



Burbage C of E Infant School



Attendance Policy

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Chair of Governors:

Signed:

Date:

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Throughout this policy the term 'parent' refers to all adults or carers with either:

- Parental responsibility, or;
- Responsibility for the day-to-day care of a pupil.

1. Introduction

Promoting excellent attendance is the responsibility of the whole school.

Burbage C of E Infant School recognises that positive behaviour and good attendance are central to raising standards and pupil attainment. The purpose of this policy is to provide clear guidelines to all staff, governors and parents. This policy is written in accordance with the government guidance 'Working Together to Improve School Attendance' and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to the full-time education to which they are entitled;
- ensure that pupils succeed whilst at school; and
- ensure that pupils have access to the widest possible range of opportunities when they leave school.

We expect all children on roll to attend every day, when the school is in session, as long as they are fit and healthy enough to do so. We do all we can to encourage the children to attend, and to put in place appropriate procedures. We believe that

the most important factor in promoting good attendance is the development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children. We will also make the best provision we can for those children who, for whatever reason, are prevented from coming to school.

Children are sometimes reluctant to attend school. Any problems that arise with attendance are best resolved between the school, the parents and the child. Parents whose children are experiencing difficulties should, therefore, contact the school at an early stage and work with the school to resolve any problems. If a child is reluctant to attend, it is never advisable to cover up their absence or to give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and may make things worse. Permitting absence from school without a good reason is an offence by the parent. It is a legal requirement for parents to send their child to school. School has the right to unauthorise any absence they deem is without good reason. This decision is often based on previous attendance and advice from the Educational Welfare Officer. Wherever possible, the school will take action to improve a pupil's attendance and address any underlying causes of problems before requesting intervention from the local authority.

This Attendance Policy includes procedural referral agreements that are designed to promote and safeguard the welfare of pupils. Burbage C of E Infant has a **duty** to refer any child of compulsory school age to the local authority, who:

- is continuously absent from school for 15 sessions without good reason;
- has irregular attendance such as, but not limited to, subject avoidance/persistent absence;
- is persistently late to school – 10 sessions or more;
- has an unauthorised leave of absence.

Schools are required to take an attendance register twice a day at 8.45 am and 1.15 pm. This shows whether the pupil is present, engaged in an approved educational activity off-site or absent. If a pupil of compulsory school age is absent, every half-day absence from school has to be classified by the school, as either **Authorised** or **Unauthorised** using the codes in attendance registers as required by the DfE (*'Working Together to Improve School Attendance' - August 2024*). Only school can authorise an absence, not parents. The cause of each absence is always required.

Pupils become of statutory school age on the 1st September, 1st January or 1st April after their 5th Birthday. Pupils are no longer of statutory school age on the last Friday in June, of the academic year in which they turn 16 years old.

2. Attendance core statement

Good attendance is essential if pupils are to take full advantage of school and gain the appropriate skills which will equip them for life. The school aims to achieve good

attendance by operating an attendance policy within which staff, pupils, parents and local community can work in partnership.

The school will monitor attendance and ensure quick and early intervention of a problem if identified. All staff will encourage good attendance and liaise with home and other agencies when this is appropriate. Good attendance will be seen as an achievement in its own right and recognised as such by school. The attendance policy is based on the premise of equal rights for all.

3. Aims

To continue to foster our positive school culture in which high attendance is the norm by:

- demonstrating to pupils, parents and staff that the school values high attendance;
- recognising that high attendance is an achievement and something to be proud of;
- ensuring implementation is rigorous and consistent, both in terms of rewards and sanctions;
- valuing the individual and supporting our families when needed;
- continuing to ensure whole school attendance is at or above 96%;
- supporting parents and working with families to understand reasons for absence, including any barriers to attendance.

4. Roles and responsibilities

The Senior Attendance Champion is the identified person responsible for monitoring attendance. Our Senior Attendance Champion is the Executive Headteacher. Attendance levels are reported on a termly basis at governors' committee meetings to ensure the school is on track to achieve our ambitious targets. Attendance below 96% is tracked, with procedures taken if attendance is below 92%. In the case of children in Early Years Foundation Stage (EYFS) who may not have reached statutory school age, parents of children with poor attendance will still be contacted in order to establish future patterns of good attendance. Whilst we always strive to support families, we will take appropriate action in the case of unacceptable absences including legal action if necessary. This includes referring cases to our local authority, Leicestershire County Council, for legal action if necessary.

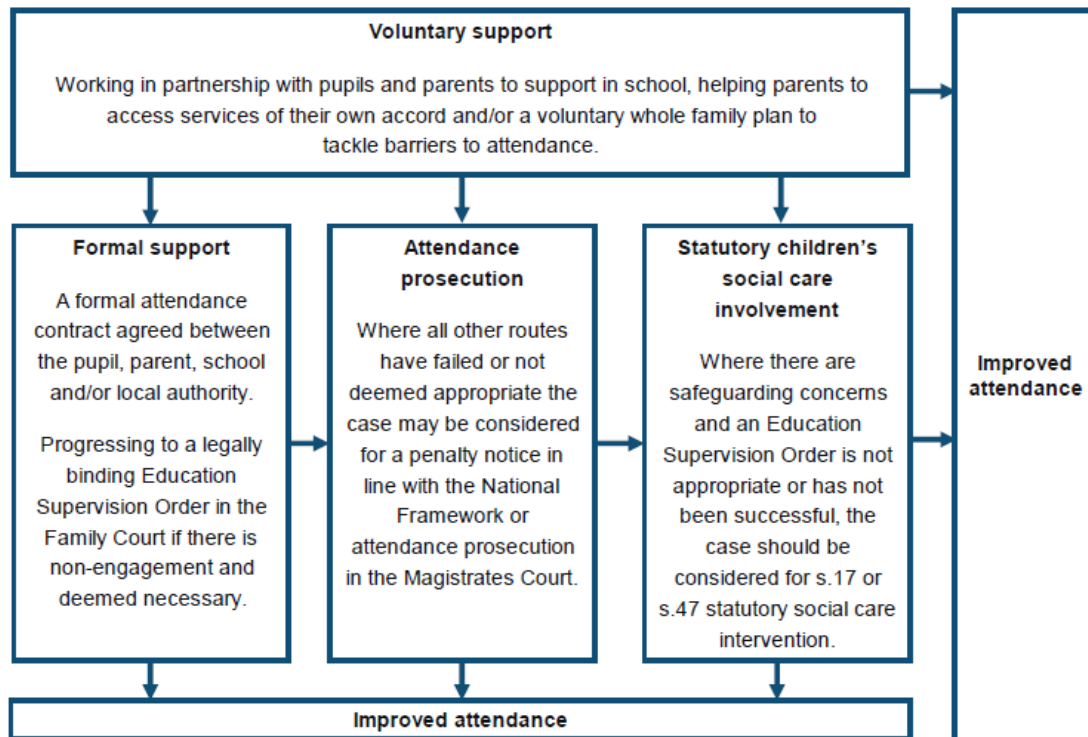
The school office will monitor attendance on a daily basis and ensure an immediate follow up by 9.45 am if a child is absent from school without contact by the parent.

Class teachers are responsible for monitoring attendance in their class. If there is concern about a child's absence or if it is unexplained, they will contact the school office immediately.

School will always aim to support families to improve attendance and punctuality. If strategies are exhausted with no evidence of improvement, school may refer the case to the local authority to issue a 'Notice to Improve' or a penalty notice when support is not appropriate, not successful or not engaged with by the parent.

Extract from DfE's 'Working Together to Improve School Attendance' August 2024:

Providing support first before attendance legal intervention



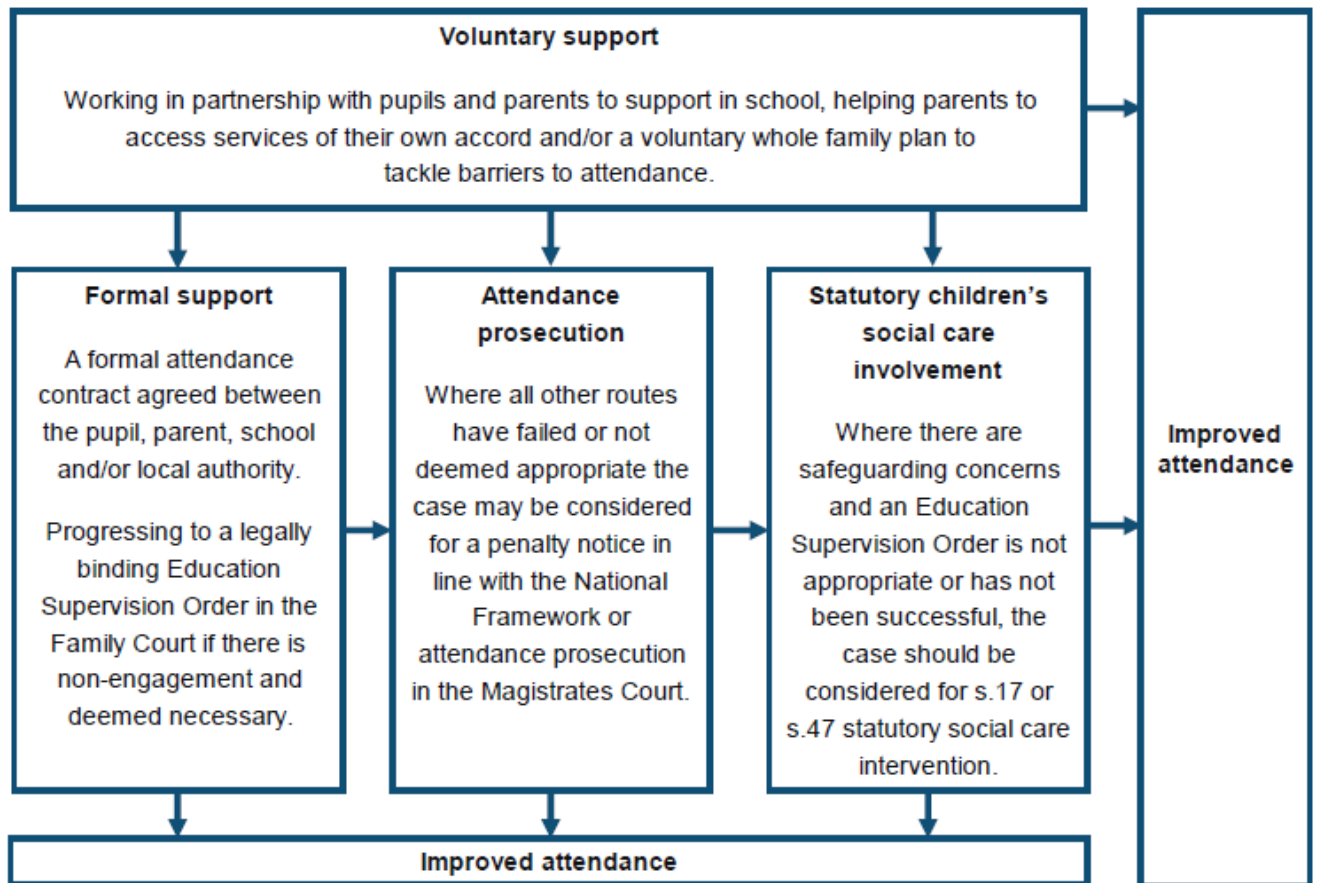
5. Targets

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

To help us all to focus on this we will:

- report to parents annually on their child's attendance with the annual school report;
- contact parents should their child's attendance fall below the school's target for attendance;
- monitor attendance regularly and frequently, especially for cohorts typically at risk of poor attendance;
- hold termly attendance meetings with the Local Authority Education Welfare Officer;
- implement our strategies to reduce persistent absenteeism (below 90%) and severe absenteeism (below 50%), including parental support meetings and multi-agency referrals (MARF);
- treat all cases on an individual basis - support will vary depending on the need and circumstance;
- celebrate good attendance in our school newsletters;
- reward good or improving attendance through letters to parents, trophy to the class with the best attendance each week, etc.

Providing support first before attendance legal intervention



6. Absence definitions

Children are expected to attend school for the full 190 days of the academic year, unless there is a good reason for absence. There are two types of absence:

Authorised absence

- An absence is classified as authorised when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if a child has been unwell, the parent telephones or emails the school office to explain the absence.
- Only the school can make an absence authorised. Parents do not have this authority. Consequently, not all absences supported by parents will be classified as authorised. For example, if a parent takes a child out of school to go shopping during school hours, this will not mean it is an authorised absence.

Unauthorised absence

- An absence is classified as unauthorised when a child is away from school without the permission of both the school and a parent.

- Therefore, the absence is unauthorised if a child is away from school without good reason, even with the support of a parent.

Main Attendance Codes relating to pupil absence:

G	Family holiday not agreed
O	Unauthorised
U	Late after registers closed (at 9.15 am)
I	Illness

7. Absence procedures

It is expected that parents will provide an explanation if the child is absent on the first day the absence occurs. This can be done by telephone, email or in person to the school office. If contact is not made by the parents, then the school will attempt to contact them on the first day of absence and then on subsequent days, if contact has not been made.

School will attempt to contact parents by phone. If contact has not been achieved, this may result in a home-school visit. This may then be followed by letters or, if deemed necessary, Education Welfare Officer (EWO) intervention. If absence due to sickness is causing concern and the absence pattern is unexplained or made up of several isolated days, a child may be referred to the school nurse. The Executive Headteacher may decide that they only authorise the absence on receipt of suitable medical evidence. This could include a prescription form, appointment card or conversation with health personnel.

The Executive Headteacher will regularly remind parents of the importance of good attendance and punctuality.

The parent/carer must follow the following procedures:

- contact school as soon as possible on the first day of absence before 9.45 am by phone or email or in person to the school office. The school has an answer phone available with an absence line to leave a message if nobody is available to take the call.

If a child is absent the school will:

- telephone parents on the first day of absence if it has not been reported as soon as possible after registration and by 9.45 am;
- the Executive Headteacher will meet with parents to discuss attendance if absences persist;
- refer the matter to our in-school Senior Attendance Champion if attendance moves below 90%, without authorised reasons;
- attendance below 96% is monitored by the school.

8. Completing registers

The twice daily requirements to register pupils should be perceived as an opportunity to welcome the children individually and formally. Registers are taken every morning and afternoon that school is open to pupils. Totals are noted for fire and emergency purposes. Each absence is recorded with the correct code using the symbols advised by Leicestershire County Council Education Service.

The school office monitors the registers after registration every morning and contacts the parents of the first day absentees who have not notified the school. The absence information is all recorded on the school system to ensure the Executive Headteacher and class teacher can also monitor the attendance.

Registers provide the daily record of the attendance of all pupils. They are legal documents that may be required in a court of law.

9. Lateness

School sessions begin at 8.45am. All pupils are expected to be in school for registration by this time. The registration period closes at 8.50am. Pupils are late from 8.50am and will be coded as 'L'. Pupils who are consistently late are disrupting not only their own education but also that of others. All lateness from 9.15 am will be coded as 'U' which will affect a pupil's attendance percentage; it will be treated as unauthorised absence and the same procedures as for absence will be followed. Ultimately, continued unauthorised lateness that is coded 'U' could result in statutory action being taken by the local authority.

The afternoon session begins at 1.15 pm when the register is taken. Pupils arriving after 1.15 pm are classed as late.

Persistent lateness will be monitored by the attendance and pastoral teams who may undertake casework with pupils and their parents to overcome any barriers and improve punctuality.

Pupils arriving late because of school-dedicated or subsidised transport have to be marked as late, but will not result in any action being taken.

10. Persistent absence & severe absence

The school will monitor for persistent absence - defined as attendance of 90% or less - and severe absence defined as attendance of 50% or less.

The individual cases will be discussed at our termly attendance monitoring meetings and may lead to a meeting with parents to talk about the reason for their child's absences and wherever appropriate they will be given strategies to support an increase in attendance.

11. Absence during term-time

To request absence during term-time, please complete our Absence Request Form which is on our school website (<https://www.burbageinfants.org/school-terms--holiday-dates.html>) or available from the school office.

Following government policy, the Executive Headteacher will not authorise absence during term-time, except in what we deem to be very exceptional circumstances. If parents feel they have an exceptional circumstance, then a letter or email to the Executive Headteacher must be submitted to school. Additional evidence may be required by the school to support this request. This will be followed by a letter from school, where parents will be told of the decision in their case.

Should a leave of absence be granted, the regulations are clear that any lateness in the return to school following the granted period, may be recorded as **unauthorised leave of absence**.

If a parent does not apply for leave, but we believe that the pupil has been taken on holiday, we will write to the parent to express our concern. The parent will be expected to provide contrary evidence, to be received at school by a specified date. Should the supporting documentation not be provided then the absence will be coded as **unauthorised leave of absence** and the relevant procedures will be applied.

Medical appointments: we ask that ALL routine medical appointments are made after school and in holiday times where possible. Medical absences may need to be supported by appropriate evidence, for example, appointment cards, prescription forms, or a letter from a consultant/doctor. Please show evidence to the school office.

A request for additional medical evidence/documentation may be made in the following circumstances:

- A pupil has a planned prolonged absence from school;
- A pupil has been absent for three to five school days;
- A pupil has a high level of absence and little improvement has been made;
- To authorise medical appointments during the school day;
- A pupil is absent due to illness at the beginning or the end of a school term.

Any unexplained absences may be referred to the local authority.

12. Penalty notices

Any leave taken without prior agreement of the school or in excess of that agreed will be coded as unauthorised and the school will notify Leicestershire County Council who may issue a penalty notice. Penalty notices are issued per parent per child at £160 each (discounted to £80 if paid within 21 days) if no payment is

received, the local authority will refer the case directly to the magistrates' court for the purposes of a criminal prosecution.

From 19th August 2024, any second absence leave taken without prior agreement of the school or in excess of that agreed will be coded as unauthorised and the school will notify Leicestershire County Council who may issue a penalty notice. Penalty notices are issued per parent per child at £160 each when paid within 28 days. There will be no option to pay a discounted level. If no payment is received, the local authority will refer the case directly to the magistrates' court for the purposes of a criminal prosecution.

Should a third offence and any further offence be committed for term-time leave or irregular attendance within 3 years, a penalty notice will not be issued. The case will proceed to the magistrates' court. Magistrates' fines can be up to £2,500 per parent per child.

Penalty Notices for unauthorised absences: What you need to know about the changes.

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for unauthorised absences that occur after 19th August 2024.

5 Consecutive Days of Term Time Leave.

Penalty Notice fines will be issued for term time leave of 5 or more consecutive days, and for fewer days where this has happened before.

10 Sessions of Unauthorised Absence in a 10-week period.

Penalty Notice fines will be considered when there have been 10 sessions of absence in a 10-week period.


Per Parent, Per Child

Penalty Notice fines will be issued to each parent, for each child who was absent.

For example: 3 siblings absent for term time leave will result in each parent receiving 3 separate fines.

<p>First Offence</p> <p>The first time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:</p> <p>£160 per parent, per child when paid within 28 days.</p> <p>Reduced to £80 per parent, per child if paid within 21 days.</p>	<p>Second Offence (within 3 years)</p> <p>The second time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:</p> <p>£160 per parent, per child when paid within 28 days.</p> <p>(No option to pay at £80 level)</p>	<p>Third offence and Any Further Offences (within 3 years)</p> <p>The third time an offence is committed for Term Time Leave or irregular attendance a Penalty Notice will not be issued. The case will proceed to the Magistrates' court.</p> <p>Magistrate's fines can be up to £2,500 per parent, per child.</p>
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Please consult your school's attendance policy and speak with your school if you are thinking of taking your child out of school during term-time. It is likely you will need to make a written request to take your child out of school and any leave of absence will need to be agreed by your Headteacher before it is taken.





13. Pupils missing education

Concerns may arise where children do not attend school because they have been withdrawn (unless parents have elected to home educate) or have not been registered.

All groups are potentially at risk. Where children are absent from school the 'First Day Contact' ensures that schools are immediately in touch with parents to advise on a pupil missing education and schools are expected to assist parents in reporting the child missing to the police should this prove necessary. If there is any cause for concern about a child's safety, an immediate referral is made to social care and the police.

The school will notify the Pupils Missing Education Officer in accordance with local authority procedures, who will carry out further checks with Heath, Department for Work and Pensions and S2S (School to School) to try to ascertain the child's whereabouts.

Full guidance is given in the respective local authority's pupils missing education protocols. There is a statutory requirement on local authorities to identify children not in receipt of education which applies to any children of compulsory school age who are not on a school roll, or who have left a school with destination unknown and who are not receiving suitable education other than being at school (for example, at home, independent/private school or in alternative provision). This is critical from a safeguarding as well as educational perspective.

'Pupils missing education' are defined as:

- 1) If a pupil has been absent for a **continuous period of ten school days** and their absence has been recorded with one or more of the codes statistically classified as unauthorised (G, N, O and/or U), school is required to complete an attendance return to our local authority, Leicestershire County Council.
- 2) If a pupil has been absent or school has reasonable grounds to believe they will be absent for **15 school days** – either consecutively or cumulatively – because of sickness (I code), school is required to provide our local authority, Leicestershire County Council, with the pupil's full name and address. This is to help school and the LA to agree any provision needed to ensure continuity of education for pupils who cannot attend because of health needs, in line with statutory guidance.

Appendix 1



Summary table of responsibilities for school attendance

Statutory guidance for maintained schools, academies, independent schools, and local authorities

Published 19 August 2024

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About this document

This document summarises the attendance responsibilities for parents, schools, academy trusts and governing bodies, and local authorities which are outlined in the Working together to improve school attendance guidance.

This is guidance from the Department for Education (DfE). This guidance is statutory¹, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance.

The guidance should be read alongside the statutory guidance documents on children missing education, supporting pupils at school with medical conditions, suspensions and exclusions, alternative provision, and Keeping Children Safe in Education.

Working together

Attendance is everyone's business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. For more complex cases, the ethos of the Working together to improve school attendance guidance is that pupils and families should receive holistic, whole-family support to help them overcome the barriers to attendance they are facing. For these more complex cases, a traditional linear or pathway process is unlikely to work. Instead, the guidance expects the best placed service to lead a 'support first' approach with schools working together with local authorities and wider partners, including the voluntary and community sector where needed. This document summarises the expectations of parents, schools, trusts and local authorities and how they should work together.

In all cases the school – as the best placed service – should work to understand the reasons for absence.

In most cases, the school will continue as lead practitioner. Where barriers to attendance go beyond the school gates and cover multiple needs, schools should work with the local authority and other agencies to provide wider-holistic support. If the case meets the local thresholds for early help or family support, this may involve completing an early help

¹ It is issued under: section 175(4) of the Education Act 2002, sections 19(4A) and 444B(3) of the Education Act 1996, section 19(9) of the Anti-Social Behaviour Act 2003, paragraph 7(b) of the Education (Independent School Standards) Regulations 2014 and paragraph 3(a) of the Non-Maintained Special Schools (England) Regulations 2015.

assessment. In some of these cases a local authority team will be best placed to act as lead practitioner. If attendance is a single need or the case does not meet the local threshold, schools should still follow early help principles in their approach.

Where a pupil or their family already have another lead practitioner working with them, the school should work alongside their practitioner, to help make attendance a key element of their existing plan. This includes pupils with a social worker, early help practitioner, youth offender team worker or with an education, health and care plan.

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>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.</p> <p>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.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>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.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>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.</p>

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>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.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>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.</p> <p>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.</p>

Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>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.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>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.</p>

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>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.</p> <p>Through the work of Virtual School Heads, they should:</p> <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

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>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.</p> <p>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.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>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.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <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 - wherever 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

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and/or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>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.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>



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