

**Outcomes
First
Group.**

Attendance Policy

Policy Folder:

Safeguarding



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ATTENDANCE POLICY

The School

Attendance is the foundation for positive outcomes for all pupils and is the responsibility of everyone. Ashley Park School promote the benefits of good attendance and set high expectations for every pupil. Ashley Park School is committed to managing and improving attendance across the school community. Attendance cannot be seen in isolation, the foundation to good attendance is a calm, orderly, safe and supportive environment in which all pupils want to attend and can learn and thrive. Ashley Park School recognises the importance of developing good patterns of attendance from the outset and this is an integral part of the schools ethos and culture.

- Whole school culture that promotes the benefits of high attendance.
- Clear attendance policy, which staff, pupils and parents/carers understand.
- Accurate admission and attendance registers with effective day-to-day processes in place to follow up absence.
- Regular monitoring and analysis of attendance and absence data to identify pupils or cohorts that require support with their attendance.
- Robust daily processes to follow up on absence.
- Dedicated senior leader with overall responsibility for championing and improving attendance.
- Proactively use data to identify pupils at risk of poor attendance.
- Work towards a goal of 95% attendance.
- Build strong relationships with families, listen to and understand barriers to attendance and work with families to remove them.
- Share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe.
- Work with the Local Authority and other local partners to overcome barriers to attendance.

Pupils and Families

Attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The school will work with, pupils and parents/carers to understand the barriers to attendance and work together to remove them. 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 by attendance at a school or by education otherwise than at a school. Attendance support will be appropriately resourced. Parents/Carers will be provided with information regarding attendance on admission and at regular intervals during their child's time at the school.

Designated senior leader

- Overall responsibility for championing and improving attendance in school.
- Clear vision for attendance improvement
- Evaluate and monitor expectations and processes
- Oversight of data analysis

Senior leadership team

- Consistently promote the benefits of good attendance by setting and communicating high expectations for every pupils, with pupils, parents/carers and staff.
- Implement personalised plans for any pupil with attendance consistently below 90%.
- Systematically analyse data to identify patterns to target improvement efforts.
- Monitor attendance data patterns looking at individual pupils, cohorts and groups (including punctuality) across the school to achieve their responsibilities under the [Public Sector Equality Duty](#).
- Benchmark attendance data at whole school, year group and cohort level against local, regional and national levels to identify areas of focus.
- Devise specific strategies to address areas of poor attendance identified through data
- Evaluate approaches to inform future strategies.
- Work closely with the local authorities and other local partners to overcome barriers to attendance.
- Provide data and reports to support the work of the board or governing body.

All Staff

- Demonstrate the benefits of good attendance throughout school life using displays, assemblies and through the curriculum.
- Regularly review and update messages, processes and strategies used with pupils and families.
- Recognise that children missing in education can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse and child sexual and criminal exploitation.

Day to Day Attendance Management

All schools, except those where all pupils are boarders, must keep an attendance register in accordance with [regulation 6](#) of the Education (Pupil Registration)(England) Regulations 2006 as amended.

The attendance register is taken at the beginning of each morning session **9.00am-9.20am** (**attendance after 9.30am will be marked as late**) and once at the beginning of the afternoon session **1.00pm-1.20pm**. On each occasion it is recorded whether every pupil is:

- Present;
- Absent;
- Attending an approved educational activity as defined in regulation [6\(4\)](#); or
- Unable to attend school due to exceptional circumstances as defined in regulation [6\(5\)](#)

Ashley Park School uses an electronic registration system and registration data is stored securely via this system for 3 years.

Absences

Illness

Illness absence should be reported to the school before 9.30am on the first day of the absence and each following day of illness – School office – 01932 379043 – info@ashleyparkschool.co.uk

In the case of illness, the school will follow the NHS [Common Conditions](#) advice. Children suffering vomiting and/or diarrhoea should remain away from school for 48 hours after the last episode of sickness and/or diarrhoea.

Medical appointments

Evidence should be shared with the school office in advance of the appointment so that the register can be updated and staff notified of the absence accordingly. Medical appointments should be scheduled outside of the school day where possible.

Transport

The school will work with families to help support routines where transport is regularly being missed and work with other partners needing additional support interventions

Leave of absence

Only exceptional circumstances warrant a leave of absence. If a leave of absence is granted it is for the headteacher to determine the length of the time the pupil can be away from school. The Executive Headteacher or Head of School will only grant leave of absence under exceptional circumstances, the child's SEND needs will be considered when requests are made.

Unknown absences

Absences, which are unknown, will be recorded as N. Office staff will call emergency contacts until contact, is made. Office staff will update the register to reflect the reason for the absence as soon as this information is gained. If contact cannot be made via the office, a safeguarding concern will be issued to the DSL via the safeguarding concern system. The DSL or appropriate delegate will then take ownership of the absence. The DSL or delegate should update the office with the reason for absence once a reason is given, so that the register can be updated accordingly.

For pupils looked after [CLA], social workers and or placing LA will also be informed.

Pupils with medical conditions or special educational needs and disabilities

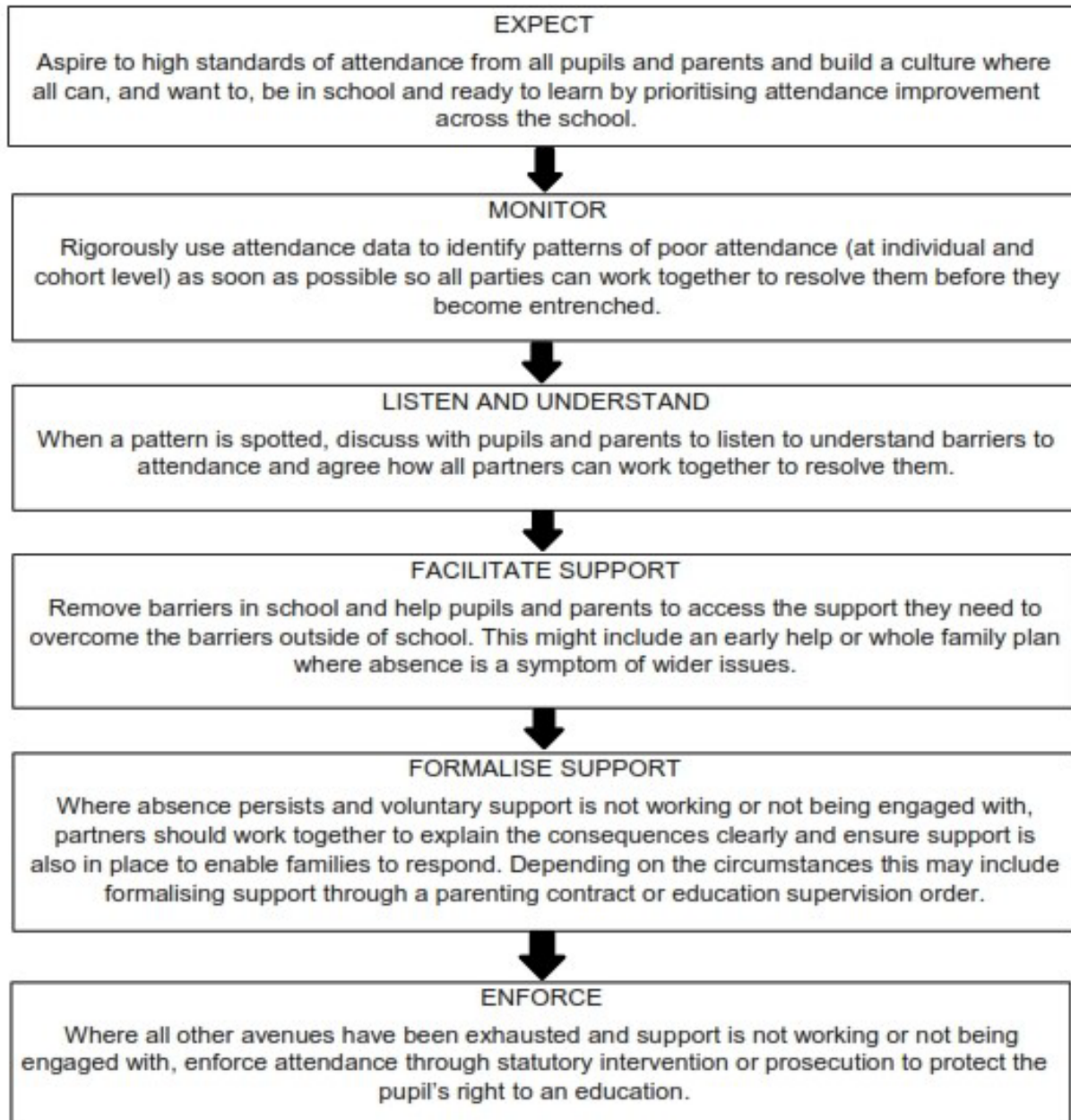
The school will make reasonable adjustments where a pupil has a disability or put in an individual health care plan where needed. The school will work with parents to develop specific support for attendance approaches, ensuring the provision in the pupil's education, health and care plan is accessed.

Covid

We will follow all latest and updated guidance for schools in relation to absence related to Covid and self-isolation requirements. Please see our **Remote Learning Policy** for information relating to education during Covid.

Working together to improve attendance

Successfully treating the root causes of absence and removing barriers to attendance, at home, in school or more broadly requires schools and local partners to work collaboratively with, not against families. All partners should work together to:



Part-time timetables

Where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their individual needs. This may be an integration or reintegration package, will always be for the shortest time possible, and will have a time limit by which time the pupil will be expected to attend full time. Part-time timetables will never be used to manage a pupil's behaviour. The school holds clear records of part-time timetables, with rationale and review dates.

Persistent and severe absence

Where absence escalates and pupils miss, 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), the school will work with parents/carers and the local authority to put additional targeted support in place to remove barriers and reengage these pupils. Particular focus will be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). Working together these pupils will be the top priority for support.

Attendance Plan

A personalised plan will be agreed with parents and any other stakeholder including social care if appropriate. This will be reviewed at agreed intervals and monitored closely by SLT.

Education Supervision Orders

Education supervision orders may be sought in extreme circumstances. The school would work with the Local Authority and would only be a pathway if all other voluntary avenues have been exhausted. Parents who fail to comply with a school attendance order issued by the local authority could face a fine and the school will follow the [education act 1996](#), under section 444.

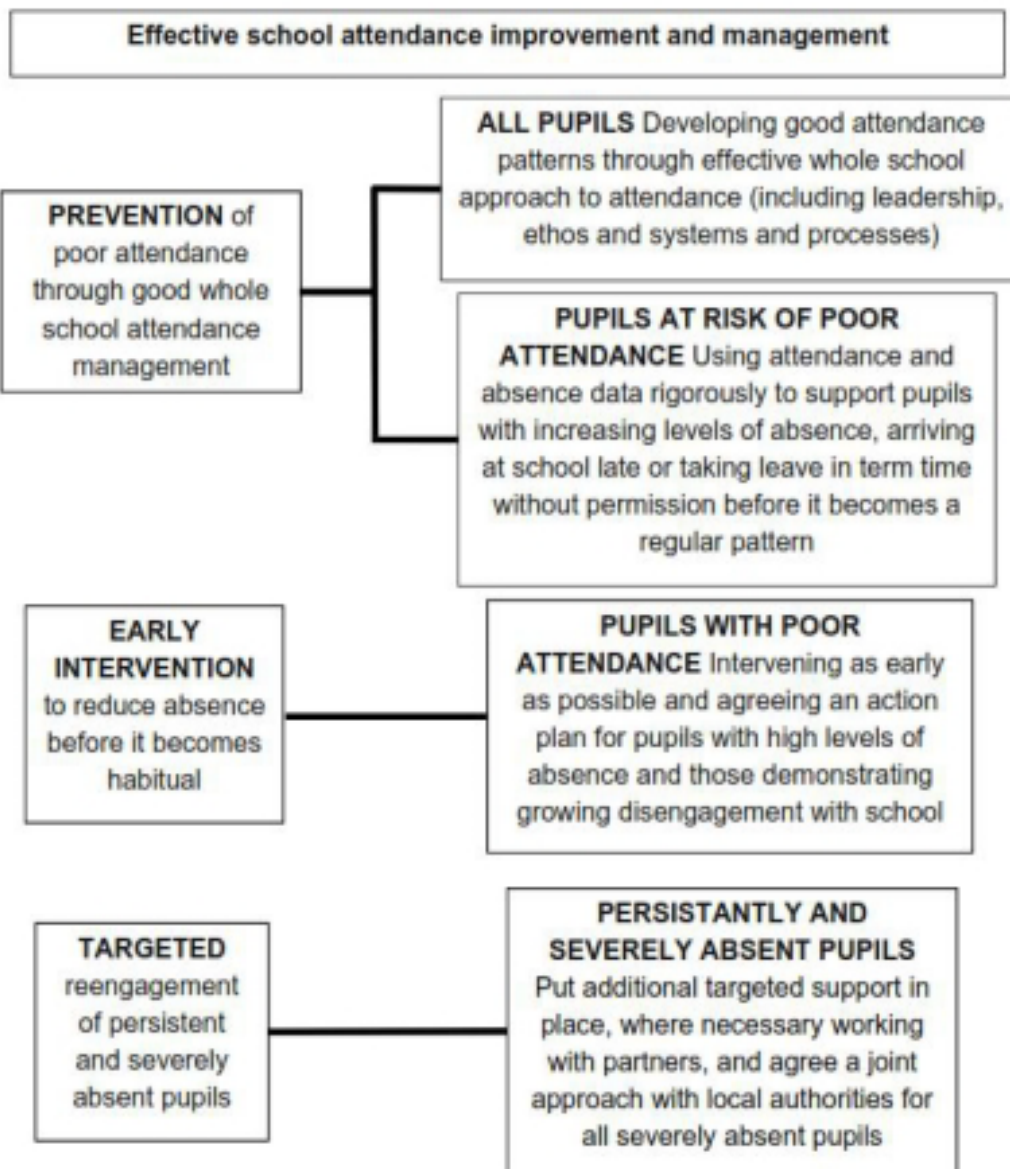
Fixed Penalty Notices

Fixed penalty notices are served on parents as an alternative to prosecution, where they have failed to ensure that their child of compulsory school age regularly attends the school where they are registered. As Ashley Park School is an independent sector school, the placing local authority will issue these notices.

The placing authority website must publish the code of conduct for issuing fixed penalty notices.

This policy should be read alongside the statutory guidance and school policy documents on

[Working together to improve school attendance DfE](#)
[Parental Responsibility Measures](#)
[Children Missing Education](#)
[Supporting Pupils with Medical Conditions at School](#)
[Suspensions and Exclusions](#)
[Alternative Provision](#)
Safeguarding





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Acorn Education And Care
National Fostering Group
Options Autism