

Lady Boswell's C.E. (Aided) Primary School

*Learning Together, Learning for
Life*

ATTENDANCE POLICY

Date of Policy: May 2026

Reviewed:

Approved: May 2026

Date of Next Review: March 2029

Policy to be authorised if changed by: SLT

Signature:

ATTENDANCE POLICY FOR LADY BOSWELL'S CE PRIMARY SCHOOL

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

As a result, our children will:

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

1. Statement of Intent

Lady Boswell's School is committed to the development of the whole child for every pupil. Regular attendance is critical if our pupils are to be successful and benefit from the many rich opportunities presented to them.

At Lady Boswell's we place a high value on the educational opportunities that we provide and research tells us that absence from school can seriously disrupt a child's learning and wellbeing, not only do they miss out on teaching while they are away, but they are less prepared for future lessons when they return. Patterns of future good attendance, both at secondary school and in the workplace beyond, are heavily influenced by the foundations laid in their primary school education.

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the statutory guidance on Working together to improve school attendance from the Department for Education (DfE). We aim to achieve this through our whole-school culture and ethos that values good attendance, which includes:

- ✓ Setting high expectations for the attendance and punctuality of all pupils
- ✓ Promoting good attendance and the benefits of good attendance
- ✓ Reducing absence, including persistent and severe absence
- ✓ Ensuring every pupil has access to the full-time education to which they are entitled
- ✓ Acting early to address patterns of absence
- ✓ Building strong relationships with families to make sure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the DfE's statutory guidance on [Working together to improve school attendance](#) and [School attendance parental responsibility measures](#). The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the [Education Act 1996](#)
- Part 3 of the Education Act 2002
- Part 7 of the [Education and Inspections Act 2006](#)
- [The School Attendance \(Pupil Registration\) \(England\) Regulations 2024](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)
- The [Equality Act 2010](#)

It also refers to:

- [School census guidance](#)
- [Keeping Children Safe in Education](#)
- [Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and Responsibilities

Parental Responsibilities

All pupils

- ✓ Ensure their child attends every day the school is open except when a statutory reason applies.
- ✓ Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
- ✓ Only request leave of absence in exceptional circumstances and do so in advance.
- ✓ Book any medical appointments around the school day where possible.
- ✓ Work with the school and local authority to help them understand their child's barriers to attendance.
- ✓ Proactively engage with the support offered to prevent the need for more formal support.

Persistently absent pupils and severely absent pupils

- ✓ Work with the school and local authority to help them understand their child's barriers to attendance.
- ✓ Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.

Support for pupils with medical conditions or SEND with poor attendance and support for pupils with a social worker

- ✓ Work with the school and local authority to help them understand their child's barriers to attendance.
- ✓ Proactively engage with the support offered.

Looked after and previously looked after children

- ✓ Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.
- ✓ Proactively engage with the support offered.

School Responsibilities

All pupils

- ✓ Have a clear school attendance policy on the school website which all staff, pupils and parents understand
- ✓ Develop and maintain a whole school culture that promotes the benefits of good attendance.
- ✓ Accurately complete admission and attendance registers.
- ✓ Have robust daily processes to follow up absence.
- ✓ Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.
- ✓ Have a dedicated senior leader with overall responsibility for championing and improving attendance.

Pupils at risk of becoming persistently absent

- ✓ Proactively use data to identify pupils at risk of poor attendance.
- ✓ Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- ✓ Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.
- ✓ If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

Persistently absent pupils (10% or more sessions missed)

Continued support as for pupils at risk of becoming persistently absent and:

- ✓ Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
- ✓ Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
- ✓ Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
- ✓ Where there are safeguarding concerns, intensify support through statutory children's social care.
- ✓ Work with other schools in the local area, such as schools previously attended and the schools of any siblings.

Severely absent pupils (50% or more sessions missed)

Continued support as for persistently absent pupils and:

- ✓ Agree a joint approach for all severely absent pupils with the local authority.
- ✓ Support for cohorts of pupils with lower attendance than their peers
- ✓ Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- ✓ Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.

Support for pupils with medical conditions or SEND with poor attendance

- ✓ Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.
- ✓ Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- ✓ Consider additional support from wider services and external partners, making timely referrals.
- ✓ Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.

Support for pupils with a social worker

- ✓ Know who the pupils who have, or who have had, a social worker are.
- ✓ Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.
- ✓ Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.
- ✓ Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

Looked after and previously looked after children

- ✓ Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.
- ✓ Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance.
- ✓ Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.

Monitoring

The school's Attendance Officer will ensure all school-based staff complete their attendance responsibilities in line with the school's policies and procedures.

The Governing Board

- ✓ Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.
- ✓ Ensure school leaders fulfil expectations and statutory duties.
- ✓ Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.
- ✓ Ensure school staff receive training on attendance.
- ✓ Regularly review attendance data and help school leaders focus support on the pupils who need it.
- ✓ Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked after pupils
- ✓ Monitor and review attendance of vulnerable groups and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance

Class teachers

- ✓ Class Teachers should complete a register at the beginning at 8.50 each morning and at the start of the afternoon session. Marking the attendance registers twice daily is a legal requirement. Teachers mark pupils as being present or absent, where the office will complete the outstanding absence with the appropriate attendance code

4. Attendance and punctuality expectations

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school. **Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances** such as being too ill to attend or being given permission for an absence in advance from the school.

Children are required to attend school on 190 days per year. This means that there are 175 days available to parents for holidays, trips, visits and attend non-urgent appointments. Therefore, other than in a small number of specific circumstances, absence other than illness will not be authorised. Lady Boswell's is committed to the continued development of all of our pupils and regular attendance at school ensures that they have the opportunity to benefit from the fantastic educational, social, emotional and enrichment opportunities available here.

The current academic year and next academic year's term dates are available to parents via the School website.

At Lady Boswell's School pupils are expected to be in class for register **by 8.50 am** (the gates open at 8.40 am). All pupils arriving after this time should be accompanied to the school office where the lateness/attendance will be recorded. Children must not go directly to class if they arrive at 8.50 as they will not be formally recorded as present.

Children are expected to attend for the full School day and may only be collected early from School for approved absences. The following reasons will not be approved for early collection:

- To avoid traffic
- To collect siblings from other schools
- To get to an after-school club or enrichment activity not arranged by the School
- To go to tutoring
- To attend non-medical appointments

Parents can check their child's current rate of attendance through the Arbor App.

5. Key Contacts in School

All members of staff at Lady Boswell's contribute to the promotion and maintenance of good attendance. The following members of staff form the school's Attendance Team:

- Hannah Pullen, Co-Headteacher & Strategic Lead for Attendance

- Louise Marshall, Attendance Officer
- Hannah Browning, SENCo and Assistant Headteacher for Inclusion
- Anna Pullen, Family Support Worker

Parents are able to contact any of these members of staff if they wish to discuss any element of their child's attendance via the School Office or on 01732 452851.

6. Processes for Managing Attendance and Absence

Authorising Absence

Only the Co-Headteachers can authorise absence for approved reasons as set out in [Working together to improve school attendance](#). Where there is doubt, the Co-Headteachers, on behalf of the governing body, should take a consistent approach. The absence must be **unavoidable**. The Co-Headteachers are not obliged to accept a parent's explanation and if the absence is not authorised, parents will be notified.

Authorised absence codes will only be used after there has been some communication between the parent and school. The school can request medical evidence regarding a child's absence through illness.

The following reasons are examples of the kinds of absence that will not be authorised:

- Term time holidays
- Persistent non-specific illness e.g. poorly/unwell
- Absence of siblings if one child is ill
- Oversleeping
- Inadequate clothing/uniform
- Confusion over school dates
- Medical/dental appointments of more than half a day without very good reasons
- Child's/family birthday
- Car difficulties
- Shopping trip
- Sibling's school being closed
- 'Treat' days

Children absent from School due to employment or participation in entertainment

The School follows statutory guidance when authorising absence for children who are participating in licenced activity outside of School. Absence for these activities remains at the Co-Headteacher's discretion. Whilst the School will always wish to support children in these circumstances, it will balance this carefully with the impact on their education.

<https://www.kent.gov.uk/education-and-children/activities-outside-school/children-in-entertainment>

Children Missing from Education

Where a child is absent from School and no reason has been supplied by their parents, the School will make every reasonable attempt to contact the child's parents and other recorded contacts to establish their whereabouts. A child missing from School without reason is a safeguarding concern. The School will initiate Safeguarding procedures as set out the Child Protection Policy.

No child may be removed from the school roll without consultation between the Co-Headteachers and PIAS. Where a child is missing from education, Local Authority guidance should be followed.

Leave of absence

The Co-Headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. The Co-headteachers will determine the number of school days a child can be away from school if the leave is granted:

- For service personnel and other employees who are prevented from taking holidays outside term-time, if the holiday will have minimal disruption to the pupil's education;
- When a family needs to spend time together to support each other during or after a crisis.

Applications for Leave of Absence MUST be made, if possible, at least 4 weeks in advance of the requested date in writing (using the leave of absence request form in Appendix 2 which is available via the School website) to the Headteacher outlining exceptional circumstances.

Agreement to each request is at the discretion of the Co-Headteachers, acting on behalf of the Governing Body (Education (Pupil Registration) (England) Regulations 2006). Each case will be judged on its merits in line with the criteria outlined above. The Headteacher's decision is final and once the decision to not authorise the leave is taken, it cannot be authorised retrospectively.

Lateness

At Lady Boswell's School the register is taken at 8.50 am and 1.20 pm. Pupils arriving after these times must enter school by the main entrance and their parent/carer report to reception where their child's name and reason for lateness will be recorded. The pupil will be marked as late before registration has closed (Code 'L').

The register will close at 9.00 am and 1.30 pm. Pupils arriving after the register has closed will be marked as late after registration (Code 'U'), unless there is a valid reason, and this will count as an unauthorised absence.

Frequent lateness will be discussed with parents at open evenings and may be referred to the School Liaison Officer (SLO). It can provide grounds for the imposition of a Penalty Notice in accordance with the procedure set out below, or in extreme cases prosecution at the instigation of the PIAS.

Penalty Notice Proceedings for Lateness

- 10 incidents in a term of late arrival after the registers have closed which qualifies as unauthorised absence, may lead to a referral to the PIAS for a Penalty Notice Warning Letter
- The Penalty Notice Warning Letter sets out 15 school days during which no unauthorised absence is to be recorded
- If unauthorised absence is recorded during the 15 day period, Penalty Notice(s) will be issued (one per parent per child)
- Where a Penalty Notice is not paid within 28 days of issue, the Local Authority may instigate court proceedings

Timeline of School Action for Low Attendance

- **95 - 100% attendance** - class teacher to monitor and notify Headteacher of concerns. Unusual patterns of absence flagged through Attendance Team.

- **90 - 95% attendance** – attendance letter sent to parents/carers. Monitored within school through termly Attendance Team meetings
- **Below 90%** - Advise PRU, Inclusion & Attendance Service (PIAS) of child's attendance and consider referral to PIAS or Penalty Notice where the absences have not been authorised.

The School will take the following actions to tackle concerning attendance:

- Information sharing letter
- Concern letter
- Invitation for Family Support Worker involvement
- Telephone or meeting with the Family Support Worker
- Telephone or meeting with a Senior Leader or Co-Headteacher
- Referrals / signposts to other agencies such as Early Help
- Attendance improvement plan

Plus any other action that would be in the child's

Local Authority Action

If a pupil's attendance drops below 90% and where there is no improvement in a pupil's attendance and/or there is at least 10 sessions (5 days) unauthorised absence in a term, the School can make a referral to PIAS through the digital front door and a Attendance Officer will advise on a course of action from the Local Authority. This may include:

- Home visits
- Attendance improvement meetings
- Liaison with supportive agencies e.g. Child and Adolescent Mental Health Service, Social Services and Family Group Conference Service.
- Issuing of Notice to Improve
- Issuing of Penalty Charge Notice
- Fast Track to Prosecution

Penalty Notices for Poor Attendance

There are three scenarios where a Penalty Notice can be requested by a school for the local authority to issue:

1. The pupil is absent on leave which is unauthorised by the Headteacher (recorded by school as **code G** on the pupil's registration certificate) for 10 or more sessions within 10 school weeks.
2. The pupil is absent from school, with **10 or more sessions** recorded on their registration certificate by the school as unauthorised using:
 - **Code O** (absent in other or unknown circumstances).
 - **Code U** (arrived in school after registration closed).
 - Any combination of code O, U and G triggering the school to set a **20 school day notice to improve period for the pupil**, which was unsuccessful.
3. The pupil is present in a public place during school hours without reasonable justification during the first 5 school days of a suspension or permanent exclusion (recorded as **code E** on the pupil's registration certificate).

