



Attendance and Absence Policy

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Statement of intent

The Layton 5 Rs are the foundation for all we do in school and are also key to ensuring that attendance is good for all pupils. Good attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 2 and key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Moreover, the overall absence rate of pupils not meeting the expected standard was higher than among those meeting the higher standard (4.7% compared to 2.7%).

Improving attendance is everyone's business; all staff, governors, pupils, families and external agencies will work together to secure good attendance. Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, Layton Primary School will work in partnership with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. We will continue to prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with pupils and parents to secure good attendance.

Good attendance begins with school being somewhere pupils want to be and at Layton we grow great minds together, taking a whole-school approach to securing good attendance, and recognising the impact that our efforts in other areas – such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as pupil premium – can have on improving pupil attendance.

We are committed to:

- Promoting and modelling high attendance and its benefits.
- Ensuring equality and fairness for all.
- Ensuring this attendance policy is clear and easily understood by staff, pupils and parents.
- Intervening early and working with other agencies to ensure the health and safety of our pupils.
- Building strong relationships with families to overcome barriers to attendance.
- Working collaboratively with other schools in the area, as well as other agencies.
- Ensuring parents follow the framework set in section 7 of the Education Act 1996, which states that the parent of every child of compulsory school age shall cause them to receive efficient full-time education suitable to their age, ability and aptitude, and to any SEND they may have, either by regular attendance at school or otherwise.
- Ensuring our attendance policy is clear and easily understood by all staff, parents and pupils.
- Regularly monitoring and analysing attendance and absence data to identify pupils or cohorts that require more support.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Equality Act 2010
- The Education (Pupil Registration) (England) Regulations 2006 (As amended)
- The Children (Performances and Activities) (England) Regulations 2014
- Children and Young Persons Act 1963
- DfE (2022) 'Working together to improve school attendance'
- DfE (2023) 'Keeping children safe in education (KCSIE) 2023'
- DfE (2016) 'Children missing education'
- DfE (2023) 'Providing remote education'
- DfE (2024) 'Working together to improve attendance'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Complaints Procedures Policy
- Behaviour Policy
- SEND Policy
- Pupils with additional needs - attendance
- Supporting Pupils with Medical Conditions Policy

2. Roles and responsibilities

The governing board has overall responsibility for:

- Recognising the importance of school attendance and promote it across the school's ethos and policies.
- Ensuring school leaders fulfil expectations and statutory duties.
- Regularly reviewing attendance data, discuss, and challenge trends, and help school leaders focus improvement efforts on the individual pupils or cohorts who need it most.
- Ensuring school staff receive adequate training on attendance.
- Monitoring the implementation of this policy and all relevant procedures across the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Procedures Policy.
- Having regard to 'Keeping children safe in education' when making arrangements to safeguard and promote the welfare of children.

Key staff

- Headteacher – Jonathan Clucas

- Safeguarding Lead/Senior Attendance Champion – Sarah Dunn
- Attendance & Admissions Administrator - Nicky Kennerley
- Pupil Welfare Officer – Alex Pellowe

The senior leadership team and key staff named above are responsible for:

- The day-to-day implementation and management of this policy and all relevant procedures across the school.
- Ensuring all parents are aware of the school's attendance expectations and procedures.
- Ensuring that every pupil has access to full-time education and will act as early as possible to address patterns of absence.
- Following this policy and ensuring pupils do so too.
- Ensuring this policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Where designated, taking the attendance register at the relevant times during the school day.

In partnership with SLT and the key staff named above, the senior attendance champion is responsible for:

- The overall strategic approach to attendance in school. Making sure all staff know the importance of good attendance.
- Developing a clear vision for improving attendance.
- Monitoring attendance and the impact of interventions.
- Analysing attendance data and identifying areas of intervention and improvement.
- Communicating with pupils and parents with regard to attendance.
- Following up on incidents of persistent poor attendance.
- Informing the LA of any pupil being deleted from the admission and attendance registers.

Pupils are responsible for:

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

Parents are responsible for:

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

3. Definitions

The following definitions apply for the purposes of this policy:

Absence:

- Arrival at school after the register has closed
- Not attending the registered 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 exceptional circumstances granted at the discretion of the school and requested in advance by parents.

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

Persistent absence (PA):

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

Missing education

- Not registered at a school and not receiving suitable education in a setting other than a school

4. Attendance expectations

The school has high expectations for pupils' attendance and punctuality, and ensures that these expectations are communicated regularly to parents and pupils.

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 at Layton Primary School are expected to attend every day and to be on time. We set work from 8.40am, which allows children to practice and consolidate key skills, so children who arrive after 8.55am miss out on vital learning opportunities.

School will be open from 8.40 a.m. External gates and classroom doors will be closed at 8.55 a.m. Any child arriving after 8.55 a.m. must enter school via the school office to be signed in.

Registers are taken at 8.55am and are closed at 9am. A pupil arriving after this time and before 9.10am, will receive a late mark.

A pupil arriving after 9.10am will be given a U mark. In some circumstances, this may be changed if appropriate evidence is provided for their absence.

As well as a prompt arrival at school, parents/carers are asked to support staff in ensuring that children are dismissed safely at the end of each day.

Children in Foundation Stage, Year One and Year Two must be collected from the classroom door by an adult who is listed as having permission to collect on the school system. To note, those under the age of sixteen years old will not be permitted to collect a child in these year groups, except in the most exceptional of circumstances and with permission from the school's safeguarding team. This must be agreed in advance with parents/carers.

Children in Years Three and Four must be collected from the KS2 yard (Meyler Avenue) by an adult who is listed as having permission to collect on the school system. To note, those under the age of sixteen years old will not be permitted to collect a child in these year groups, except in the most exceptional of circumstances and with permission from the school's safeguarding team. This must be agreed in advance with parents/carers.

Children in Year Five should either be collected from the KS2 yard (Meyler Avenue) by an adult who is listed as having permission to collect on the school system, or with permission from parents, will be allowed to walk home on their own.

Children in Year Six should either be collected from the Eastwood Avenue entrance by an adult who is listed as having permission to collect on the school system, or with permission from parents, will be allowed to walk home on their own.

5. Absence procedures

Parents/Carers have a responsibility to ensure that their child/ren attend school every day and on time.

If your child is too unwell to attend school, the school must be notified immediately. This can be done in two ways:

- Telephone the school – 01253 392179, choosing option1 and leaving a voice message.
- Contact the school through parent app (free of charge). Click on more on the home screen. Select report your child's absence and follow the instructions on the screen.

Parents/carers should take all reasonable steps to notify the school of the reason for a child's absence **on the first day of absence**.

We operate a 'first day of absence' call and text system if there has been no contact from the family of an absent child.

Where a child is late for school, the child must be taken to the school office to sign in on our inventory system before entry to class. The school must ensure every child is recorded as present once on our premises, in case of emergency evacuation.

When an appointment has been made for medical reasons (and these should be made outside school time when possible) the appointment card should be shown in advance to the school office. The school will not request medical evidence in most circumstances where a pupil is absent due to illness; however, the school reserves the right to request supporting evidence where there is genuine and reasonable doubt about the authenticity of the illness.

The school will always follow up any absences in order to:

- Ascertain the reason for the absence.
- Ensure the proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

A reason for absence **must** be validated by a child's parent. This must be via the school office, not the class teacher.

School refers to guidance from the Health Protection Agency to advise parents on recommended periods of absence for specific illnesses and infections.

<https://www.gov.uk/government/publications/health-protection-in-schools-and-other-childcare-facilities/chapter-9-managing-specific-infectious-diseases>

6. Attendance register

The school uses an electronic register system, Arbor to keep attendance registers, ensure they are as accurate as possible and can be easily analysed and shared with the appropriate authorities.

Designated staff members will take the attendance register at the start of each school day and at the start of the afternoon session. This register will record whether pupils are:

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

7. Authorising parental absence requests

All schools can grant a leave of absence when a pupil needs to be absent from school with permission. All schools are expected to restrict leaves of absence to the specific circumstances set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024 and schools maintained by a local authority and special schools not maintained by a local authority must do so. These circumstances are:

- Taking part in a regulated performance or employment abroad: in line with a licence issued by a local authority or Justice of the Peace or a body of persons approval (BOPA).
- Attending an interview: for entry into another educational institution or for future employment where requested in advance by a parent the pupil normally lives with.
- Study leave: for public examinations, as agreed in advance with a parent the pupil normally lives with. Please note this does not include any internal examinations such as mocks as study leave should not be granted in such cases.
- A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable.

Leave of absence

The school will only grant a pupil a leave of absence in exceptional circumstances. In order to have requests for a leave of absence considered, the school will expect parents to contact the headteacher in writing at least two weeks prior to the proposed start date of the leave of absence, providing the reason for the proposed absence and the dates during which the absence would be expected to occur.

Any requests for leave during term time will be considered on an individual basis and the pupil's previous attendance record will be taken into account. Where the absence is granted, the headteacher will determine the length of time that the pupil can be away from school. The school is not likely to grant leaves of absence for the purposes of family holidays.

Requests for leave will not be granted in the following circumstances:

- Immediately before and during statutory assessment periods
- When a pupil's attendance record shows any unauthorised absence
- Where a pupil's authorised absence record is already above 10 percent for any reason

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

Religious observance

The school will take advice from local religious leaders of all faiths to establish the appropriate number of days of absence required for religious festivals. Parents will be required to inform the school in advance if absences are required for days of religious observance.

8. Working with parents to improve attendance

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

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

The school will ensure that parents are aware of their legal duty to ensure that their child attends school regularly and to facilitate their child's legal right to a full-time education – parents will be made aware that this means their child must attend school every day that it is open, save for in certain circumstances, e.g. sickness or absences that have been authorised by the headteacher in advance. The school will regularly inform parents about their child's levels of attendance, absence and punctuality, and will ensure that parents are aware of the benefits that regular attendance at school can have for their child educationally, socially and developmentally.

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

Where these barriers are related to the pupil's experience in school, e.g. bullying, the attendance officer will work with the headteacher and any relevant school staff, e.g. the DSL and SENCO, to address this. Where the barriers are outside of the school's control, e.g. they are related to issues within the pupil's family, the attendance officer will liaise with any relevant external agencies or authorities, e.g. children's social care or the LA, and will encourage parents to access support that they may need.

9. SEND- and health-related absences

The school recognises that pupils with SEND and/or health conditions, including mental health issues, may face greater barriers to attendance than their peers, and will incorporate robust procedures to support pupils who find attending school difficult.

Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and

disabilities (SEND). Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as it is for any other pupil but additional support may need to be provided.

In developing this support, the usual processes relevant to any attendance case apply:

- Understanding the individual needs of the pupil and family
- Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

10. Young Carers

The school understands the difficulties that face young carers, and will endeavour to identify young carers at the earliest opportunity, as well as through their time at the school. A caring and flexible approach will be taken to the needs of young carers and each pupil will be examined on a case-by-case basis, involving other agencies if appropriate.

The school, in conjunction with relevant authorities, will implement support for pupils who are young carers, to encourage their sustained and regular attendance at school in line with the school's expectations.

11. Truancy

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

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

The following procedures will be taken in the event of a truancy:

- The school will attempt to contact parents using the emergency contact numbers provided.
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.

The DSL will be involved where an instance of truancy may be linked to a safeguarding concern. Any safeguarding concerns will be dealt with in line with the Child Protection and Safeguarding Policy.

12. Absent pupils

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

- The member of staff who has noticed the absent pupil will inform the headteacher and safeguarding team immediately

- The office staff will also be informed as they will act as a point of contact for receiving information regarding the search
- A member of staff will stay with the rest of the class, and all other available members of staff will conduct a thorough search of the school premises as directed by the headteacher
- Available staff will begin a search of the area immediately outside of the school premises, and will take a mobile phone with them so they can be contacted.
- If the pupil has not been found after 10 minutes, then the parents of the pupil will be notified
- The school will attempt to contact parents using the emergency contact numbers provided
- If the parents have had no contact from the pupil, and the emergency contacts list has been exhausted, the police will be contacted.
- The absent pupil's teacher will fill in an incident form, describing all circumstances leading up to the pupil going missing
- If the absent pupil has an allocated social worker, is a looked-after child, or has any SEND, then the appropriate personnel will be informed
- When the pupil has been located, members of staff will care for and talk to the pupil to ensure they are safe and well
- Parents and any other agencies will be informed immediately when the pupil has been located

The headteacher will take the appropriate action to ensure that pupils understand they must not leave the premises, and sanctions will be issued if deemed necessary. Appropriate disciplinary procedures will be followed in accordance with the Behaviour Policy.

The headteacher will carry out a full investigation and will draw a conclusion as to how the incident occurred.

13. Attendance intervention and working with the Pupil Welfare Service

In order to ensure the school has effective procedures for managing absence, the key staff listed above will work with the school's designated Pupil Welfare Officer (PWO) to review attendance weekly, including cases involving individual children or families and to discuss any other matters concerning attendance and punctuality.

Referrals to PWOs are made by schools. However, PWOs do consult with other professionals and can be contacted directly by parents/carers for support.

A parent/carer may be contacted by a PWO if:

- The child has a pattern of irregular attendance (broken weeks);
- The child has had a period of non-attendance with no explanation or justifiable reason;
- The child has been regularly absent and communication between parent/carers and school has met with little or no response/improvement;

- The child is moving to another area and the school does not have a confirmed destination school/provider where the child will resume their education (such pupils are treated as “children missing education”);
- A pattern of persistent lateness has developed;
- There are child protection concerns alongside poor attendance patterns;
- There are identifiable welfare issues, which are preventing a child from accessing education.

The main role of a PWO is to work with schools and families to help raise attendance levels for individual pupils, individual schools and for Blackpool as a whole to ensure that all pupils of compulsory school age are in receipt of a suitable education.

PWOs also work with other professionals to promote regular school attendance for children in their Foundation Stage. Although there is no legislation for 3 and 4 year olds to attend school regularly, it is known that regular school attendance in these early years is crucial to a child’s adopting of positive attendance and punctuality routines and future learning.

PWOs will assist in identifying and removing barriers which may be preventing a child receiving education through a number of ways, initially by undertaking individual casework with children of poor attendance and their parents/carers. The PWO will recognise and take account of individual circumstances and will respond accordingly. Speedy return of the child to regular attendance will always be the prime concern.

In some instances, PWO intervention may be limited to a single PWO home visit in order to remind parent/carers of their legal responsibilities or to help resolve a particular difficulty. When, in some instances, there may be complex reasons why a child is not attending school the PWO may negotiate a plan of support. All PWO casework will involve close and continuous liaison with the pupil’s school. PWOs will ensure that schools receive regular, written feedback on pupils with whom work is being undertaken.

Where the main causes of non- attendance may be school-related (e.g. alleged bullying or racism, peer pressure, difficulties with a particular lesson or teacher) the PWO will discuss with the school in order to develop strategies to overcome these difficulties.

The PWO will employ a range of strategies with the parent/carers in their casework to bring about the child’s regular attendance and will, when necessary if no improvement occurs, refer the matter to the Magistrates Court.

14. Legal intervention

In some cases, school will request that Penalty Notices are issued for poor attendance. This fine will be for £120 and must be paid within 28 days. However, if payment is made within 21 days the fine will be reduced to £60. Non-payment of the Penalty Notice may result in a prosecution for the offence of failing to ensure your child’s regular attendance at school, contrary to the Section 444 of the Education Act 1996 as amended.

Issuing a penalty notice for poor school attendance is not a decision taken lightly by school and we are here to support you and your family improve and maintain good school attendance.

From autumn term 2024, only 2 penalty notices can be issued to the same parent in respect of the same child within a 3 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 3 years of the date of issue of the first. In a case where the national threshold (the threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks.) is met for a third time (or subsequent times) within those 3 years, alternative action should be taken instead. This will often include considering prosecution, but may include other tools such as one of the other attendance legal interventions.***

BLACKPOOL COUNCIL POLICY ON PROSECUTION

Section 444(1) and (1)(a) of the Education Act 1996 states that if a pupil fails to regularly attend and attempts by the PWO and school fail to ensure the pupil returns to regular attendance, the PWO, on behalf of Blackpool Council, can consider taking legal action by issuing a summons against the parent/carers to appear before the Magistrates Court under Section 444(1) / (1)(A).

444(1)(a): This is an “aggravated” and more serious offence. Parent/ carers may be summonsed to Court on this offence will have a criminal conviction recorded against their name should action be taken during this process.

Fast Track Initiative to Better Outcomes: This involves less casework and a series of letters and meetings over 12 weeks to try and improve individual pupil’s school attendance. If no or little improvement occurs, a referral to the Magistrates Court will be made under Section 444(1).

If a child/young person pupil still fails to attend school regularly, after a parent/carer has been prosecuted, the PWO will, if deemed appropriate, take further legal action.

Education Supervision Order (ESO): Before initiating a prosecution under section 444(1) or (1)(A) of the 1996 Education Act, a PWO will consider whether it is appropriate to apply for an ESO under section 36 of the 1989 Children Act to the Family Court. The purpose of an ESO is to place a child/young person who is not being properly educated under the supervision of the Children’s Services Authority as opposed to the parent/carer.

An ESO aims to ensure that the child/young person receives a suitable education and that they and the parent/carers receive intensive support, advice and guidance from a Supervising Officer who is required “to advise, assist and befriend”.

Should an ESO fail to bring about an improvement in the child’s school attendance, the PWO can later use this in evidence in the Magistrates Court as a prosecution under Section 444(1) or 444(1)(a) of The Education Act 1996.

Blackpool Council Policy on the Use of School Attendance Order (SAO): A SAO (under Sections 437-439 of the 1996 Education Act) will be served on the parent/carers of a child of

compulsory school age if the parent/carers have failed to provide a suitable education and if the Children's Services Authority believes that the child should attend school.

The SAO will specify the school or Pupil Referral Unit which the child should attend. Should the parent/carers fail to comply with the SAO the Children's Service Authority will initiate legal proceedings under Section 443 of the 1996 Education Act, unless the parents/carers can prove that the child is in receipt of suitable education).

15. Persistent absence (PA)

Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), school will work with the local authority to put additional targeted support in place to remove any barriers to attendance and reengage these pupils.

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

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

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

- Offering catch-up support to build confidence and bridge gaps.
- Meeting with families to discuss patterns of absence, barriers to attendance, and any other problems they may be having.
- Establishing plans to remove barriers and provide additional support.
- Leading regular check-ins to review progress and the impact of support.
- Considering what support for re-engagement might be needed, including for vulnerable groups.

The school will focus particularly on pupils who have rates of absence over 50 percent, and will work with the LA and other partners to engage all relevant services needed to identify and address the wider barriers to attendance these pupils are facing.

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

16. Monitoring and analysing absence

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

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

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

17. Monitoring and review

Attendance and punctuality will be monitored throughout the year.

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

This policy is due to be reviewed in August 2025.

A. Attendance Monitoring Procedures

Layton Primary School has adopted the following attendance monitoring procedures, to ensure that pupils' attendance meets the expected standard, and effective intervention is provided where pupils' attendance falls below the standard:

1. The Attendance & Admissions Administrator will check the registers for absentees daily both morning and afternoon.
2. All absentees with no reason for absence are contacted via phone and text on the first day of absence.
3. Information on absentees is then shared with the PWO, Safeguarding Lead, SLT and safeguarding team to agree on daily actions. Actions can include further phone calls with other points of contact named for the child, home visits, contact with external agencies supporting the family and collecting the child and bringing them to school.
4. If a pupil's attendance falls to 96 percent, the member of staff best-placed to support the child/family speaks to the pupil and parent to discuss any issues or problems to ascertain how the school can help to improve their attendance.
5. Each half term a letter is sent out to parents when attendance has fallen below 96%, offering support and advice in improving attendance. A letter of encouragement and celebration is also sent out each half term when attendance is above 96%.
6. If a pupil's attendance falls below 90 percent, a referral will be made in to the Pupil Welfare Service who will monitor attendance and communicate with parents that the pupil's attendance is now being monitored.
7. If a pupil's attendance deteriorates due to an unauthorised family holiday, school will request that the local authority issue a fine.
8. Monitoring across the school will take place half termly with year group team leaders and governors in addition to the weekly monitoring detailed above.

Good attendance starts with close and productive relationships with parents and pupils. School staff will build respectful and positive relationships when working with pupils and families to promote good attendance, considering barriers specific pupils and families experience sensitively.

B. Children with complex health needs who are unable to attend school

Layton Primary School aims to support the LA and ensure that all pupils who are unable to attend school due to medical needs, and who would not receive suitable education without such provision, continue to have access to as much education as their medical condition allows.

Due to the nature of their health needs, some pupils may be admitted to hospital or placed in alternative forms of education provision. We recognise that, whenever possible, pupils should receive their education within their school and the aim of the provision will be to reintegrate pupils back into school as soon as they are well enough.

We understand that we have a continuing role in a pupil's education whilst they are not attending the school and will work with the LA, healthcare partners and families to ensure that all pupils with medical needs receive the right level of support to enable them to maintain links with their education.

Children who are unable to attend mainstream education for health reasons may attend any of the following:

- **Hospital school:** a special school within a hospital setting where education is provided to give continuity whilst the child is receiving treatment.
- **Home tuition:** many LAs have home tuition services that act as a communication channel between schools and pupils on occasions where pupils are too ill to attend school and are receiving specialist medical treatment.
- **Medical PRUs:** these are LA establishments that provide education for children unable to attend their registered school due to their medical needs.

Support for pupils:

Where a pupil has a complex or long-term health issue, the school will discuss the pupil's needs and how these may be best met with the LA, relevant medical professionals, parents and, where appropriate, the pupil.

The LA expects the school to support pupils with additional health needs to attend full-time education wherever possible, or for the school to make reasonable adjustments to pupils' programmes of study where medical evidence supports the need for those adjustments.

The school will make reasonable adjustments under pupils' HCPs, in accordance with the Supporting Pupils with Medical Conditions Policy

LA Responsibilities:

The LA must arrange suitable full-time education for children of compulsory school age who, because of illness, would not receive suitable education without such provision. The school has a duty to support the LA in doing so.

The LA should:

- Provide such education as soon as it is clear that a pupil will be away from school for 15 days or more, whether consecutively or cumulatively. They should liaise with the appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the pupil.
- Ensure the education pupils receive is of good quality, allows them to take appropriate qualifications, prevents them from falling behind their peers in school, and allows them to reintegrate successfully back into school as soon as possible.
- Address the needs of individual pupils in arranging provision.
- Have a named officer responsible for the education of pupils with additional health needs and ensure parents know who this is.
- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards children with additional health needs.
- Review the provision offered regularly to ensure that it continues to be appropriate for each pupil and that it provides suitable education.
- Give clear policies on the provision of education for children and young people under and over compulsory school age.

The SENDCO along with the school's Designated Safeguarding Lead are responsible for:

- Supporting pupils who are unable to attend school because of their health needs.
- Actively monitoring pupil progress and reintegration into school.
- Supplying pupils' education providers with information about pupils' capabilities, progress and outcomes.
- Liaising with the headteacher, education providers and parents to determine pupils' programmes of study whilst they are absent from school.
- Keeping pupils informed about school events and encouraging communication with their peers.
- Providing a link between pupils and their parents, and the LA.