark app. They will show as the following codes on the SIMS system: Registers are marked before 9.15am.

- / or \   Student is present
- N   Student is not Present

(See Appendix 1 for full list of codes used)

At 9.15 am the morning registers will be closed and at 1.30 pm the afternoon registers will be closed.

In accordance with the Regulations, if a student arrives after registers close, they will receive a mark that shows them to be on site, but this will not count as a present mark, and it will mean they have an unauthorised absence. This may mean that parents will need to meet with school to discuss issues and develop actions to resolve the situation.

If a student has a persistent late record parents will be asked to meet with the Attendance Officer and class teacher with an aim to resolve the problem, but parents can approach us at any time if you are having problems getting your child to school on time.

Leave of Absence Request in Term Time:
Taking a student out of school in term time will affect their schooling as much as any other absence and we expect parents to help us by not taking children away in school time.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to their education.

There is no automatic entitlement in law to take leave during school time.
All applications for leave must be made, in advance, by the parent of residence using the 'Request for leave of absence' form from the school office. Requests will only be authorised if the circumstances surrounding the request are exceptional. It is important that you understand that leave in term time will not be agreed by us at any time unless circumstances surrounding the request can be evidenced, by parents, to be exceptional.

In considering the request we will also look at various factors such as the timing of the request.
- When a student is just starting the school, absences should be avoided as this is a very important transition period as your child needs to settle into their new environment as quickly as possible.

- Students should not be absent where possible both immediately before and during assessment periods e.g. during external examinations or assessment weeks.
- When a student's attendance record already includes any level of unauthorised absence.
- Other periods of leave which the student may have had, either during the current or previous academic year.

Any period of leave taken without the agreement of the school, or in excess of that agreed, will be classed as unauthorised and may attract sanctions such as a Penalty Notice.

Religious Absence:
The school will authorise one day 'leave' (i.e. the day set aside by the Religious Body of which the parent is a member) per religious festival, e.g. Eid, but no more than 3 days in any one academic year. Parents must request this leave in advance.

School targets, projects, and special initiatives:
The school has targets to improve attendance and your child has an important part to play in meeting these targets. These targets are set and reviewed annually. We will keep you updated regularly about progress to this level and how your child's attendance compares.

Our target is to achieve better than the national average for special schools however, because we know that good attendance is the key to successful schooling, and we believe our students can be amongst the best in the area.

Through the school year we monitor absences and punctuality to show us where improvements need to be made. Parental engagement will be sought when developing improvement initiatives for attendance.

Use of legal intervention:
Legal measures would be an absolute last resort in resolving attendance matters. Our approach would be a co-productive approach with all parties working together to ensure that our students access a full and rich range of experiences during their West Lancs journey.

However, there are occasions where all parties do not engage with the processes and more punitive measures are needed to reinforce the importance of school attendance.

Regular and punctual attendance at school is both a legal requirement and essential for students to maximise their educational opportunities.

In law, an offence occurs if a parent/carer fails to secure a student's attendance at the school at which they are registered without justification. Legal sanctions are available under Section 444 of the Education Act 1996, Section 36 of the Children's Act 1989 or Section 23 of the Anti-Social Behaviour act 2003, to enforce attendance at school where appropriate.

Section 444(1)

In circumstances where there is chronic poor attendance the school may request a prosecution through Section 444 (1) of the 1996 Education Act. This will result in prosecution through the courts if there is no improvement in attendance.
For students whose pattern of attendance is not regular the school may also request a Penalty Notice to be served by the local authority under section 23 of the anti-social behaviour act 2003. This is a fine of £120 per parent. Penalty notices can be requested when:

- There is a pattern of regular lateness to school.
- Regular unauthorised absence from school.
- An unauthorised holiday/ leave is taken.

Summary:
As a school we have a legal duty to publish and share its absence figures to parents and to promote attendance. Equally, parents have a duty to make sure that their children attend.

All school staff are committed to working with parents and students, as this is the best way to ensure as high a level of attendance as possible.

6.Emotional Based-School Avoidance (EBSA)

Definition:
Several terms have been used to refer to students who do experience anxiety relating to school including anxiety related non-attendance, school refusal behaviour (Kearney & Silverman, 2014). West Sussex Educational Psychology Service introduced the term 'Emotionally Based School Avoidance' referencing:

"a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school"
(West Sussex Educational Psychology Service, 2014; pg. 4)

Research suggests that students with special educational needs and disabilities (SEND), and those from lower socio-economic backgrounds are more likely to experience attendance difficulties (Gee, 2018).

Students who experience difficulties around attending schools are also seen to be more likely to experience emotional and mental health difficulties, such as anxiety disorders and depression (Ek & Eriksson, 2013; Finning et al., 2019).

Practice based evidence suggests that anxieties experienced by individuals with Autism Spectrum Disorder put them at increased risk of EBSA. This can be attributed to difficulties these individuals experience around aversive social situations, the sometimes-unpredictable nature of schools and anxiety around the school environment.

The Covid-19 pandemic has exacerbated this problem. In a survey conducted during the academic year 2020-21, 97.2% of Lancashire educational settings reported some level of concern about this issue within their setting.

Interventions for EBSA
Before supporting a student experiencing EBSA, families and professionals must first understand the function of the behaviour. Kearney and Silverman (1995) proposed a model for school non-attendance identifying four categories for these behaviours:

1. Avoidance of the school setting: this could include anxiety around the environment e.g. the corridors, a test, work or a particular teacher.
2. Escape from aversive social situations: often as a result of unsatisfactory relationships with peers or staff or finding difficulty in navigating social situations.
3. Attention seeking or separation anxiety behaviour: a young person could want to stay at home with an important other.
4. Rewarding experiences outside of school: staying at home provides opportunity to engage in preferred activities e.g. playing video games, meeting friends.

If there is a lack of understanding around a young person's needs, this can lead to a delay in support or inappropriate support (Baker & Bishop, 2015). Schools use of

punitive and legal actions against non-attendance has also been noted as a barrier to effective intervention (Clissold, 2018)

Collaborative working between professionals and professionals' knowledge and skills are supportive of increased attendance levels (Nuttall & Woods, 2013). Teacher approaches, peer connections and the whole school context have also been identified as prominent factors in support the successful reintegration of students experiencing EBSA (Nuttall & Woods, 2013).

There is a common misconception that the issue of EBSA is located solely within-child or as relating to factors within the home. Research highlights the importance looking holistically at each case to appreciate the complex interplay between the range of factors contributing to EBSA including at the child, home, and school level (Gregory & Purcell, 2014). Nuttall & Woods (2013) presented an eco-systemic model to support understanding of these complex factors to support effective intervention.

In addition to considering factors at different levels influencing EBSA behaviours, research has highlighted the importance of working with each individual child or young person to ascertain their views as part of the assessment and intervention process, as means of increasing understanding of potential risk factors and supporting factors (Gregory & Purcell, 2014; Lucy & Reay, 2000; Nuttall & Woods, 2013).

School will use the relevant guidance put forward by Lancashire County Council their EBSA Guidance and Strategy document.

We will aim to;

Try to understand the complexity:
EBSA is often complex and multi-faceted. Research typically shows that EBSA is the result of a combination of predisposing factors which are largely unique to the individual child, their family and school context, and which interact with a particular trigger. Triggers commonly include: transition between primary and secondary school; loss or bereavement within the family; a change in friendship groups or bullying. Many students may find it harder to return to school following a prolonged absence, due to illness or a school holiday. The signs and associated behaviours of EBSA can present in a variety of ways for different students.

Understand Barriers to School Attendance:
It is essential for us to understand the factors contributing to a student's school non-attendance. Our lack of understanding around a young person's needs can lead to delayed or inappropriate support. Any plan to support a young person experiencing EBSA must be based on families and professionals first understanding the function, i.e. the purpose, of the behaviour. Assessment which seeks to recognise risk and resilience factors, as well as push and pull factors, is necessary to support effective intervention which should have the aim of reducing risk and increasing protective factors.

Early identification & intervention:
The onset of EBSA behaviours is often perceived to be gradual. Therefore, we will attempt early identification & intervention knowing this approach is essential.

Home-School Communication:
At our school, we will attempt to ensure ongoing, open communication between school and parents/carers, as well as school and the student. It is essential that students, as well as parents/carers, feel listened to and understood. We may identify a key person for student and family contact.

Student views:
We will work with each individual child or young person to ascertain their views in a way that is comfortable to them as part of the assessment and intervention process is important as means of increasing understanding of risk factors and supporting factors. This may take the form of Student Voice (Annual Review).

Flexible, individualised approach:
We endeavour to develop bespoke interventions that are linked to identified functions & needs. Common supportive measures include: a key adult for regular contact/check-ins; flexible timetable; a safe place in school; peer support/buddying; arrangements for transport; sending work home if needed.

Gradual, stepped plan:
Our fundamental aim is to achieve a rapid return to school should alongside good support and adaptations within the school environment. We take the view that it is essential that any plan should be gradual and based on incremental, small steps, taking parent/carer and student views into consideration. We will avoid 'too much, too soon' as this can cause setbacks for the student.

Transitions:
We are aware that key transition points within education have been noted as periods where school avoidance behaviours are likely to occur. Therefore, students who have associated risk factors for EBSA within these educational stages should be seen as priority groups and discussed with a multi-disciplinary approach at review times.

Risk factors:
We will ensure we are aware of the increased risk factors which include the following:
- Presence of Autism Spectrum Disorder.
- Students with SEN/disabilities.
- Lower socio-economic background.

Multi-agency working:
We aim to work collaboratively working between professionals with clear professional roles and responsibilities, as well as professionals' knowledge and skills are supportive of increased attendance levels. We will reference The Lancashire Multi-Agency Flowchart for Emotionally Based School Avoidance (EBSA) which sets out the professional roles and responsibilities of schools and external agencies within Lancashire in supporting with and responding to this issue. Emotionally Based

School Avoidance Training for Schools via the SENDCo Network is recommended here.

Whole-school approaches:
We will aim to ensure that teacher approaches, peer connections and the whole school context have also been identified as prominent factors in supporting the successful reintegration of students experiencing EBSA. Intervention at the whole-school/universal level as well as the individual/child level is therefore essential. Use of audits for whole school practice is recommended to work at the preventative level.

Categorising absence:
Mechanisms for categorising school absence which provide insight into the many reasons students can find it difficult to attend school are important to consider.

Punitive measures:
We recognise that the use of punitive and legal actions against non-attendance have been noted as a barrier to effective intervention and may have wider implications for the family and will endeavour to seek more productive, collaborative approaches and treat each case individually.

7.Appendices

Appendix 1 for use of absence/attendance codes in SMS and their application.

Appendix 1	
Code use in SIMS App	
/ or \	Present AM or PM
N	Not Present
Code use in SIMS.Net- Office and SLT	
/ or \	Present AM or PM
L	Late if after the mark on Sims App but before registers close- 9.45am /1.30pm Exceptions are personalised timetables agreed as part of plan with parents where the student is later than expected
Attendance Codes when students at approved off site educational activity- *All Authorised in Advance*	
B	Educated off site
D	Student is registered at another school when educated off site- regular attendance
J	Interview with employer or transition placement
P	Approved sporting activity
V	Educational Visit or Trip
W	Work experience- Monitoring of attendance required
Absence Codes when students are not present at school- Authorised	
I	Illness
M	Medical or dental- planned and unplanned
H	This is a request for a holiday made in advance and is agreed by the Headteacher for the dates specified on the Leave request form.
C	This is to be used for an **agreed** personalised attendance timetable where the student does not attend on a full time basis. This is also used for other authorised circumstance- i.e Funeral, family wedding.
E	Exclusion- fixed term and permanent- See further advice on Exclusions
R	Religious Observance
S	Study Leave
T	Traveller absence
Unauthorised absence from school- when Headteacher not satisfied with reasons for absence	
G	Holiday not authorised by Headteacher in advance or student is away longer than agreed in advance.
N	Not Present where the reason for absence is not known. Is an unauthorised absence This should be a temporary code until the absence is investigated. Maximum of 2 weeks in using this code- *Office to Investigate reasons for absence* *If No reason is established the the N Code needs to be replaced with an O Code*
U	Attended after close of register (9.45/1.30)
O	Headteacher is not satisfied with the reason for absence
Admin Codes	
X	Non Compulsory school age absence
Y	Enforced close- this is in exceptional circumstance
#	School closed to students- Whole/Partial closure planned in adavance
Z	Students not yet on roll

Appendix 2 – Example Letter for Attendance.

Dear Parent / Carer

I am writing to inform you that your child's attendance has fallen below 88%. We are writing to you because we would like reach out and support where we can. We take the approach of collaboration and would like to work together with you to support you in trying to reduce absence and ensure that your child access their full curriculum.

At West Lancashire Community High School we work hard to ensure that all of our students reach their full potential. We have enclosed a copy of your child's attendance certificate. Please could you take some time to check the details on this and inform us of any errors. We are aware of the health vulnerabilities of our students and the need for regular medical support and appointments. We are also aware that many of our students are susceptible to illness. This why we would like to reach out and support.

As a school we have a statutory responsibility to ensure all of our students attend school regularly and in order to monitor this we have a colour code systems that lets us know when we may need to make contact. The colour coding is given in the table below.

CATEGORY	ATTENDANCE
BLUE	100%
GREEN	92% - 99.9%
AMBER	88% - 91.9%
RED	87.9% or below

In order for your child to achieve the 'green' level of attendance, they should have no more than 15 days absence in any school year. This percentage allows for the fact that some of our students have a range of medical needs and this may impact on their ability to attend. We know that in some cases this percentage may not be possible, again, we ask you to make contact with us to discuss how we can support.

I would encourage you to make contact with myself or the class teacher as soon as possible to discuss how we can work together to improve your child's attendance or support any additional needs that may impact on attendance at school. You can contact school on 01695 721487

Yours faithfully

Mr D Mullen
Assistant Headteacher
Attendance Officer

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Appendix 3 – Example Attendance Action Plan.

Student Attendance Action Plan			
Pupil			
Parent/Carer			
School Contact			
Start Date of Plan			
Review Date of Plan			
Reason(s) for absence			Percentage absence to date
Actions to be taken			
	Action By		
	What will happen?		
	Success Criteria		
	Action By		
	What will happen?		
	Success Criteria		
	Action By		
	What will happen?		
	Success Criteria		
	Action By		
	What will happen?		
	Success Criteria		

Student   Date

Parent: Date

Attendance Officer: Date

Appendix 4 – Example of Attendance Care Plan.

Student Attendance Care Plan	
Pupil	
Parent/Carer	
School Contact	
Start Date of Plan	
Review Date of Plan	

Reason(s) for implementation of plan (Sensory Needs, Personalised Timetable, Social Emotional and Mental Health, Reintegration, Transition)

How will this plan be monitored and assessed for impact?

Who will monitor the impact and liaise with relevant agencies?

Risk Assessment for Attendance (RAG)

Risk of complete disengagement with education	Risk of permanent exclusion or criminal action	Risk to mental health due to diagnosed needs	Full attendance would be detrimental to a positive transition experience

Actions to Reduce Risk and Reason for Implementation.

Action	Who is Responsible	Timescale	Success Criteria

Class Teacher_____ Date _____

Attendance Officer _____ Date _____

Parent/Carer _____ Date _____