Arthur Terry Learning Partnership

Together we are stronger

Attendance Policy



Document Control

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Related Policies	• Relationships and Behaviour Policy • Mental Health Policy • Vulnerable Children Strategy • Safeguarding Policy • Online safety policy • Acceptable Use Policy • Supporting students with medical needs and pupils with additional health needs • Bring your own device agreement • Device Loan Agreement • Student Privacy Notice • Risk Management Policy • Health & Safety Policy	
Relevant Legislation/ Guidance	DfE: Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk) The Education (Penalty Notices) (England) (Amendment) Regulations 2024 The Education (Information about Individual Pupils) (England) (Amendment) Regulations 2024 The School Attendance (Pupil Registration) (England) Regulations 2024 DfE: Arranging Alternative Provision 2025 assets.publishing.service.gov.uk/media/67a1ee367da1f1ac64e5fe2c/Arranging_Alternative_Provision_-_A_Guide_for_Local_Authorities_and_Schools.pdf DfE: assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf	
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Summary of material changes	Additional section (13) about attending alternative provision in line with KCSiE 2025. Additional section (14) about Children Missing Education (CME) in line with the updated DfE guidance 2025. Additional section (8) about warm welcome Greater detail added to section 7 & clarification of wording in various sections to align with trust wide principles, values and behaviours.	

1. Aims of this policy

The aims of this policy are to:

- create a framework of expectations for staff which will ensure all children and young people feel welcomed, and experience equity, understanding, belonging and love at each of our Arthur Terry Learning Partnership family of schools.

- support children and young people to feel safe enough to come to school every day, therefore achieving excellent levels of attendance, punctuality, and readiness to learn, so they can fulfil their potential.

- understand the barriers which impact on school attendance and punctuality. Through curiosity, understanding and empathy, use a solution-focussed approach to offer support and interventions based on each student's unique circumstances.

- help parents and carers understand the importance of good attendance, how the school will support their children to attend well, and the actions that school will take when children and young people are absent from school.

2. Key principles

- Strong and trusting relationships are the foundation of good attendance. Knowing pupils and families well enables early support when difficulties arise. Good attendance helps pupils to thrive. Those who attend well are more likely to enjoy positive mental and physical health, achieve well, and sustain success beyond school.
- Improving attendance is everyone's responsibility. Every member of staff contributes to a culture that values presence and punctuality. A calm, orderly and supportive school environment underpins good attendance. Pupils attend where they feel safe, known and cared for. Our schools will be places where all children feel they belong. Pupils who feel connected to their school community are far more likely to attend consistently.
- Working in partnership with families, the Local Authority (LA), and other agencies is essential to overcoming barriers and sustaining improvement.
- Children and young people with medical conditions, and/or SEND, will be welcomed, included and encouraged to attend as fully as possible. When attendance is not possible, schools will maintain connection and provide continuity of learning and care.
- Addressing the root causes of absence and removing barriers to attendance for every child should be a priority.
- The law entitles every child of compulsory age to an efficient, full-time education suitable to their age, aptitude, and any special educational need and/or disability (SEND) they may have.
- Parents are legally responsible for ensuring their child receives the education they are entitled to and attends every day the school is open whenever possible.

3. Working together to improve attendance

We follow a 'support first' model and work together with all partners to:

Expect

Aspire to high standards of attendance from all children, young people, parents, and carers and build a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement across the school.

Monitor

Rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand

When a pattern is spotted, discuss with children, young people, parents and carers to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support

Remove barriers in school and help children, young people, parents and carers to access the support they need to overcome any barriers outside of school. This might include an early help or a whole-family plan when absence is a symptom of wider issues.

Formalise support

When absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances, this may include formalising support through an attendance contract or education supervision order.

Enforce

When all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: a penalty notice in line with the national framework or prosecution to protect children and young people's right to an education.

Share

Share best practice and process with other schools to support further development and learning.

4. Working together to develop the school culture

The school will identify a senior attendance champion on their senior leadership team, who will set the vision and strategically lead the school in developing and maintaining a whole-school culture that promotes the benefit of high attendance. They will communicate their approach and required actions, transparently with parents and carers including when legal interventions will be used. Schools will share regular information about children and young people's attendance and absence levels with parents and carers in a way that helps them to understand the impact of missing school. All staff will be confident in following the systems in place and use intentional, consistent approaches and language throughout, including when welcoming children back to school.

The senior attendance champion in school is Mrs E Ballinger

The senior attendance champion is responsible for the strategic approach to attendance at the school and will:

1. offer a clear vision for improving attendance, setting out clear expectations and processes
2. oversee the analysis of attendance and absence data, identifying patterns and trends and ensuring that this information is used to improve attendance
3. ensure that key attendance messages are communicated to parents and students
4. provide data and reports to support the work of the Trust Board.

School will be a safe and supportive place for children and families facing difficulties. We will put strong relationships with children, young people, families and carers at the heart of our school culture. We will show

understanding and support and work transparently, sharing our concerns with families from an early stage. We will use voluntary early help and referrals for further support when appropriate. Individual needs will be considered when implementing this policy, including having regard to the school's obligations under the Equality Act 2010 and the UN Convention on the Rights of the Child.

We will use the expertise of relevant staff, including Designated Safeguarding Leads (DSLs), Designated Teachers (DTs) and Special Educational Needs and Disabilities Coordinators (SENDCos) to support vulnerable students to maintain their education and attendance, including when children and young people receive all or some of their education elsewhere. We will help children and young people returning to school after a period of absence to reintegrate.

School will use effective systems to electronically record admission and attendance registers and will regularly monitor, review, and analyse attendance and absence data to identify children, young people or cohorts that require attendance support and to set targets for the future. Schools will have a good understanding of the children at risk of severe or persistent absence, and the support in place for those children and families, taking a multi-agency approach where relevant. Patterns and trends will be identified and explored using available current and historical data. Each school will have robust daily processes to follow up absence, investigate unexplained or unjustified absence, and apply sanctions when appropriate.

School will engage in the mandatory sharing of attendance data with the DfE through the identified secure portal. More information available at: Share your daily school attendance data - GOV.UK (www.gov.uk).
We will observe and fulfil the responsibilities set out in guidance issued by the Department for Education: Summary table of responsibilities for school attendance (applies from 19 August 2024) (publishing.service.gov.uk) to the extent not covered in this policy.

5. Working together with children, young people, parents and carers

Children and young people's wellbeing and attendance at school is essential to see them reach their potential and develop into valued members of their communities. It is vital that the communication between school and home is strong, and that any concerns around attendance are discussed as soon as possible so that support can be explored and provided.

Parents and carers have a responsibility to ensure their children attend school every day that school is open, whenever possible. Parents and carers should promote good attendance at home, ensuring that their child arrives on time, in the correct uniform and with the necessary equipment each day. Absence should be avoided whenever possible, and pupils should not be taken out of school for holidays during term time..

To achieve high levels of attendance for every pupil, we will work with families to understand and, when necessary, challenge established patterns of belief and behaviour around attendance. Through open communication and shared understanding, we will help pupils and parents to recognise the importance of being in school every day and to develop positive attendance habits together. Children and young people have a responsibility to attend school regularly and on time, be punctual to all lessons, follow the correct procedures if they arrive to school late, and speak to a trusted adult at school about any worries or barriers to attending school.

If children or young people are unable to attend school, parents and carers should follow the school processes (see section 10 below) to report this.

Parents and carers should let school know of anything that may affect their child's life in school, including their attendance, as soon as possible. Any change of circumstances, such as a new address, should be shared as soon as this is proposed.

Parents and carers should observe and fulfil the responsibilities set out in guidance issued by the Department for Education: Summary table of responsibilities for school attendance (applies from 19 August 2024) (publishing.service.gov.uk) to the extent not covered in this policy.

6. Working together with others

To ensure that attendance is a sustained priority, the Partnership, led by the Trust Board, will set high expectations of all leaders, staff, students, parents and carers.

Leaders across the Partnership, including the director of education, strategic leads, trust data manager and trust vulnerable children lead, will analyse data to identify and monitor attendance patterns across all ATLP schools to identify common issues and barriers and share effective practice between schools.

The Board of Trustees will take an active role in improving attendance by setting high expectations and promoting the importance of good attendance across the ATLP schools' ethos and policies. They should ensure that school leaders fulfil the Trust's expectations and statutory duties and that all staff are confident and well trained to play their part in securing excellent attendance for every pupil. The Trust Board will delegate responsibility for the regular review of attendance data, commentary and trends to the School Improvement Committee. This review will benchmark schools within the Trust against each other, the local authority and national figures, and will focus on cohorts with poor attendance or particular barriers to attending well. Trust leaders will promote the sharing of effective practice and support school leaders to target improvement where it is most needed. When required, trust leaders will implement a comprehensive action plan to improve attendance in specific schools, with progress reviewed at least termly. The school attendance champion will monitor attendance levels and the effectiveness of this policy, providing the Trust Board with the required information on pupil attendance and absence. They will ensure that all relevant legislation and guidance, including the Department for Education's *Working Together to Improve School Attendance* and this policy are implemented and reflected in the school's policies and procedures.

We will work with our school advocates to further promote this policy and strengthen a whole-school culture of high expectations and strong support.

Each school will work with the local authority's school attendance support team, attending targeted support meetings to plan and coordinate multi-agency intervention when required.

We will ensure appropriate safeguarding responses are in place for children who are at risk of missing education, having regard to the statutory guidance Keeping Children Safe in Education. Further details can be found in our Safeguarding and Child Protection Policy .

When children and young people have a social worker and/or youth offending team worker, the school will inform them of any unexpected absences, or emerging patterns of poor or erratic attendance.

Effective practice and processes should be shared with other ATLP and local schools to facilitate shared learning and development.

7. Children and young people with mental or physical ill health or special educational needs and/or disabilities

Many children and young people will experience normal but difficult emotions about attending school. These children and young people are still expected to attend regularly. In all but a very small handful of cases, attending school will help, while staying away from school will make the problem worse. Schools play a crucial role in clearly communicating attendance expectations to parents and carers, and in working alongside families to understand and address concerns early, helping to prevent barriers from developing. A small minority of children

and young people face more complex barriers to attendance, such as long-term physical or mental health conditions. For the majority of children with, or their special educational needs and disabilities (SEND), their SEND will not be a barrier to attendance. For a small minority, it may be. The ambition for their attendance - and their right to an education - remains the same. They may need additional support to attend school regularly.

Schools are not expected to diagnose or treat conditions, but they are expected to work with parents and carers and other agencies to support regular attendance. They should consider reasonable adjustments to practice and policies as well as formal reasonable adjustments under section 20 of the Equality Act 2010 where a child or young person has a disability.

In developing this support schools will seek to:

- understand the individual needs of the child or young person and their family
- work together with the child or young person, their family, the local authority, and other partner organisations when additional support is required
- support their senior mental health lead to develop their whole-school mental health awareness, support and approach
- remove any barriers that are within the school's control, within reason, taking account of reasonable adjustments, when relevant
- consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents
- consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.
- make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.
- regularly review any support, interventions, and adjustments to ensure they are effective
- have consideration to the relevant linked policies listed at the beginning of this policy.
- for pupils with SEND, schools will work in partnership with parents to develop specific attendance support, ensuring provision in EHC plans is accessed. Schools will remove in-school barriers through reasonable adjustments to policies, routines or the environment, and will coordinate joined-up pastoral care. They will work with families help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.
- schools will consider any support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements. They will consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability.
- any adjustments should be agreed by, and regularly reviewed where needed, schools may agree and regularly review a time-limited phased return to support successful reintegration.

- for pupils with an Education, Health and Care (EHC) plan, schools should work closely with parents and the local authority to remove barriers to attendance. This includes communicating concerns early, agreeing adjustments consistent with the plan, and requesting amendments if further support is needed. Medical evidence should only be sought where necessary to understand complex or long-term health needs. When parents do not engage with support, schools should work with the local authority to formalise or, if required, enforce attendance. Attendance data for pupils with long-term illness or SEND should be monitored regularly at leadership and governance level to ensure additional support is accessed when needed.

8. Warm welcome

All children and young people, regardless of the circumstances of their arrival at school, will be met with a warm welcome and know that staff at school are pleased to see them in school, ensuring a positive start to the day. Staff will take time to notice and acknowledge each pupil's arrival, using friendly and consistent greetings that help pupils feel valued and ready to learn. A warm welcome means conveying that every pupil is seen, belongs, and that their presence matters. It also includes checking in sensitively with pupils who may be anxious, late, or returning after absence, so that they feel supported rather than judged.

9. Registration

The school maintains an electronic attendance register and uses this to record each child or young person's attendance at the start of the school day and again in the afternoon.

School register is taken at 8:50am. The register will close at 9am. Pupils who arrive after 8:50am, but before the register closes at 9am, will be counted as (L) late. Those that arrive after 9:30am may be recorded as (U) late after register closed.

Children and young people who arrive after the register started being taken but before the register is closed (a maximum period of 30 minutes) will be marked as late. When children and young people arrive after the end of a registration session, the process set out at section 10 applies.

The register is marked using the national attendance and absence codes. An updated list can be found in the Department for Education's guidance on attendance - Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)

10. Late arrival

If a child or young person arrives at school after the gates have closed, they must go to the school office to sign in. School will seek to understand the reasons behind the lateness and offer support to address barriers to arriving at school on time. In the absence of a satisfactory explanation for being late, this will be marked as an unauthorised absence.

Persistent lateness will be explored with curiosity and a desire to understand and support. It may be treated as a disciplinary matter and will be dealt with in line with the behaviour policy.

11. Reasons for absence and how to report or request authorisation

Authorised absence - absence will only be authorised where the school has given approval in advance for a child or young person to not be in attendance or has accepted an explanation offered afterwards as justification for the absence. Only the school can authorise absence.

Unauthorised absence – absence will be marked as unauthorised where the school is not satisfied with the reasons given for the absence.

Reporting absence from the school

- When a student is to be absent from the school without prior permission, the parent or carer should inform the school by 9am on the morning of the day of the first absence and let the School know when they expect the student to return and the reason for the absence. If the return date is not confirmed on the first day of absence, parents/carers must contact the school on each day of absence.

- To request prior permission for absence from school, please visit the school website and complete the Leave of Absence Request Form and submit to the office.

- Schools are not expected to routinely request that parents or carers provide medical evidence to support illness absences. Schools should only request reasonable medical evidence in cases where they need clarification to accurately record absence in the attendance register – i.e. making a decision that code I is the absence code that accurately describes the reason the child or young person is not in school for the session in question. In the majority of cases a parent or carers notification that their child is too ill to attend school will be that evidence and can be accepted without question or concern. Only where the school has genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence. Schools may liaise with representatives at their local authority regarding evidence requests as required under the local offer.

- When medical evidence is deemed necessary, school should not be rigid about the form of evidence requested and should speak to the family about what evidence is available. Schools should be mindful that requesting additional medical evidence unnecessarily places pressure on health professionals, their staff and their appointment system, particularly if the illness is one that does not require treatment by a health professional. When a parent or carer cannot provide evidence in the form requested but can provide other evidence, schools should take this into account. When a parent or carer cannot provide any written evidence, the school should have a conversation with the parent or carer and student, if appropriate, which may in itself serve as the necessary evidence to record the absence.

<u>Appointments</u>

- Medical, dental and other essential appointments for a student should take place outside of school hours when this is reasonably possible.

- When an appointment must take place during school time, the student should attend school for as much of the day as possible and as much prior notice as possible should be given to the School Office.

<u>Leave of absence (including holidays during term time)</u>

Schools can grant a leave of absence when a child or young person needs to be absent from school with permission. 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.

- Parents and carers should make every effort to avoid taking children and young people out of education for holidays or other extended leave during term time. The school can only authorise a leave of absence during term time where there are <u>exceptional</u> circumstances.

- Generally, the need or desire for a holiday or other absence for the purpose of leisure and recreation is not considered to be exceptional circumstances.

- To request a leave of absence, parents or carers must make the request in advance and in writing addressed to the headteacher and, wherever possible, at least 4 school weeks ahead of the planned leave.

- When a leave of absence is requested as above, the Headteacher will consider the specific facts and circumstances relating to the request. The decision:
    - will be confirmed in writing
    - is solely at the headteacher's discretion and
    - is final.

  When permission is granted, the headteacher will confirm the number of days and dates of absence which are authorised.

If permission is not granted and parents or carers proceed to take their child out of school, the absence will be marked as unauthorised. Parents may be issued with a penalty notice or be subject to prosecution by the local authority (see section 11 below).

Religious observance

We recognise that children and young people of certain faiths may need to participate in days of religious observance. Where a day of religious observance:

- falls during school time and
- has been exclusively set apart for religious observance by the religious body to which the child or young person belongs, the absence from the school will be authorised.

We ask that parents/carers notify the school by writing to the School Office in advance where absence is required due to religious observance.

12. Addressing poor attendance and punctuality

The school will use data to target attendance improvement efforts to students or groups of students who need it most. In doing so, the school, led by the senior attendance champion, will:

- communicate their concerns clearly and transparently with parents and carers

- seek to listen and understand the barriers to attendance, always offering support, early intervention and early help planning

- hold regular meetings with the parents or carers of children and young people who the school and/or local authority consider to be vulnerable

- monitor and analyse weekly attendance patterns, proactively using data to identify students at risk of poor attendance

- provide regular attendance reports to class teachers and relevant leaders

- consider attendance and punctuality of individual students, cohorts and year groups to help school to achieve their responsibilities under the Public Sector Equality Duty

- identify students who need support from wider partners as soon as possible and deliver this support in a targeted manner

- conduct thorough analysis of half-termly, termly, and full year data to identify patterns and trends and contribute analysis of identified trends to the School Improvement Scrutiny Committee

- use this analysis to devise specific strategies to address areas of poor attendance, including for specific groups of students

- benchmark school attendance data at each level against local, regional and national levels

- monitor the impact of school strategies and actions to improve attendance on particular students and particular groups of students

- consider penalty notices and other legal interventions when the national threshold is met and discuss targeted support and potential interventions with the local authority in their Targeted Support Meetings.

The school's procedures for managing unexplained absences can be found in Appendix 1.

Absence will be classed as persistent where it falls below 90% across the academic year. Absence at this level is very likely to hinder educational prospects and we expect full parental co-operation and support to urgently address these cases.

In very exceptional circumstances, should a student's individual needs necessitate a temporary part-time timetable (e.g. when a medical condition prevents a student from attending full-time education, and a part-time timetable is considered as part of a re-integration package), formal arrangements including regular review and a time limit shall be made between the child or young person, their parents or carers and the school. Any request for a part-time timetable should be made to the headteacher/head of school. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised. A part-time timetable shall never be used to manage a student's behaviour.

When considering the range of legal interventions available, schools and LAs should decide which are the most appropriate to use. It should be clear that it is the most appropriate intervention to change parental behaviour. Safeguarding responsibilities should always be considered.

The range of potential formal interventions include:

- An **attendance contract** – this is not legally binding, cannot be forced upon a parent/carer and cannot be put in place without them. It should be supportive not punitive, but a more formal process to work with a family. This should be explored before an Education Supervision Order or Prosecution but is not mandatory to use.
- **Education Supervision Order (ESO)** – this is a formal legal intervention without criminal prosecution. All voluntary support options should have been exhausted and all parties considering this line of action should believe that the order will benefit the child and parent or carer. If safeguarding concerns present always discuss with DSL and children's services, the benefit of ESO in comparison with children in need (s17) or child protection (s47) intervention. LAs must consider ESO before moving forward with prosecution. The ESO will be processed in a family or high court rather than magistrate's court. An ESO gives the LA a formal role in advising, helping, and directing. An initial order is for 1 year but can be extended by 3 months at a time, up to 3 years. An LA officer can be named as the supervisor of the order and should work with schools who should support the order. If parents or carers do not comply with an ESO they can be prosecuted in the magistrate's court for persistent non-compliance and can be fined up to £1,000.
- **Prosecution** - If a child of compulsory school age doesn't attend school regularly the parents may be guilty of an offence and can be prosecuted by the LA. Prosecution in magistrates court should be used as a last resort. Only the LA can do this. They must have considered all other methods of improving attendance, both support, informal and formal methods. Prosecution cases must be set before the

court within 6 months of the alleged offence. The parent should always have formal written notice, explaining the process and potential consequences. The court can impose a Parenting Order following a conviction, breach of the order could lead to a fine of £1,000.

Penalty notices may be issued as an alternative to prosecution:

- The new national absence threshold from August 2024 is 10 sessions (5 school days) in a rolling period of 10 school weeks.
- Schools should not have a blanket approach to penalty notices, either to issue or not to issue.
- Penalty notices should only be used where it is deemed likely to change parental behaviour and support to secure regular attendance has been unsuccessful.
- Penalty notices can only be issued by headteacher/head of school (or person delegated by them if they are not in school), LA officer, or police.
- Penalty notices can also be used if a parent allows a child to be present in a public space during school hours, within the first 5 days of an exclusion (schools must have informed parents of the days that the child cannot be present in a public space during school hours). This is considered separately to other processes as not included in the new National Framework.
- School **must** consider whether a penalty notice is appropriate in every case where a child reaches the national threshold.
- At the point of reaching the threshold schools must record specific considerations and rationale for their decision.
- Considerations when a child or young person meets national threshold for absence:
    - Could the school offer support or increase its support to the child and family to address the barriers to attendance?
    - Is a penalty notice the best tool to improve attendance?
    - Would a Notice to Improve (a 20-day warning period) be appropriate?
    - Should the school use another legal intervention?
    - Has the school made all reasonable adjustments under the Equality Act 2010 to facilitate attendance?

If having considered all the above the school concludes that they have tried to support the child and family and seen no improvement, then a penalty notice should be requested.

Penalty notices impact and timescales:

- Only **2 penalty notices** can be issued to the same parent in a **3-year rolling period**.
- The first penalty notice is £160 if paid within 28 days. If paid within 21 days, it is reduced to £80.
- The second penalty notice is £160 if paid within 28 days, with no further reduced rate.
- If the child or young person's absence reached threshold for a **third time** an **alternate legal intervention** may need to be considered as another penalty notice cannot be issued.

- After 28 days the LA must decide if not paid whether to prosecute or withdraw the notice.
- There is no right of appeal against a penalty notice.
- Any LA revenue should be ringfenced for attendance administration and support.

Unauthorised leave in term time

- The national threshold remains the same as general unauthorised absence, however, if in an individual case the LA believes a penalty notice would be appropriate, they retain the discretion to issue a penalty notice before the threshold is met.
- All unauthorised leave in term time that meets the national threshold should be discussed with the LA and considered for a penalty notice. If a school decide not to issue when the threshold has been met, it may be that they should consider recording the absence as authorised.

13. Remote attendance

Remote education should not be viewed as an equal alternative to attendance in school. Schools will consider it only as a last resort, in exceptional circumstances and for limited periods of time, and on a case-by-case basis. These circumstances may include but are not limited to:

- occasions when school leaders decide that it is not possible for the school to open safely, or that opening would contradict guidance from local or central government
- occasions when individual students, for a limited duration, are unable to physically attend their school but are able to continue learning, for example pupils with an infectious illness, pupils preparing for or recovering from some operations, or pupils recovering from injuries where attendance might inhibit recovery.

In these exceptional circumstances there will be consultation with relevant parties and schools will take reasonable steps to facilitate remote education as soon as it is practicable, in proportion to the length of absence and disruption to the affected student's learning. Reasonable adjustments will be made to ensure that all students have access to the resources needed for effective remote learning, this will include using the school provided iPads. Remote education in these instances may include recorded or live direct teaching, as well as time for students to complete tasks and assignments independently. For longer periods, parties should reference the ATLP Supporting Students with Medical Conditions Policy.

The school will keep parents and carers, and students informed of any changes to the remote learning arrangements or the schoolwork set. Students who are unwell are not expected to engage in remote learning until they are well enough to do so.

For the purpose of providing remote learning, the school may make use of:

- iPads and associated online learning portals
- work booklets
- emails
- past and mock exam papers
- educational websites
- reading tasks
- live webinars
- pre-recorded video or audio lessons

Any video conferencing shall take place only using ATLP approved software: Microsoft Teams, Zoom & Showbie.

The ATLP recognises that some children and young people with SEND may not be able to access remote education without adult support. The individual school shall work collaboratively with families and carers and put in place reasonable adjustments so that children and young people with SEND can successfully access remote education when required. Teaching staff will liaise with the SENDCO and other relevant members of staff to ensure that all students remain fully supported for the duration of the remote learning period.

The school will identify 'vulnerable' students (students who are deemed to be vulnerable or are at risk of harm) via risk assessment prior to the period of remote learning. The school will arrange for regular contact to be made with vulnerable students, prior to the period of remote learning. The DSL will arrange for regular contact with vulnerable students as deemed appropriate. All contact with vulnerable students will be recorded and suitably stored in line with the Safeguarding and Child Protection Policy. The DSL will keep in contact with vulnerable students' social workers, youth offending team workers, or other care professionals during the period of remote working, as required.

One-to-one sessions with video shall not normally be permitted. However, when this is required e.g. for younger children/ primary school children and having sight of a student for safeguarding reasons, staff and students shall have regard for the provisions noted in the ATLP E-safety policy. One-to-one sessions shall be conducted during school hours, and from school premises unless authorised in exceptional circumstances by headteachers. The school will not contribute to any household expenses incurred while students learn remotely, e.g. heating, lighting, council tax, paper or printing costs.

Students are accountable for the completion of their own schoolwork – teaching staff will only contact parents or carers via email if there are any significant concerns about the quality of or completion of any work. Work that cannot be completed for genuine reasons will be completed when the student returns to school.

14. Attending Alternative Provision

Where the school places a child with an alternative provision provider, it must ensure that the provision meets the individual needs of the child. Children attending alternative provision often have complex needs. The school remains responsible for safeguarding the child and should carry out all the relevant checks to ensure that the establishment is a safe place for them to be.

The school should always know where a child is based during school hours and have clear and well-understood process for ensuring that the student attends their placement, and that school is made immediately aware should they fail to attend. Reviews should take place regularly (at least half termly) to provide assurance that the child is regularly attending, and the placement continues to be safe and meets the child's needs.

15. Children Missing Education (CME)

The DfE define children missing education as:

'Children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school.'

CME includes children who:

- are in the process of applying for a school place
- have been offered a school place for a future date but have not yet started
- are receiving elective home education (EHE) that has been assessed as unsuitable
- have been recorded as CME for an extended period, for example where their whereabouts is unclear or unknown.

CME are not children who:

- are receiving suitable education otherwise than at a school (for example, pupils who are electively home educated or attending alternative provision) which is suitable to the child's age, ability, aptitude and any special educational needs they may have
- are EHE but the local authority has not had an opportunity to assess whether the education being provided is suitable
- are registered at a school, even if they are persistently or severely absent from that school.

The school must monitor children's attendance daily through their attendance register. They will do this by maintaining accurate admission registers and proactively monitoring children's attendance in line with this policy.

The school is expected to support the Local Authority to ensure that time spent out of suitable education is kept to an absolute minimum. They should do this using preventative methods such as providing an effective and supportive reintegration into school or supporting a child into education other than school if this is the best option to meet the individual child's needs.

The school should conduct effective and rapid reasonable enquiries to identify the whereabouts of suspected CME or those at risk of becoming CME.

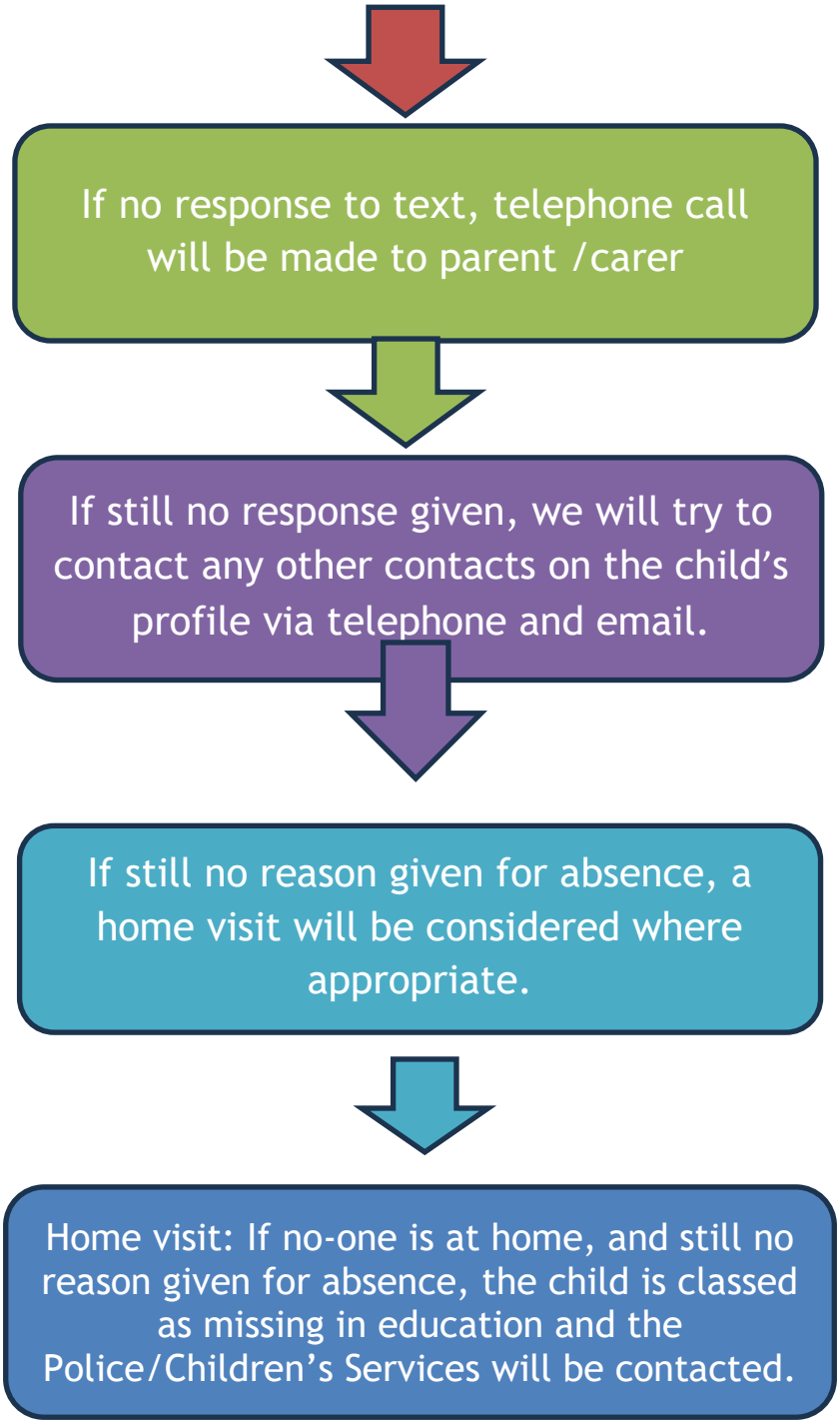
The school should ensure that the criteria for removal from roll are clearly understood.

The DfE have identified the following groups at risk of becoming CME, which the school will be aware of in its proactive work to reduce the risk of this happening:

- Children at risk of harm or neglect
- Children of Gypsy, