Attendance Policy

Adopted Date: **01/09/2024**
Review Date: **01/09/2025**

Equality and Inclusion Statement:

We include our equality statement in the beginning of all polices to emphasise our commitment to equality and inclusion.

At Apex Specialist Education we are committed to promoting equality of opportunity, eliminating discrimination and harassment, valuing diversity and promoting positive relationships. We provide an inclusive education which enables all pupils to develop their full potential meeting the requirements of the Equality Act 2010 and Special Educational Needs and Disability Code of Practice 2014.

At Apex Specialist Education, we believe that diversity is a strength which should be respected and celebrated by all those who learn, teach and visit us.

In line with the public sector equality duty (PSED) standards, Apex Specialist Education will have due regard to the need to:

- Eliminate discrimination.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics, between people who share a protected characteristic and people who do not share it.

In practice, due regard means that the proprietary board and the leadership team will:

- Be aware of the duty to have due regard when making decisions or taking action and will assess whether it may have implications for people with particular protected characteristics.
- Consider equality implications before and at the time that they develop policies and take decisions, not as an afterthought and keep them under review on a continuing basis.
- Integrate PSED into the implementation of all school functions and ensure that the analysis necessary to comply with the duty is carried out seriously, rigorously and with an open mind.
- It is unlawful to discriminate in the following areas, termed as protected characteristics: age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy, race, religion or belief and sexual orientation.

All members of the school community are responsible for promoting the school's equality statement and are obliged to respect and act in accordance with it.

For further information please see the school's Equality and Diversity Policy.

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Name of the Senior Attendance Champions:

- **Robert Cochrane**, Headteacher
- **Callan Glean**, Head of Inclusion

1. Introduction

Apex Specialist Education is proudly recognised as an Inclusive Attendance school. Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

2. Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model fundamentally guides our attendance approach. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.
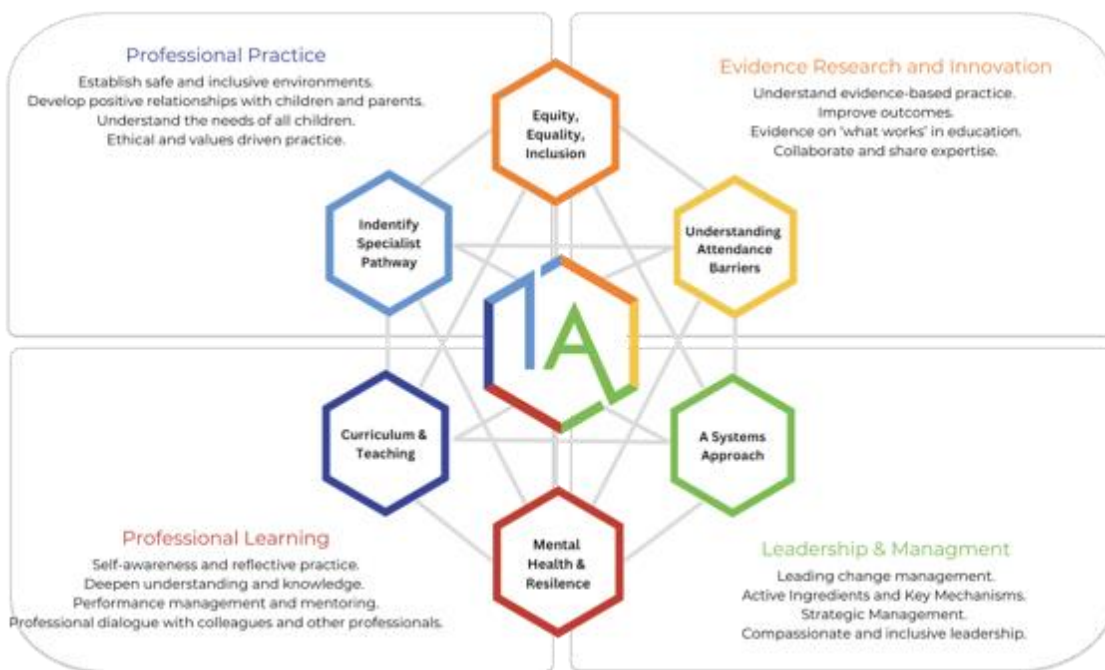
3. A Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, Apex Specialist Education implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, and external agencies – including the Local Authority. Data-driven decision-making and training requirements are pivotal to the implementation of this system. The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" statutory paper 2024.

Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.
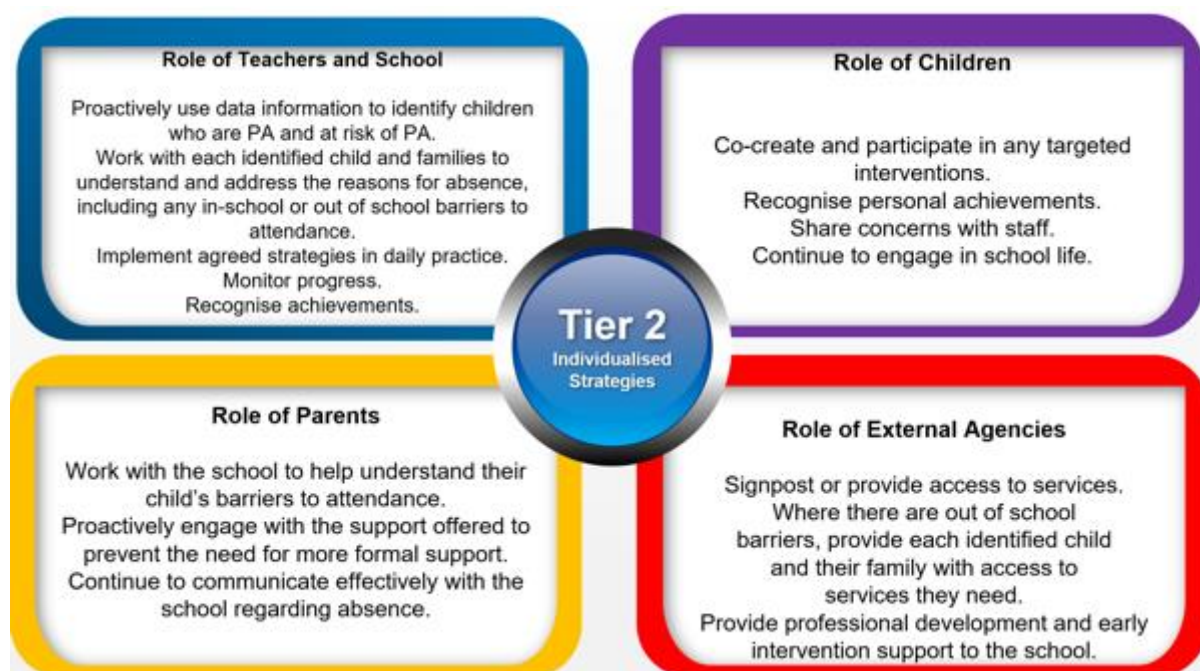

Role of Teachers and School

Meet and Greet children.
Create positive classroom environments.
Build positive relationships with all children and adults.
Recognise individual and collective achievements.
Implement evidence-based teaching strategies.
Monitor daily attendance and punctuality

Role of Children

Attend school regularly and be punctual.
Engage actively in classroom activities.
Support other children.
Recognise the achievements of other children.
Share when you have a concern.

Role of Parents

Ensure children attend school regularly and on time.
Understand and support any concerns your child may have.
Communicate with the school regarding absence.
Recognise personal achievements.
Communicate with teachers about any concerns.

Role of External Agencies

Provide resources and training to teachers on effective classroom strategies.
Collaborate with schools on attendance initiatives.
Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

Tier 1
Universal Strategies

Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.

Role of Teachers and School

Proactively use data information to identify children who are PA and at risk of PA.
Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
Implement agreed strategies in daily practice.
Monitor progress.
Recognise achievements.

Role of Children

Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Tier 2
Individualised Strategies

Role of Parents

Work with the school to help understand their child's barriers to attendance.
Proactively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with the school regarding absence.

Role of External Agencies

Signpost or provide access to services.
Where there are out of school barriers, provide each identified child and their family with access to services they need.
Provide professional development and early intervention support to the school.

Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.

Role of Teachers and School

Take an active part in the multi-agency effort with the local authority and other external partners.
Use data driven information to identify children at risk of severe absence.
Continuously assess and adapt strategies.
Monitor progress.
Recognise achievements.

Role of Children

Actively engage in intensive interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Tier 3
Higher Needs Strategies

Role of Parents

Collaborate closely with the school on creating and implementing highly specialised interventions
Continue to communicate with the school.
Take an active role in the multi-agency effort.

Role of External Agencies

Offer specialised assessments and services for students with complex needs.

Provide intensive training and consultation.

Take an active part in the multi-agency effort with the school and other external partners.

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4. Recognition-Based Approach

Our attendance philosophy is rooted in a recognition-based approach that recognises both personal and collective achievements. This approach serves to thwart isolation, prevent victimisation, cultivate positive environments, nurture relationships, foster inclusivity, and ultimately cultivate intrinsic motivation among our children, families, and staff.

- *Personalised Recognition:* The majority of pupils admitted to our school, have usually been long term non-attenders, school avoiders, or at the very least had substantial disruption to schooling. Achieving perfect attendance overnight is not realistic, and can be demoralising for some children. Therefore, we scrutinise starting points and historic attendance; ensuring that our targets are always to best previous figures.
  - Whilst we are working to get all pupils above 90%, we also recognise personal milestones; if a pupil was on 0% for 12 months and has achieved 65% with us, then this is a massive step in the right direction.
  - We have regular check-ins with pupils to acknowledge their attendance, discuss their progress, and set personal goals; this can be highly motivating. We adopt a Key Worker session to implement this strategy; this can be particularly effective for children who do not respond well to public recognition.
  - We report on attendance each half-term to parents (in addition to regular intervention), and through our review process we provide opportunities to celebrate and discuss attendance.
  - Each half-term the Headteacher awards a certificate and voucher to a pupil who has shown considerable improvement in their attendance; we have a dedicated display for this which remains in place until the next half-term's awards.
- *School Recognition:* Our Governing Body will hold our school to account for attendance; this is considered a key performance indicator and something which is part of our everyday focus.
  - Attendance is not measured via traditional national benchmarks; as this would be counter-productive, given the school's makeup. Therefore, in year 1 (24-25) attendance is measured against sector specific averages, on a local (borough specific), and national level, utilising the most recently available statistics, for comparison and analysis. We recognise positives as attendance which is higher than comparatives. Additionally, from year 2 we will compare annual attendance comparisons, alongside sector wide sources.

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o   In weekly SLT meetings (chaired by the CEO), attendance for each individual pupil is discussed and scrutinised; daily briefing documents feed into this.

o   Half-termly governance meetings review whole school attendance, and there is a detailed attendance report presented to the board for scrutiny at each meeting.

5. The Importance of School Attendance at Apex Specialist Education

School attendance is not merely a requirement but a fundamental pillar of education. It plays a pivotal role in shaping academic success, personal growth, and future prospects, making it an indispensable aspect of any educational system. Regular attendance to school can have a significant impact on:

- *Academic Achievement:* Regular attendance directly correlates with academic success. Children who attend school consistently are more likely to keep up with the curriculum, perform better in exams, and improve their life outcomes.
- *Knowledge Acquisition:* School is where children acquire knowledge and skills that are crucial for their personal and professional growth. Missing days means missing out on valuable learning opportunities.
- *Social Development:* School provides a vital social environment for children and adolescents to interact with peers, develop friendships, and learn essential social skills. Consistent attendance ensures children remain connected to their peer group.
- *Building Routine:* School attendance establishes a structured routine in children's lives, teaching them time management and responsibility, which are valuable life skills.
- *Teacher Interaction:* Regular attendance allows for meaningful teacher-child interactions. Teachers can provide personalised support, address questions, and assess individual progress more effectively when children attend regularly.
- *Preventing Knowledge Gaps:* Frequent absences can lead to significant knowledge gaps, making it challenging for children to catch up with missed lessons, potentially resulting in long-term academic struggles.
- *School Engagement:* Children who attend school regularly are more likely to engage in extracurricular activities, sports, and other enriching experiences that contribute to their overall development.
- *Legal and Parental Responsibility:* Parents or guardians are legally responsible for ensuring their child's regular school attendance. Failing to do so can lead to legal consequences.

- *Community Well-being:* High levels of school attendance contribute to the overall well-being of communities.

6. Factors Influencing Attendance

There are many factors which can impact on a child attending school, if you have any concerns, you should contact the school as soon as possible:

- *Health Issues:* Children may experience physical or mental health issues that lead to absences. Chronic illnesses, infections, and mental health conditions can impact a student's ability to attend school regularly.

  o We adopt a multi-agency approach, and are able to develop and implement bespoke individual health care plans to help manage health conditions. Additionally, we ensure each pupil has a continuous (dynamically reviewed) individual risk assessment.

- *Family Circumstances:* Family-related factors such as bereavement, family illness, or caring responsibilities can result in absences from school. In some cases, students may need to take time off to support their families.

  o We have dedicated SEND practitioners, who work collaboratively with pastoral staff to wrap around and support pupils and their families. Among other things, we can make referrals, adopt a temporary modified timetable, or offer internal adaptions such as individual support sessions.

- *Bullying and Safety Concerns:* Experiences of bullying, harassment, or safety concerns at school can deter students from attending. They may fear for their safety or well-being, leading to increased absenteeism.

  o We take all instances of bullying extremely serious. As proud members of the anti-bullying alliance, we are passionate about eliminating bullying from our school. Where bullying does occur, we will work quickly to intervene; utilising restorative and punitive measures where appropriate.

- *Transportation Issues:* Difficulty in accessing transportation to school, especially in rural areas, can affect attendance. Lack of reliable transportation options can lead to sporadic attendance.

  o As long as pupils meet the local authority criteria, we will support the application for funded transport. In the interim we will commission transport. For those pupils who are not eligible for local authority transport; we will fund their bus pass, and support individual route planning, travel arrangements, and accessibility. This will include

escorts, and the purchasing of an I-Go card.

- *Socioeconomic Factors:* Families facing financial difficulties may struggle to provide necessary resources for their children to attend school regularly. Issues such as lack of appropriate clothing, food, or a stable home environment can contribute to absenteeism.
  - o As an inclusive school, we do not request parents/carers to supply any food or equipment. Stationary, food, and refreshments are all inclusive within our offer Specialist resources, including technological and SEND resources are supplied as per are universal offer. We are able to support parents/carers via the Early Help process, and work with a variety of external agencies which we can signpost to.

- *Special Educational Needs (SEN):* Students with special educational needs may require additional support and accommodations to attend school regularly.
  - o Pupils SEN are carefully considered at the point of referral. We have a dedicated SENCo (non-teaching), who coordinates ongoing intervention and reviews; this is anchored by our iTAC review process, which compliments provision mapping and the annual EHCP process.

- *Engagement and Motivation:* Lack of engagement with school activities and a perceived lack of relevance in the curriculum can lead to disinterest in attending. Children who are not motivated may avoid attending school.
  - o We have designed a multi-tiered incentive programme to bolster intrinsic motivation; this is underpinned by the adoption and principle of 'The Apex Way'. Engagement in every lesson is tracked and scrutinised daily via our briefings (recorded), and we have stakeholders of all levels intervening where pupils are showing signs of disengagement. We have measures such as surveys, and student council to continue to inform our practices.

- *Academic Challenges:* Students facing academic difficulties or feeling overwhelmed by coursework may avoid school. They may fear falling behind or failing in their studies.
  - o We have carefully adopted an assessment framework (Connected Steps), which enables us to plot individual flightpaths for every pupil's progress. This enables us to pitch our teaching, and understand rates of progress in meticulous detail. Our very small class sizes and high staff-pupil ratio also helps challenge this barrier to attendance.

- *Cultural and Language Barriers:* Children from diverse backgrounds may face challenges related to language barriers or cultural differences. These

challenges can affect their attendance and engagement with school.

- o We are a proud inclusive school, which does not discriminate against anyone. Our ethos: 'The Apex Way', demands that we all treat each other we respect; a standard we live by. Our all-inclusive approach extends to multi-faith recognition, enrichment calendar, a 5-year religious studies offer, a broad humanities and PSHE offer, and displays which represent the diverse community we live in. We are also registered, and working towards the UN Rights Respecting Schools Award.

- *Peer Pressure and Social Factors*: Influence from peers can impact attendance. Children may avoid attending school to align with the behaviour of their peers or to engage in social activities outside of school.

  - o On a local level this is unlikely, as a small school are pupils have a broad spread across the borough, and our school has no prescribed catchment. We also have a comprehensive PSHE offer which challenges negative peer influences, and supports pupils to develop into well-informed and confident young people.

- *Parental Involvement:* Parental support and involvement in a child's education can positively influence attendance. Lack of parental engagement may lead to increased absenteeism.

  - o In addition to scheduled reviews, we track daily communication with parents/carers. Ongoing surveys, and feedback mechanisms ensure that we keep our home-school communication channels strong. All SLT have dedicated mobile phones, and we share our details with all parents/carers for ongoing continuous comms.

7. Supporting Attendance

To address any identified attendance issues effectively, Apex Specialist Education will implement a range of strategies such as early intervention, support for vulnerable families, intervention programmes, and creating a positive and inclusive school environment. Understanding the specific factors affecting attendance for individual children and families is crucial for developing any targeted interventions and support systems to improve attendance outcomes.

For pupils who have lower than 80% attendance, we will develop a bespoke individual attendance plan (Appendix 3). Our first step in this process is to complete an individual attendance audit (Appendix 2), which helps inform the plan, through considering what specific factors are hindering school attendance.

7.1 Strategies for Using Data to Target Attendance Improvement Efforts

We utilise a range of strategies to identify and manage attendance. Our individual attendance tracker considers historic, and planned interventions. This includes formal interventions (letters and plans), and softer support available in school. This is reviewed weekly alongside behavioural and comms tracking within the SLT meeting, which is populated by our daily briefing system. This ensures a correlation between data and that a well-rounded picture if formed for all pupils.

On a wider scope, the Headteacher and DSL, are expected to publish and share an attendance report to the Governing Board each half-term. The report considers progress against expected targets. The report allows for scrutiny and challenge, on underperformance, and the discussion of whole school strategies to bolster attendance progress.

Historic and sector specific attendance are the strongest tools for comparative analysis; we collect both national and local (borough specific) data to compare and scrutinise performance in Apex Specialist Education. This includes the previous attendance for pupils (post-admission), as this helps contextualise and strengthen the understanding of progress over time.

7.2 Attendance and Punctuality Expectations at Apex Specialist Education

Like all schools we continue to strive for the best attendance possible; ideally this would be above 95% however, given our sector we have adopted a pragmatic approach to fairly quantify school and individual progress.

- *Individual attendance:* For pupil attendance we strive for a minimum of 10% attendance improvement (this is variable dependent on starting points), based on their historic figure. Attendance figure should always be above the previous year, and is compared half-termly. Whilst 10% is the minimum, we expect this to be higher, particularly for those pupils who were previously on lower than 50%.

- *Whole school attendance:* For the purpose of 24-25 we have collected the most available and appropriate (sector specific) data sets to support comparative analysis. This includes 23-24 Rochdale, term specific (Maintained AP) data, 22-23 Rochdale, full year (Maintained AP) data, and 22-23 national, fully year (maintained AP) data. We expect our school to be performing above all comparative data sets and will report on this half-termly via our governance procedures.

- *Lateness and Punctuality:* A pupil who arrives late Before the register has closed will be marked as late, using the appropriate code; After the register has closed will be marked as absent, using the appropriate code. Staff will

greet pupils at the school entrance.' Pupils who arrive late will be asked to provide a reason. Where there are concerns around a pupil's late arrival the parent/carer will be contacted. If a pupil has not arrived (running late), we will contact the nominated transportation link, and the parents/carers to establish reasoning; following our day 1 procedures as prescribed below. For 5+ U or L marks, we will issue a punctuality concern letter which could lead to an attendance support plan.

8. Reporting a Child Absence

Parents or carers must contact the school on the first day of their child's absence to provide the reason for the absence. Telephone access is available from 8.00am each day. Contact is expected to the Headteacher or/and Deputy Headteacher for core pupils, the Head of Inclusion for Intensive Support, and AP Assistant Headteachers for alternative provision pupils. All details can be found below or on the website. Failure to contact school will trigger our day 1 absence procedure process.

8.1 Contact Details of School Staff

Name of Staff Member	Roles and Responsibilities	Contact Details
Robert Cochrane Callan Glean	Attendance Champions	07727 147 949 07454 959 807
Robert Cochrane	Headteacher/DDSL	07727 147 949
Callan Glean	Head of Inclusion/DDSL	07454 959 807
Matthew McCann	CEO/DSL	07897 297 549
Daniel McCann	Chair of Governors	07454 955 656
Jade McCann	Deputy Headteacher/DDSL	07897 297 549
Kris Wesolowski	Assistant Head of AP/DDSL	07746 628 476
Michelle Heverin	Assistant Head of AP/DDSL	7547 802

9. Day One Absence Procedures

8.45am – 9.15am (Registration)
Pupils marked as L who arrive after 8.45. Pupils marked as N who arrive after 9.15, and then U if they arrive. *Logged on Arbor*

9.15am – 9.45am
Phone call and text message (if needed) sent to parents/carers querying absence. *Logged on Arbor*

10.00am
Head of Centre DDSL to be made aware of non-attendance.

Welfare Checks
Undertaken for the following students without contact from home: Day 1: CIN/CP/CLA Day 2: All pupils **Home Visit Notification Letter** *Logged on CPOMS*

Police Welfare Check
Considered on day 1 of no contact (after home visit) or contact with known professional such as social worker for CIN/CP/CLA pupils. Day 3: All pupils, following no contact or before at the discretion of Head of Centre if there are concerns. *Logged on CPOMS*

10. Formal Escalation Strategy for Attendance Concerns

<90% attendance	5+ U or L marks (inc. together)
Cause for Concern Letter (1) *Logged on CPOMS*	**Punctuality Concern (1.2)** *Logged on CPOMS*

No improvement (2 weeks), or <80%	

Individual Attendance Support Plan *Logged on Google Drive* **Attendance Meeting Invite Letter (2)** *Logged on CPOMS*	

Failure to Attend Attendance Meeting	

Post-Attendance Meeting (Non-Attendance) Letter (3) *Logged on CPOMS*	

No improvement (2 Week IASP Cycle)	10 Sessions of Absence within 10 School Weeks
Attendance Warning Letter (4) *Logged on CPOMS*	**Notice to Improve Letter (5)** *Logged on CPOMS* **Attendance Meeting Invite Letter** ***see above (2-3)*** *Logged on CPOMS*

No improvement (2 weeks)	

Pre-Penalty Notice Referral Letter (6) *Logged on CPOMS*	

11. Details of the National Framework for Penalty Notices

School attendance is hugely important. For your child to gain the full benefit from their education, for their learning, wellbeing, and wider development, they need to attend on time, every day possible. If a child of compulsory school age who is a registered pupil at a school fails to attend regularly at the school or fails to attend regularly the child's parent may be guilty of an offence under s.444 Education Act 1996.

We work with local authorities (majority of pupils Rochdale), to support non-attendance; however, we will escalate our response as detailed in section 9, if required. This usually is anchored by uncooperating with an individual attendance plan. We work with a dedicated attendance welfare officer identified by the local authority, and meet with them regularly to discuss whole school attendance.

The following guidelines published by Rochdale Borough Council, inform our process for pursuing and issuing a fixed penalty notice:

- If you take your child, or children, out of school without authorisation for 5 or more days, in a 10-week school period, we will issue you with a school attendance penalty notice.

- The amount you'll be fined depends on how many times you take your child, or children, out of school without authorisation.

- **The first time**: you will need to pay £80 per parent, per child. If you don't pay within 28 days the amount will be increased to £160 per parent, per child.

- **The second time within 3 years**: you will need to pay £160 per parent, per child within 28 days. There is no reduction in payment.

- **The third time within 3 years**: the case will be presented directly to the magistrates' court and a fine of up to £2,500 can be issued.

If you don't pay your penalty notice on time, we may refer the case to the magistrates' court.

Fixed penalty notices may be issued in the event of an unauthorised holiday.

12. Removal from roll

Appendix 4 details the 15 grounds permissible for removal from school roll.

Schools are permitted to remove compulsory-school-aged children from roll on the limited grounds set out in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended by the Education (Pupil Registration) (England) (Amendment) Regulations 2016.

Removing a child from the school roll is a very important decision. Children who fall out of the education system are likely to have poor outcomes and may be exposed to increased risk of harm. Schools must follow correct procedures to ensure that they do not breach their legal and safeguarding duties.

Pupils must not be removed from the school roll without authorisation from the Headteacher or another designated person.

All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the 2006 regulations (as amended). This duty does not apply when a pupil's name is removed from the admission register at standard transition points - when the pupil has completed the final year of education normally provided by that school unless the local authority requests that such returns are to be made.

12.1 Elective Home Education

Elective home education is a term used to describe a choice by parents to provide education for their children at home - or at home and in some other way which they choose - instead of sending them to school full-time. This is different to education provided by a local authority otherwise than at a school - for example, tuition for children 5 who are too ill to attend school. Throughout this guidance, 'parents' should be taken to include all those with parental responsibility, including guardians (and foster carers, although in this case the local authority may be the corporate parent).

Parents have a right to withdraw their child from a school in favour of home education. The child must not be removed from the school roll until the parent has given written notification of their decision to educate the child at home (parents sometimes use this option when there are problems for their child at school. It would not be appropriate for school staff to encourage EHE as a solution to difficult issues as this is unlikely to be in the best interests of the child). The school -not the parent has a legal duty to notify the local authority when deleting a child from roll under this criterion. Where schools have concerns regarding a parent choice to home educate they should consult with the EHE service. The following page details Rochdale's process for EHE: Help with home education | Home education | Rochdale Borough Council

13. Coding of Attendance

Attendance will be recorded using the DFE's statutory attendance codes, please refer to Appendix 1 for coding.

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14. Requesting Absence Leave (inc. Holiday Requests)

Holidays during term time will not be authorised unless there are exceptional circumstances. Holiday and absence requests must be made in writing, and a decision will be communicated to the parents or carers within 5 school days.

The Headteacher will only authorise holidays during term time in exceptional circumstances. Parents should submit their request in writing to the school as soon as possible. If a child is taken on holiday without the headteacher's authorisation, the parent may be liable to pay a fine and/or face prosecution for non-attendance.

The DfE guidance does state that generally the DfE does not consider a need or desire for a holiday or other absence for the purpose of leisure and recreation to be an exceptional circumstance.

15. Definitions

In the context of school attendance and education in the UK, the terms "Persistent Absence," "Risk of Persistent Absence," and "Severe Absence" are used to describe different levels of irregular attendance by students. These terms are important for tracking and addressing attendance issues.

- *Persistent Absence (PA):*
    - o **Definition**: Persistent Absence is a term used to describe a level of student absence from school that is considered to be a significant cause for concern.
    - o **Threshold**: In England, a student is considered to be persistently absent when they have an attendance rate of 90% or below. This means they have missed 10% or more of their school sessions.
- *Risk of Persistent Absence:*
    - o **Definition:** The term "Risk of Persistent Absence" refers to a situation in which a student's attendance is at a level that suggests they are at risk of becoming persistently absent.
    - o **Threshold:** While there is no specific threshold for "Risk of Persistent Absence," it is typically used to describe students whose attendance is consistently low and becoming a concern, as the school communicates to parents in days, we identify 10 days or more as Risk of PA and we will follow internal school procedures.

- **Severe Absence (or Severe Persistent Absence):**
  - **Definition:** The term "Severe Absence" or "Severe Persistent Absence" is used to describe the most serious cases of non-attendance.
  - **Threshold:** Particular focus and support will be provided to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of external agency partners.
- *Absence Definitions*
  - Arrival at school after the register has closed.
  - Not attending school for any reason.
- *Authorised Absence*
  - An absence for sickness for which the school has granted leave.
  - Medical or dental appointments which unavoidably fall during school time,
  - for which the school has granted leave.
  - Religious or cultural observances for which the school has granted leave
  - An absence due to a family emergency
- *Unauthorised Absence*
  - Parents keeping children off school unnecessarily or without reason.
  - Truancy before or during the school day.
  - Absences which have never been properly explained..
  - Arrival at school after the register has closed.
  - Absence due to shopping, looking after other children or birthdays.
  - Absence due to day trips and holidays in term-time which have not been
  - agreed.
  - Leaving school for no reason during the day.

16. Policies and Practice

This attendance policy operates within the framework of statutory attendance regulations outlined in the Education (Pupil Registration) (England) Regulations 2006 and subsequent amendments. Apex Specialist Education adhere to the following key attendance acts in the UK:

- *Education Act 1996*: The Education Act 1996 is the primary piece of legislation that sets out the legal framework for school attendance in England and Wales. It outlines the responsibilities of parents, carers, and schools in ensuring regular school attendance. Sections 444-447 of the Act deal with offenses related to non-attendance and penalties for parents and carers.

- *Education (Pupil Registration) Regulations 2006*: These regulations specify the procedures for registering pupils and maintaining attendance records in schools in England. They also define the circumstances in which a pupil can be marked as absent or present.

- *Education (Pupil Registration) (England) (Amendment) Regulations 2013:* These regulations amended the 2006 regulations and introduced stricter rules on authorizing term-time holidays. Under these regulations, headteachers are only allowed to grant leave of absence in exceptional circumstances.

- *School Attendance Code of Practice:* The School Attendance Code of Practice provides guidance to schools, local authorities, and parents on the law and procedures relating to school attendance and absence. It sets out the principles for promoting good attendance and dealing with poor attendance.

- *Local Authority School Attendance Guidance:* Each local authority in the UK may provide its own guidance and policies on school attendance. Schools should be aware of and follow the specific guidance issued by their local authority.

- *Department for Education (DFE) Guidance:* The DFE periodically issues guidance documents and updates related to school attendance. Schools should stay informed about the latest DFE guidance 2024 and follow any recommendations or requirements outlined in these documents.

- *Child Employment Legislation:* Legislation such as the Children and Young Persons Act 1933 and the Children (Performances) Regulations 1968 govern the employment and attendance of children involved in performances, modelling, and other activities outside of regular school hours.

- *Children Missing Education (CME) Statutory Guidance:* This guidance outlines the responsibilities of local authorities in identifying and tracking children who may be missing education, including those who are not on a school roll or are not receiving suitable education.

- *Section 19 of the Education Act 1996 (England and Wales)* outlines the duty of local authorities in ensuring that suitable education is provided for children of compulsory school age.

17. Additional Policies aligned to the Attendance Policy
- Positive Behaviour Support Policy
- Curriculum Policy
- Safeguarding and Child Protection Policy
- SEND Policy

18. Roles and Responsibilities

18.1 Teachers: Teachers play a vital role in monitoring and promoting school attendance. Ensuring regular and punctual attendance is essential for the academic success and well-being of children. Here are the key roles and responsibilities of teachers:

- Promoting Punctuality: Teachers should encourage students to arrive at school on time each day. Punctuality is essential for a smooth start to the school day and minimises disruptions in the classroom.

- Taking Immediate Action: When a child is absent without prior notification or a valid reason, teachers should take immediate action. This may involve contacting the school's senior leadership team or designated staff member to report the absence.

- Maintaining Communication: Teachers should maintain open lines of communication with parents or guardians regarding attendance. They should inform parents of any concerns about a child's attendance or punctuality.

- Providing Support: Teachers can provide academic and emotional support to children who may be experiencing attendance challenges. Identifying the root causes and addressing them proactively can help improve attendance.

- Setting Expectations: Teachers can set clear expectations for attendance and punctuality in their classrooms. This includes communicating the importance of regular attendance for learning and academic progress.

- Creating a Welcoming Classroom Environment: Teachers should strive to create a positive and welcoming classroom environment where students feel motivated and engaged. A supportive atmosphere can encourage attendance.

- Identifying Barriers: Teachers should be alert to potential barriers to attendance, such as bullying, health issues, or family problems. Identifying

these barriers and reporting them to school staff can lead to effective interventions.

- Implementing School Policies: Teachers should adhere to and implement the school's attendance policies and procedures.

- Attendance Records: Accurate attendance records are crucial. Teachers should submit attendance data promptly to the school's administrative team. This information is used for reporting to local authorities and the Department for Education (DFE).

- Collaboration: Collaborating with other school staff, such as attendance officers, counsellors, and administrators, is essential for addressing attendance concerns effectively. Teamwork ensures a coordinated approach to supporting students.

- Supporting Positive Behaviour: Teachers can implement strategies to reinforce positive behaviour related to attendance, such as recognising attendance and punctuality.

- Safeguarding: Teachers should be aware of safeguarding protocols and report any concerns related to a child's safety or well-being promptly to the appropriate school staff.

- Professional Development: Continuous professional development will enhance teachers' skills in addressing attendance issues and implementing strategies to promote regular attendance.

- Role Modelling: Teachers can serve as role models by demonstrating punctuality and a commitment to their own professional responsibilities.

18.2 Learning Support Assistants and Support Staff: Learning Support Assistants (LSAs) and support staff also play important roles in supporting and promoting attendance. Their contributions can have a significant impact on attendance and overall well-being. Here are some key roles and responsibilities of learning support assistants regarding attendance.

- Monitoring Attendance: LSAs often work closely with children and have a good understanding of individual attendance patterns. They should be vigilant in monitoring attendance and promptly report any concerns to teachers or school administrators.

- Positive Relationships: LSAs can build positive and trusting relationships with children. By creating a supportive and welcoming environment, they can encourage children to attend school regularly.

- Attendance Support: LSAs can provide individualised support to children who may be struggling with attendance. This support may include identifying barriers to attendance and working with children to address them.

- Reinforcing Expectations: LSAs can reinforce the importance of regular attendance and punctuality to children. They can remind children of the school's attendance policies and expectations.

- Communication: LSAs can maintain open lines of communication with children's parents or guardians. They can inform parents of any attendance concerns and collaborate with them to find solutions.

- Attendance Interventions: LSAs can collaborate with teachers, counsellors, and school administrators to implement attendance interventions when needed. This may involve developing action plans for children with attendance issues.

- Supporting Students with Special Needs: LSAs often work with children with special educational needs. They should ensure that these children receive the necessary support to overcome attendance barriers and participate in school activities.

- Identifying Patterns: LSAs can help identify attendance patterns, such as recurring absences or lateness, and report them to the appropriate school staff. Identifying patterns early can lead to targeted interventions.

- Promoting Engagement: LSAs can engage children in meaningful learning activities and provide extra support when students are struggling academically. A positive classroom experience can motivate students to attend school regularly.

- Safeguarding: LSAs should be aware of safeguarding protocols and report any safeguarding concerns or signs of distress related to a child's attendance promptly to designated school staff.

- Role Modelling: LSAs can serve as positive role models by demonstrating punctuality, professionalism, and a commitment to their work. Children may be inspired by their dedication.

- Professional Development: Continuous professional development can enhance TAs/LMs skills in addressing attendance issues and supporting children effectively.

- Collaboration: Collaborating with teachers and other school staff is essential. LSAs can work together with the school's attendance officer, counsellors, and administrators to implement effective attendance strategies.

- Recognition of Attendance: LSAs can participate in recognising children's

attendance.

18.3 Attendance Champions: The role of an Attendance Champion in improving children's attendance in schools is critical in ensuring that students attend school regularly and achieve their educational potential. Attendance Champions have a multifaceted role that encompasses various responsibilities and strategies aimed at enhancing attendance rates. Here are some key aspects of their role:

- Developing and Implementing Attendance Policies: Attendance Champions work closely with school leadership and staff to develop and implement effective attendance policies and procedures.

- Data Analysis: Attendance Champions collect and analyse attendance data to identify trends and patterns. They use this information to pinpoint areas of concern, such as high levels of persistent absence, frequent lateness, or particular year groups or demographic groups with attendance challenges.

- Early Intervention: Recognising that early intervention is crucial, Attendance Champions identify children at risk of poor attendance. They collaborate with teachers, parents, and support staff to address attendance issues as soon as they arise.

- Supporting Families: Attendance Champions work closely with parents and guardians to build positive relationships and engage them in improving their child's attendance. They may conduct home visits, organise meetings, and provide guidance on strategies to promote regular attendance.

- Mentoring and Coaching: Some Attendance Champions offer mentoring or coaching to children with attendance problems. They help children understand the importance of attending school regularly and provide strategies for overcoming barriers.

- Providing Resources: Attendance Champions may connect families with resources and services that can help alleviate attendance-related challenges, such as housing support, counselling, or healthcare services.

- Monitoring and Reporting: Attendance Champions continuously monitor attendance records and report attendance data to school leadership, governing bodies, and local authorities as required. They ensure that accurate records are maintained.

- Interventions and Incentives: Attendance Champions design and implement interventions and incentives to motivate children to attend school. This may include recognition for attendance, recognition programmes, or targeted interventions for specific groups of students.

- Staff Training: Attendance Champions provide training to school staff on effective attendance monitoring, reporting, and intervention strategies. They ensure that all staff members understand their roles in promoting attendance.

- Legal Compliance: Attendance Champions are knowledgeable about legal requirements related to attendance, including regulations governing authorised and unauthorised absences. They ensure the school complies with these regulations.

- Safeguarding: Attendance Champions are vigilant for safeguarding concerns related to attendance. They recognise signs of neglect or abuse and report them to designated safeguarding officers or authorities as necessary.

- Community Engagement: Attendance Champions may collaborate with community organisations, social services, and local authorities to address attendance issues within the broader community context.

- Continuous Improvement: Attendance Champions regularly evaluate the effectiveness of attendance strategies and interventions. They adapt their approaches based on data and feedback to achieve sustained improvements in attendance rates.

- Promoting a Positive School Culture: Attendance Champions contribute to creating a school culture where attendance is valued, and students feel motivated and supported to attend regularly.

18.4 Governors: School governors play a crucial role in supporting children's attendance. Their responsibilities encompass strategic oversight, policy development, and ensuring that the school meets its statutory obligations regarding attendance.

Here are some key aspects of the role of governors in supporting children's attendance:

- Policy Development: Governors collaborate with school leadership to develop and review attendance policies. These policies should align with statutory requirements and provide clear guidance on attendance monitoring, reporting, and interventions.

- Statutory Compliance: Governors ensure that the school complies with all relevant statutory requirements related to attendance. They are responsible for monitoring the school's adherence to attendance regulations.

- Strategic Oversight: Governors take a strategic approach to attendance. They consider attendance as a key performance indicator and monitor trends and patterns in attendance data.

- Monitoring Attendance Data: Governors review attendance data regularly to identify trends and areas of concern. They may request reports on attendance rates, persistent absence, and unauthorised absences.

- Accountability: Governors hold school leadership accountable for attendance outcomes. They may question school leaders about their strategies for improving attendance and the effectiveness of interventions.

- Policy Implementation: Governors ensure that attendance policies are effectively implemented throughout the school. They may inquire about the practical application of attendance policies and procedures.

- Setting Targets: Governors collaborate with school leaders to set attendance targets and goals. They help establish benchmarks for improving attendance rates.

- Reviewing Interventions: Governors assess the effectiveness of attendance interventions and strategies. They may request reports on the impact of interventions and whether they have led to improved attendance.

- Parental Engagement: Governors support efforts to engage parents and guardians in promoting attendance. They may encourage the school to develop strategies for involving parents in attendance improvement initiatives.

- Training and Development: Governors ensure that school staff, including teachers and support staff, receive training and development related to effective attendance monitoring and intervention strategies.

- Safeguarding: Governors are vigilant for safeguarding concerns related to attendance. They work closely with the designated safeguarding lead to address any safeguarding issues that arise.

- Community Links: Governors may establish links with community organisations, local authorities, and social services to access additional resources and support for students with attendance difficulties.

- Challenge and Support: While supporting school leadership in attendance improvement efforts, governors also challenge when necessary. They ask probing questions and seek assurances that the school is taking appropriate action to address attendance issues.

- Continuous Improvement: Governors regularly evaluate the school's approach to attendance and seek ways to continuously improve attendance outcomes.

18.5 Senior Staff: Senior staff play a critical role in supporting attendance for children. They provide leadership, set the tone for the school's attendance culture,

and oversee the implementation of policies and strategies to promote regular attendance. Here are key aspects of their role:

- Leadership: Senior staff, including the Headteacher, Head of Inclusion and deputy Headteacher, lead by example. They emphasise the importance of regular attendance and set high expectations for all staff and students.

- Policy Development: Senior staff are responsible for developing, reviewing, and implementing attendance policies in line with statutory requirements. They ensure that policies are clear, effective, and communicated to all stakeholders.

- Monitoring and Reporting: They monitor attendance data regularly, analysing trends and patterns. Senior staff use this data to identify students at risk of poor attendance and to measure the impact of attendance improvement strategies.

- Daily Tracking: Leaders are responsible for monitoring the daily attendance of their children. They should maintain accurate attendance records, noting both present and absent students.

- Setting Expectations: Senior staff establish clear expectations for staff regarding attendance monitoring, recording, and intervention. They ensure that staff understand their roles in promoting regular attendance.

- Professional Development: They provide training and professional development opportunities for staff, including teachers, teaching assistants, and support staff, to enhance their knowledge and skills in attendance-related matters.

- Early Intervention: Senior staff support early intervention efforts by identifying children with attendance issues and working with staff to implement targeted interventions. They ensure that appropriate support is provided to address attendance barriers.

- Parental Engagement: They promote parental engagement in attendance improvement initiatives. Senior staff encourage open communication with parents and guardians and may organise meetings or workshops to involve parents in addressing attendance challenges.

- Data Analysis: Senior staff use attendance data to inform decision-making. They set attendance targets and benchmarks for improvement and regularly review progress toward these goals.

- Supporting Vulnerable Students: They are attentive to the needs of vulnerable students, including those with medical conditions, special educational needs, or safeguarding concerns. Senior staff ensure that these students receive

appropriate support to attend school regularly.

- Recognising Attendance: They may implement incentives and recognition programmes to recognise children and reinforcing a positive attendance culture.

- Enforcing Policies: Senior staff enforce attendance policies consistently and fairly, addressing unauthorised absences promptly. They communicate the consequences of poor attendance to students and parents.

- Safeguarding: Senior staff are alert to safeguarding concerns related to attendance. They collaborate with designated safeguarding leads to address any child protection issues arising from attendance concerns.

- Continuous Improvement: They continuously assess the effectiveness of attendance strategies and interventions, adjusting as needed to achieve sustained improvements.

- Promoting a Positive Culture: Senior staff actively promote a positive school culture where regular attendance is recognised, and children feel motivated to attend school regularly.

18.6 Parents: Parents play a crucial role in supporting attendance. Their involvement and commitment to their child's education can have a significant impact on attendance rates. This includes the following:

- Establish a Routine: Parents should establish a daily routine that includes regular school attendance. Consistency in waking up, getting ready for school, and arriving on time helps children develop good attendance habits.

- Communicate with the School: Establish open lines of communication with the school. Inform the school promptly if your child is going to be absent due to illness or other reasons. This helps the school keep accurate attendance records.

- Ensure a Healthy Lifestyle: Promote good health practices, including proper nutrition, regular exercise, and adequate sleep. A healthy child is less likely to miss school due to illness.

- Positive Attitude Towards Education: Encourage a positive attitude towards education. Discuss the value of school and the opportunities it provides for the child's future.

- Set Expectations: Clearly communicate your expectations about attendance to your child. Emphasize the importance of attending school regularly and on time.

- Be Involved in Homework: Support your child's learning by showing interest in their homework and school assignments. Provide a quiet, conducive space for homework.

- Attend Parent-Teacher Conferences: Participate in parent-teacher conferences and meetings. These provide an opportunity to discuss your child's progress and address any attendance or academic concerns.

- Monitor Progress: Keep track of your child's progress and attendance. Be aware of any sudden changes in attendance patterns that may signal underlying issues.

- Address Bullying or Safety Concerns: If your child is experiencing bullying or safety concerns at school, take the issue seriously. Communicate with the school to ensure a safe and supportive environment.

- Promote a Love for Learning: Encourage curiosity and a love for learning. Explore educational activities and resources outside of school to spark your child's interest in different subjects.

- Lead by Example: Demonstrate the importance of commitment and responsibility by being punctual and dependable in your own daily activities.

- Stay Informed: Stay informed about school policies and attendance guidelines. Understand the consequences of excessive absenteeism.

- Seek Support if Needed: If your child is facing challenges that affect attendance, such as health issues or academic struggles, seek support from the school, healthcare professionals, or relevant agencies.

- Encourage Peer Relationships: Encourage your child to form positive relationships with peers. Friendships can make school a more enjoyable and supportive environment.

- Celebrate Achievements: Celebrate your child's achievements and milestones at school. Recognize their efforts and successes to boost their self-esteem and motivation.

- Collaborate with the School: Work collaboratively with the school to address any attendance issues. Explore support services or interventions if necessary.

18.7 Children: Children also play a significant role in attending school regularly and ensuring their educational success. Here are some key roles and responsibilities that children can take on to support their attendance in school:

- Commitment to Learning: Children should recognise the value of education and commit to attending school regularly. They can understand that attending

school is essential for gaining knowledge, skills, and opportunities for the future.

- Punctuality: Children should strive to arrive at school on time each day. Being punctual helps them settle into the daily routine and ensures they do not miss important instructions or activities.

- Positive Attitude: Maintaining a positive attitude towards school and learning can make attending school a more enjoyable experience. Children should be open to new experiences and willing to engage in classroom activities.

- Responsibility: Children can take responsibility for their own education by completing homework and assignments on time. They should also ensure they have the necessary materials and supplies for school.

- Communication: If a child is unable to attend school due to illness or other reasons, they should communicate this to their parents or guardians, who can then inform the school. Encouraging open communication helps keep attendance records accurate.

- Peer Relationships: Building positive relationships with peers can make school a more welcoming place. Children should be friendly, respectful, and inclusive in their interactions with classmates.

- Participation: Actively participating in classroom activities, discussions, and group projects can enhance a child's learning experience and motivation to attend school.

- Safety Awareness: Children should follow safety guidelines and rules at school to ensure their well-being. They should report any safety concerns to teachers or school staff.

- Respect for Teachers and Staff: Respecting teachers and school staff fosters a positive school environment. Children should follow instructions, be courteous, and seek help or clarification when needed.

- Problem-Solving: Encourage children to develop problem-solving skills to address any challenges they may encounter at school. This includes seeking help with academic difficulties or addressing issues with classmates.

- Goal Setting: Children can set academic and personal goals for themselves. Having goals can provide motivation and a sense of purpose for attending school regularly.

- Healthy Lifestyle: Maintaining a healthy lifestyle through proper nutrition, regular exercise, and adequate sleep contributes to overall well-being and can reduce the risk of illness-related absences.

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- Attendance Awareness: Children can develop awareness of the importance of attendance and its impact on their education. They should aim to achieve good attendance records and strive for excellent attendance.

- Ownership of Learning: Encourage children to take ownership of their learning by asking questions, seeking clarification when needed, and demonstrating curiosity about various subjects.

- Seeking Support: If a child is facing challenges that affect attendance, such as bullying or academic difficulties, they should seek support from teachers, school counsellors, or trusted adults.

19. Safeguarding Children and Attendance

The school has a duty to safeguard the welfare of all students. Any concerns about a child's attendance will be investigated promptly to ensure their well-being.

Unexplained or extended absences will trigger safeguarding procedures, including home visits and communication with relevant agencies.

We follow **Keeping Children Safe in Education** guidance to ensure safe practices.

All interventions are recorded on CPOMS, to provide transparency in escalation, tracking, and safeguarding rigour.

20. Review

This Attendance Policy will be reviewed annually by the school's governing body to ensure its effectiveness and compliance with statutory requirements. Any amendments will be communicated to staff, parents, and carers as necessary.

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Appendix 1: Coding Attendance in line with DFE guidance 2024:

Code /\ (Present at the school):
- Pupils must be present during registration to be counted.
- If a pupil leaves after registration, they are still counted as attending for statistical purposes.

Code L (Late arrival before the register is closed):
- The pupil arrives after the register starts but before it closes.
- Schools should discourage late arrival and set a consistent time limit for open registration, not exceeding 30 minutes.
- If a pupil arrives late after the register closes, mark them as absent using code U or another appropriate absence code.

Code K (Attending education provision arranged by the local authority):
- Pupil attends educational provision arranged by the local authority, not by the school.
- Examples include attending courses at college or receiving home tutoring.
- Schools must record the nature of the provision and ensure notification of absences.

Code V (Attending an educational visit or trip):
- Pupil attends a school-arranged educational visit or trip supervised by school staff.
- Must take place during the recorded session.
- If pupil doesn't attend, record absence using relevant absence code.

Code P (Participating in a sporting activity):
- Pupil attends an approved educational sporting activity.
- Criteria for recording attendance include approval by the school, educational nature of the activity, and appropriate supervision.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code W (Attending work experience):
- Pupil attends work experience as part of their education arranged by the local authority or school.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must ensure safeguarding measures and record absences with relevant codes.

Code B (Attending any other approved educational activity):
- Pupil attends an approved educational activity other than sports or work experience.
- Criteria for recording attendance are similar to other approved educational activities.
- Schools must record the nature of the activity and ensure safeguarding measures.

Code D (Dual registered at another school):
- Used when a pupil is registered at more than one school, indicating absence with leave to attend the other school.
- Main examples include attendance at a pupil referral unit, hospital school, or special school temporarily.
- Schools must promptly follow up on unexpected or unexplained absences to avoid double counting.

Code C1 (Leave of absence for regulated performance or employment abroad):
- Schools grant leave for pupils to participate in regulated performances or employment abroad under specific circumstances.

- Criteria for granting leave include licenses issued by local authorities or exemptions.
- Schools must record the absence using this code and consider its impact on the pupil's education.

Code M (Leave of absence for medical or dental appointment):
- Schools encourage appointments outside of school hours; otherwise, prior agreement is necessary.
- Leave of absence is granted under specific conditions, including exceptional circumstances.
- Absences for medical or dental appointments are recorded using this code.

Code J (Leave of absence for interview for employment or admission):
- Schools can grant leave for pupils to attend interviews for employment or admission to another educational institution.
- Applications for leave must be made in advance, and leave is granted based on specific criteria.
- The interview must occur during the recorded session, and the absence is classified as authorized.

Code S (Leave of absence for studying for a public examination):
- Schools can grant leave for pupils to study for public examinations under specific conditions, agreed in advance with parents.
- Study leave should be granted sparingly, and provisions must be made for pupils who choose to continue attending school for revision.
- Absences for studying for public examinations are recorded using this code.

Code X (Non-compulsory school age pupil not required to attend school):
- Schools can grant leave for non-compulsory school-age pupils to attend school part-time under certain circumstances.
- Absences for non-compulsory school-age pupils are recorded using this code, with exceptions noted.
- For pupils subject to a part-time timetable, this code should not be used, and appropriate absence codes should be applied.

Code C2 (Leave of absence for compulsory school age pupil subject to part-time timetable):
- Schools can grant leave for compulsory school-age pupils to temporarily reduce their timetable to part-time in exceptional circumstances, agreed upon with parents.
- Absences for pupils with part-time timetables are recorded using this code, ensuring agreement between the school and parents.

Code C (Leave of absence for exceptional circumstances):
- Schools may grant leave of absence at their discretion, but only for exceptional circumstances.
- Each application is assessed individually, considering specific facts and circumstances.
- Absences for exceptional circumstances are recorded using this code, ensuring compliance with regulations and discretion exercised by the school.

Pregnant pupils:
- Maternity leave for pregnant pupils is treated similarly to other leave of absence for exceptional circumstances.
- Schools should act reasonably and grant an appropriate period of leave considering individual circumstances, at their discretion.

Code T (Parent traveling for occupational purposes):

- Used when a pupil's parent(s) is traveling for trade or business, and the pupil is traveling with them.
- Schools should only request proof of occupational travel when genuine doubt exists about the reason for absence.
- Pupils should ideally attend schools where their parents are traveling, being dual registered at both their main school and the one they're temporarily attending.
- Classified as authorized absence for statistical purposes.

Code R (Religious observance):

- Used when a pupil is absent on a day exclusively set apart for religious observance by their religious body.
- Schools may seek guidance from the parent's religious body to ascertain such days.
- Strategies such as setting term dates around religious observance days are encouraged.
- Classified as authorized absence for statistical purposes.

Code I (Illness - not medical or dental appointment):

- Indicates a pupil's inability to attend school due to illness, both physical and mental health related.
- Schools should not routinely request medical evidence but may do so when necessary.
- Classified as authorized absence for statistical purposes.

Code E (Suspended or permanently excluded and no alternative provision made):

- Used when a pupil is suspended or permanently excluded, and no alternative provision has been arranged.
- Alternative provision should be arranged within six consecutive school days of suspension or permanent exclusion.
- Classified as authorized absence for statistical purposes.

Code Q (Unable to attend school because of a lack of access arrangements):

- Indicates a pupil's inability to attend school due to a failure by the local authority to provide access arrangements.
- Classified as not a possible attendance for statistical purposes.

Code Y1 (Unable to attend due to transport normally provided not being available):

- Used when a pupil can't attend because the school is beyond walking distance and the usual transport provided by the school or local authority is unavailable.
- Walking distances for different age groups are specified.
- Classified as not a possible attendance for statistical purposes.

Code Y2 (Unable to attend due to widespread disruption to travel):

- Indicates a pupil's inability to attend school due to widespread travel disruptions caused by emergencies at the local, national, or international level.
- Classified as not a possible attendance for statistical purposes.

Code Y3 (Unable to attend due to part of the school premises being closed):

- Used when part of the school premises is unusable, and the pupil cannot practically be accommodated in the remaining usable parts.
- Classified as not a possible attendance for statistical purposes.

Code Y4 (Unable to attend due to the whole school site being unexpectedly closed):

- Applied when the entire school site is unexpectedly closed, such as due to adverse weather.
- Attendance registers are not taken, and pupils are marked with this code to signify the closure.

- Not applicable for planned closures like weekends or holidays.
- Classified as not a possible attendance for statistical purposes.

Code Y5 (Unable to attend as pupil is in criminal justice detention):
- Used when a pupil is unable to attend due to being in police detention, remanded, or serving a sentence of detention.
- Communication with the Youth Offending Team is encouraged to support educational needs during detention.
- Classified as not a possible attendance for statistical purposes.

Code Y6 (Unable to attend in accordance with public health guidance or law):
- Applied when a pupil's travel or attendance at school would violate public health guidance or legislation related to disease transmission.
- Classified as not a possible attendance for statistical purposes.

Code Y7 (Unable to attend because of any other unavoidable cause):
- Used for an unavoidable cause preventing a pupil from attending school, not covered by other specific codes.
- The nature of the unavoidable cause must be recorded.
- Classified as not a possible attendance for statistical purposes.

Code G (Holiday not granted by the school):
- Used when a pupil is absent for a holiday that the school did not approve in advance.
- Schools cannot retrospectively grant leave of absence, and absence for holidays without prior approval is considered unauthorized.
- Classified as unauthorized absence for statistical purposes.

Code N (Reason for absence not yet established):
- Employed when the reason for a pupil's absence has not been determined before the register closes.
- Schools must make efforts to ascertain the reason for absence promptly.
- If the reason cannot be established within five school days, the absence must be amended to Code O.
- Classified as unauthorized absence for statistical purposes.

Code O (Absent in other or unknown circumstances):
- Used when no reason for absence is established, or the school is not satisfied with the reason given, which doesn't align with authorized codes.
- Classified as unauthorized absence for statistical purposes.

Code U (Arrived in school after registration closed):
- Applied when a pupil arrives late after the register has closed but before the end of the session.
- Schools should discourage late arrival and set a specific time limit for registering attendance.
- Late arrival beyond the specified time results in the pupil being marked as absent.
- Classified as unauthorized absence for statistical purposes.

Administrative Code Z (Prospective pupil not on admission register):
- Utilized to set up registers in advance for prospective pupils who have not yet officially joined the school.
- Aims to streamline administrative processes.

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Appendix 2

Individual Attendance Audit

The original audit should be kept and additions should be added and <mark>highlighted</mark>; information no longer relevant should have a ~~strikethrough~~.

Pupil Name		Year Group	
Head Of Centre		**Name of Staff Carrying Out Audit**	
Date of Audit			

Health-Related Issues					
Potential Barrier to Attendance	**Has this Been Explored**		**Could this be a Factor in the Pupil's Poor Attendance?**		**Notes**
Medical problems	No	Yes	No	Unsure	Yes	
Poor medical care	No	Yes	No	Unsure	Yes	
Disability	No	Yes	No	Unsure	Yes	
Poor mental health	No	Yes	No	Unsure	Yes	
Poorly controlled medical issue(s)	No	Yes	No	Unsure	Yes	
Pregnancy	No	Yes	No	Unsure	Yes	
Potential substance abuse	No	Yes	No	Unsure	Yes	
Health issues caused by unsanitary environment or poor housing	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

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Home-Related Issues						
Potential Barrier to Attendance	**Has this Been Explored**		**Could this be a Factor in the Pupil's Poor Attendance?**			**Notes**
Young carer	No	Yes	No	Unsure	Yes	
Caring for younger siblings	No	Yes	No	Unsure	Yes	
Potential substance abuse in the home	No	Yes	No	Unsure	Yes	
Parental mental health issues	No	Yes	No	Unsure	Yes	
Potential domestic violence in the home	No	Yes	No	Unsure	Yes	
Potential abuse/neglect	No	Yes	No	Unsure	Yes	
Financial issues in the home	No	Yes	No	Unsure	Yes	
Unable to afford/obtain correct uniform	No	Yes	No	Unsure	Yes	
Homelessness	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

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Academic Issues						
Potential Barrier to Attendance	**Has this Been Explored**		**Could this be a Factor in the Pupil's Poor Attendance?**			**Notes**
Poor academic performance	No	Yes	No	Unsure	Yes	
Undiagnosed or suspected Special Educational Needs and/or Disabilities (SEND)	No	Yes	No	Unsure	Yes	
Unmet academic needs	No	Yes	No	Unsure	Yes	
Issues with staff	No	Yes	No	Unsure	Yes	
Frequently excluded	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

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Social Issues					
Potential Barrier to Attendance	**Has this Been Explored**		**Could this be a Factor in the Pupil's Poor Attendance?**		**Notes**
Bullying	No	Yes	No	Unsure	Yes	
Issues with peer group	No	Yes	No	Unsure	Yes	
Issues with personal relationships	No	Yes	No	Unsure	Yes	
Potentially involved in gangs/criminal activity	No	Yes	No	Unsure	Yes	
Doesn't feel safe on journey to/from school	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

Transport Problems					
Potential Barrier to Attendance	**Has this Been Explored**		**Could this be a Factor in the Pupil's Poor Attendance?**		**Notes**
Too far to travel	No	Yes	No	Unsure	Yes	
Lacking a reliable means to get to school	No	Yes	No	Unsure	Yes	
Cannot afford transport costs	No	Yes	No	Unsure	Yes	
Doesn't feel safe on school/public transport	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

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Appendix 2

Pupil Factors					
Potential Barrier to Attendance	**Has this Been Explored**		**Could this be a Factor in the Pupil's Poor Attendance?**		**Notes**
Low self-esteem/ confidence	No	Yes	No	Unsure	Yes	
Low aspirations	No	Yes	No	Unsure	Yes	
Poor morning routines	No	Yes	No	Unsure	Yes	
Poor sleeping patterns	No	Yes	No	Unsure	Yes	
Gender/sexuality anxieties	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

Appendix 3

Individual Attendance Plan

The original plan should be kept and additions should be added and <mark>highlighted</mark>; information no longer relevant should have a ~~strikethrough~~.

Pupil Name		Year Group	
Head Of Centre		**Additional Staff Supporting and Roles**	
Date of Plan			

Attendance Overview (Start of Plan)					
The pupil's (dated) attendance certificate should be filed and/or attached to this plan.					
Attendance	**Absences**	**Authorised Absence**	**Unauthorised Absences**	**Late Before Register**	**Late After Register**

Current Risk Factors/Barriers to Attendance
Please note, this should be supported by the completion of an attendance audit.

Strategies to be implemented by Apex Specialist Education		
Details of strategy (including date commenced)	**Purpose of implementing strategy**	**Member of staff responsible**
E.g. daily wake-up calls for two weeks, starting from 16th October	E.g. to establish an effective morning routine	E.g. Assistant HOC to carry out calls

Expectations of the pupil		
Details of expectations	**How this has been communicated to the pupil?**	**Monitoring arrangements (who by and when?)**
E.g. set an alarm for 7 a.m. every day	E.g. discussion with attendance officer and ongoing reminders	E.g. HOC will monitor this daily

Expectations of the family/carers		
Details of expectations	**How this has been communicated to the pupil's family?**	**Monitoring arrangements (who by and when?)**
E.g. for parents to phone school before 9 a.m. to report the reason for	E.g. expectations explained during face-to-face attendance meeting and	E.g. HOC will monitor this daily

any absence	agreed by parents	

External support		
Details of agency/partner	**Support being offered**	**Date support commenced**
E.g. social care	E.g. Early Help referral has been made as mother is reporting that she feels overwhelmed	E.g. referral made 2nd November - currently awaiting first contact

APEX
SPECIALIST EDUCATION

Appendix 3

<u>Individual Attendance Plan</u>

Reviews should take place every 2 weeks; a new review should be compelted at each stage.

Date of Review		Individuals Present And Roles	
Chair (Staff) of Review			
Situation Since Last Review (Improvements and/or Declines)			
Areas Discussed			
Have the successes of strategies been discussed and reviewed?		**YES**	**NO**

Outcome of meeting? (X as appropriate)		
1.Continue with initial plan	**2. Continue plan with new or supplementary strategies added**	**3. Escalate plan further; or/and escalate placement risk**
In the event of escalation (option 3); please detail further information. E.g. early review scheduled for X date.		
Signed		Date of Next Review	

APEX
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(England) Regulations 2006 – Regulation 8 sets out the criteria under which compulsory school-aged children can be removed from school roll, summarised as follows:

- 8 (1) (a) The local authority is approving a change of provision for a pupil subject to a School Attendance Order (SAO)
  - o A pupil who is subject to an SAO must not be removed from roll unless the local authority has substituted the school named on the SAO with a new school or revoked the order on the grounds that suitable education has been arranged otherwise than at school.
- 8 (1) (b) The pupil has been registered at another school (no dual-roll agreement, 8 (1) (a) does not apply, Reg 9 does not apply -dual registration of a child with no fixed abode)
  - o A pupil who becomes registered at a new school can be removed from the roll of the previous school from the last date of attendance. The pupil must not be deleted from roll until the new school placement and date of registration have been confirmed.
- 8 (1) (c) The pupil is on dual roll and ceases to attend one of the schools (sub paragraph (i) or (m) or Reg 9 does not apply -dual registration of a child with no fixed abode
  - o A pupil registered at more than one school under a dual-roll arrangement can be removed from the roll of one of the schools providing the other school is in agreement.
- 8 (1) (d) The parent(s) have elected to home-educate (EHE) and 8 (1) (a) does not apply
  - o Parents have a right to withdraw their child from a school in favour of home education. The child must not be removed from the school roll until the parent has given written notification of their decision to educate the child at home (parents sometimes use this option when there are problems for their child at school. It would not be appropriate for school staff to encourage EHE as a solution to difficult issues as this is unlikely to be in the best interests of the child). The school -not the parent has a legal duty to notify the local authority when deleting a child from roll under this criterion. Where schools have concerns regarding a parent choice to home educate, they should consult with the EHE service.
- 8 (1) (e) Except in the case of a border the pupil has ceased to attend

and is no longer residing within reasonable distance to the school

- o Pupils can be deleted from roll when the distance to school is deemed unreasonable by the local authority, and the parent is not maintaining the school place. A distance of over eight miles from the home address measured along the shortest available route would be considered unreasonable by the local authority.

- o School must obtain details of the child's new address and refer to the CME Officer to enable a referral to the receiving local authority and reduce the risk of the child falling out of the education system.

- o Where a parent has notified the school that the child is leaving the country and the school has reason for concern, such as a history of poor attendance or safeguarding issues, the parent should be asked to provide proof of travel.

- o The school needs to notify the local authority when removing a pupil from roll whose onward education has not been able to be confirmed.

- 8 (1) (f) The pupil has failed to return following authorised leave of absence exceeding 10 school days for the purpose of a holiday

  - o A pupil who has failed to return following extended authorised leave of absence can be removed from roll providing all three of the following three conditions are fulfilled:

  - o 1. The pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted.

  - o 2. There are no reasonable grounds to believe that the pupil is unable to attend due to sickness or any unavoidable cause.

  - o 3. Both the school and the Local Authority have jointly made reasonable enquiries and failed to ascertain the child's whereabouts. Referrals should be made via the CME Referral Form.

- 8 (1) (g) The pupil is certified too ill to pursue education

  - o This will apply on the very rare occasion when a pupil has a terminal or serious medical condition and is deemed medically unfit to continue with education. An appropriate medical professional will need to certify that the pupil is unlikely to be in a fit state of health to return to school before ceasing to be of compulsory school age. Removal from roll is not permitted if there

is any indication from parent or pupil of the intention to continue to attend the school post compulsory school age.

- o The school is legally required to notify the local authority when removing a pupil from roll under this criterion. Please consult with the Out of School Tuition Service prior to removal.

- 8 (1) (h) The pupil has been missing from school for 20 days or more continuously

  - o Schools may remove missing children from roll providing all three of the following conditions are fulfilled:

  - o 1. At no time was the absence during that period authorised by the school.

  - o 2. There are no reasonable grounds to believe that the pupil is unable to attend due to sickness or any unavoidable cause.

  - o 3. Both the school and the local authority have jointly made reasonable enquiries and failed to ascertain the child's whereabouts.

  - o During the first ten days of absence, schools must make reasonable attempts to locate the child and facilitate his/her safe return to school. Enquiries should include writing to the parents, attempting to make telephone contact with parents, appropriate friends and relatives, speaking to other children and parents and home visits.

  - o Schools should refer to the CME officer, on day 11 of the child's absence. The CME officer will support the school's efforts to locate the child.

- 8 (1) (i) The pupil has been given a custodial sentence for four months or longer as a result of a final order

  - o A child who is taken into custody for four months or more, as a result of a final order, can be taken off roll, unless the school has reason to believe that he/she will return to the school at the end of the period.

  - o Schools must not de-register a pupil who is remanded in custody and awaiting a trial or hearing at a future date. Schools must consult with the local manager of the Youth Offending Service before removing a child from roll.

- 8 (1) (j) Death of a pupil

  - o In the tragic circumstance that a pupil dies, the school should

remove the child from roll upon notification of the death.

- 8 (1) (k) The pupil is above compulsory school age
  - o This applies to Year 11 pupils who do not wish to return to the school in the following academic year. The official school leaving date for Year 11 pupils is the last Friday in the month of June, in the school year in which they turn 16.
  - o This may also apply to the small minority of pupils who have been moved into a lower year group but have reached the end of their official school-leaving age. Such pupils must be given an opportunity to confirm their intention to remain on roll.
  - o School-leavers under this category who are at risk of not being in education, employment or training (NEET) should be referred to their link personal advisor.
  - o Or this applies to year 11 pupils that do not meet the entry requirements for admission to the school's sixth form.
- 8 (1) (l) The pupil is leaving a school that is not maintained by the government
  - o This relates to pupils leaving the roll of a school in the independent sector. It is not relevant to government-maintained schools, academies and free schools in Rochdale.
- 8 (1) (m) The pupil has been permanently excluded
  - o The permanent exclusion of a pupil does not take effect until:
  - o expiry of independent review panel deadline or decision
  - o parent written confirmation that won't be applying for IRP.
  - o Schools must notify the local authorities' inclusion office by the first day of the exclusion.
  - o The inclusion office will advise school of the date they are able to remover the pupil's names from school roll.
- 8 (1) (n) and 8(3) Nursery child leaving school
  - o This applies to children who have been admitted to a school to receive nursery education and are not transferring to a higher class at the school.
  - o Although it is not a legal requirement to upload a CTF to the new school for children who have not reached compulsory school age (the start of the school term following their fifth birthday), it is good practice to do so.

Appendix 4

- 8 (1) (o) State-funded boarding schools where fees are unpaid
  - If fees remain unpaid at the end of the school term for which they are due schools must check with Rochdale's School Admissions and Transport Team to see if an application has been made for another school. If not, a CME referral should be made via the CME referral form.