Penalty Notice charges and escalation process

Only two Penalty Notices can be issued to the same parent in respect of the same child within a three-year rolling period, and any second notice within that period is charged at a higher rate:

The first Penalty Notice issued to a parent in respect of a particular pupil will be charged at £160 if paid within 28 days. This will be reduced to £80 if paid within 21 days.

A second Penalty Notice issued to the same parent in respect of the same pupil is charged at a flat rate of £160 if paid within 28 days.

A third Penalty Notice cannot be issued to the same parent in respect of the same child within three years of the date of issue of the first. In a case where the national threshold is met for a third time (or subsequent times) within those three years, and KCC will take alternative action instead which may include prosecution in the Magistrates Courts under section 444 of the Education Act 1996

There is no right of appeal by parents against a penalty notice. The decision to authorise or unauthorise a pupil's absence rests with the Co-Headteachers of the school at which the pupil is registered.

Part-time timetables (PTTs)

These are sometimes known as reduced timetables, but officially known as part-time timetables in DfE guidance. PTTs may be used in cases of pupils re-integrating into school after a period of absence due to physical health and/or psychological health reasons, or when transitioning into a new school. The DfE states in paragraph 66 of its Working together guidance that PTTs should not be used to manage behaviour.

Key considerations and requirements for schools when considering moving a pupil on to a PTT (some of which are included in the above guidance) include:

- Parental consent must be obtained as all pupils are entitled to a full-time education. If parents agree and wish their child to return to full time sooner than planned or with immediate effect this must be honoured even if the school believes it is not in the child's best interests. Equally, school may refuse a parent's request for their child to be placed on to a part-time timetable. School may choose to move the pupil back to full-time at short notice if it is not proving an effective intervention.
- The timetable should be a temporary measure and for the shortest time possible.
- There should be a regular review with input from parents (and pupil where appropriate) using a pastoral support plan or similar framework to record details such as actions agreed etc to support the pupil returning to a full-time programme.
- As school is a protective factor for pupils, a risk assessment should be conducted to mitigate against potential safeguarding risks when they are absent. This may also include arrangements which become apparent, e.g. adult supervision, travel arrangements at alternative times of day and free school meals (where applicable). The DfE's Keeping Children Safe in Education (September 2025) guidance is a key document which to refer to promote the wellbeing of pupils missing school.
- If the pupil has an EHCP, subject to a statutory children's social care plan and/or in the care of the LA then the relevant KCC department(s) should be contacted for their input to ensure the child is safeguarded and there is compliance with any related statutory legislation. Schools may also wish to seek advice and guidance from professionals in the district's Specialist Teaching and Learning Service (STLS) and SEND Inclusion Advisers. The school can contact the KPAS Exclusion Intervention Adviser directly or complete the Request Exclusion Intervention Advice form on the Digital Front Door on Kelsi.
- Any sessions where the pupil is not required to be in school must be recorded on the register as authorised absence (code C2). For non-compulsory aged pupils who are part of

a whole year transition (e.g., new reception pupils in September) code X (classed statistically as not a possible attendance) may be applied.

- Inform KCC of the part-time timetable details by completing the Notify of a parttime timetable form through the Digital Front Door on Kelsi.

Flexi-Schooling

Although flexi-schooling has similar features to a part-time timetable in that both school and parents must agree it, there are some differences. Flexi-schooling is not the same as elective home education (EHE) and the pupil must therefore be on the school roll for all 10 school sessions each week.

Parents may approach the School to request for consideration of a Flexi-Schooling arrangement. The School will consider whether a Flexi-Schooling arrangement will be in the best interest of the child. The Co-Headteachers have the right to decline or agree a Flexi-School arrangement. Any agreement will have a fixed review period and the agreement may be withdrawn by the School at any time if the School no longer feels that the arrangement is in the child's best interest.

Appendix 1 – Attendance and Absence Codes

For more detail about absence and attendance codes from the DfE (see Chapter 8 of the [Working together to improve school attendance \(applies from 19 August 2024\) \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/100000/working-together-to-improve-school-attendance-applies-from-19-august-2024.pdf))

Attendance Codes

Code	Definition
/	Present (am)
\	Present (pm)
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school

Absence Codes (authorised and unauthorised)

Code	Definition
<i>Authorised absence</i>	
C	Leave of absence for exceptional circumstance
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Suspended or permanently excluded and no alternative provision made
I	Illness (not medical or dental appointment)
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
M	Leave of absence for the purpose of attending a medical or dental appointment
R	Religious observance
S	Leave of absence for the purpose of studying for a public examination
T	Parent travelling for occupational purposes
X	Non-compulsory school age pupil not required to attend school
<i>Unauthorised absence</i>	
G	Holiday not granted by the school
N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed

Absent - unable to attend school because of unavoidable cause

Code	Definition
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause

Administrative codes

Code	Definition
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 2 - Leave of Absence Request form



Lady Boswell's C.E. (Aided) Primary School

Learning Together  Learning For Life

Co- Headteachers: Mrs Hannah Pullen BA Hons, PGCE and Mrs Sharon Saunders B.Ed Hons (NPQH)

Plymouth Drive, Sevenoaks, Kent TN13 3RW



01732 452851



headteacher@ladyboswells.kent.sch.uk or office@ladyboswells.kent.sch.uk

Leave of Absence Request Form

PLEASE READ BELOW INFORMATION CAREFULLY

Lady Boswells is committed to the continuous raising of achievement of all our pupils, and good attendance is critical if our pupils are to be successful and benefit from the opportunities presented to them. Parents and carers have a legal responsibility to ensure that their children attend school every day that it is open.

Headteachers are not obliged to authorise absences in term time and time off school for family holidays is not a right. The Government introduced a law in September 2013 that Headteachers are no longer able to authorise any annual holiday during term time, except in the below exceptional circumstances:

- For service personnel and other employees who are prevented from taking holidays outside term-time, provided the holiday will have minimal disruption to the pupils education
- When a family needs to spend time together to support each other during or after a crisis

We therefore politely request that you arrange your family holiday in school holiday time rather than term time. Request for absences should be made to the headteacher by completing this form or sending a letter to the Headteacher at least 4 weeks in advance, parents will be notified of the outcome of the requests.

Name of Student: Class:

First Date of proposed absence:..... Last Date of proposed absence:

Expected date of return to school:

Reason for proposed absence (please provide enough detail to enable us to make an informed decision about the absence including evidence if applicable)

.....
.....
.....
.....

I have read the above information and would like to proceed with this request.

Signed:.....

Date:

For office use only:

Coding decision:

Entered on SIMS Amount of Sessions:

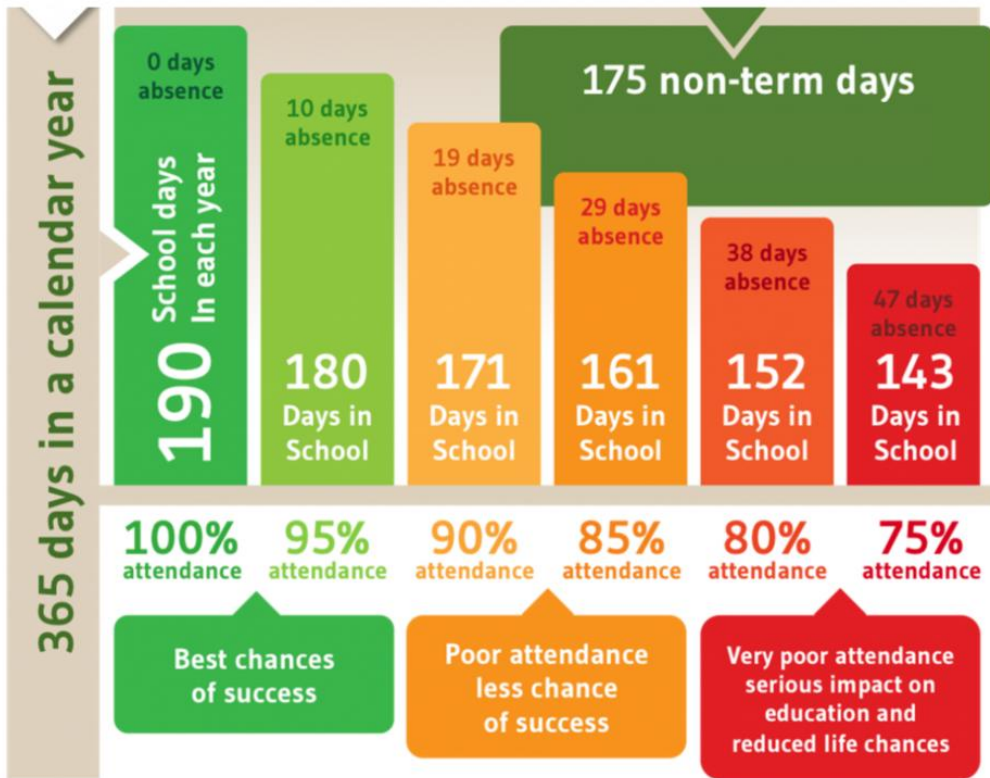
Signed:

Position:

Appendix 3 – Role of the Local Authority

Kent County Council	<ul style="list-style-type: none"> • All pupils <ul style="list-style-type: none"> ○ Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. ○ Have a School Attendance Support Team (PIAS) that works with all schools in their area to remove area-wide barriers to attendance. ○ Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. ○ Offer opportunities for all schools in the area to share effective practice. • Pupils at risk of becoming persistently absent <ul style="list-style-type: none"> ○ Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. ○ Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. ○ If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners. • Persistently absent pupils (10% or more sessions missed) <ul style="list-style-type: none"> ○ Continue support as for pupils at risk of becoming persistently absent and: ○ Work jointly with the school to provide formal support options including attendance contracts and education supervision orders. ○ Where there are safeguarding concerns, ensure joint working between the school, children’s social care services and other statutory safeguarding partners. ○ Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort). • Severely absent pupils (50% or more sessions missed) <ul style="list-style-type: none"> ○ Continued support as for persistently absent pupils and: ○ All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision. ○ Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children’s social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children’s social care assessment and building attendance into children in need and child protection plans. • Support for cohorts of pupils with lower attendance than their peers <ul style="list-style-type: none"> ○ Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools. • Support for pupils with medical conditions or SEND with poor attendance <ul style="list-style-type: none"> ○ Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health
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	<p>services, to ensure joined up support for families.</p> <ul style="list-style-type: none"> ○ Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education. <ul style="list-style-type: none"> • Support for pupils with a social worker (VSK - Virtual School Kent) <ul style="list-style-type: none"> ○ Ensure that all Children’s Social Care practitioners, understand the importance of good attendance for pupil’s educational progress, for their welfare and their wider development – and understand their role in improving it. ○ Through the work of Virtual School Heads, they should: <ul style="list-style-type: none"> ▪ Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. ▪ Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. ▪ Develop whole system approaches, with social care, to support the attendance of children in need. • Looked after and previously looked after children <ul style="list-style-type: none"> ○ Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. ○ Appoint an expert Virtual School Head (VSH) who will: <ul style="list-style-type: none"> ▪ Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school whenever they live or are educated. ▪ Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. ▪ Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. ▪ Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance. • Monitoring <ul style="list-style-type: none"> ○ DfE Regions Group monitors local authority efforts as part of regular interaction. ○ Ofsted may consider the local area partnership’s approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority’s approach to improving attendance for children with a social worker through inspecting local authority children’s services.
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DID YOU KNOW? A two week holiday in term time means that the highest attendance you can achieve is 94.7%

Every Day Counts: Your School Attendance Guide

GREEN ZONE: 95% to 100% Attendance
0-10 DAYS MISSED
Best Chance of Success!

AMBER ZONE: 85% to 94% Attendance
MISSING 19 DAYS
Losing 4 Full Weeks of Learning

RED ZONE: Under 85% Attendance
FREQUENT ABSENCE
Serious Impact on Education and Reduces Life Chances

DID YOU KNOW?

- THE 5-YEAR IMPACT:** Maintaining 90% attendance over five years equals missing half a school year
- THE HOLIDAY LIMIT:** Taking a 2-week holiday in term time limits maximum attendance to 94.7%
- ONLY 190 DAYS:** There are only 190 school days in a full year of 365 days

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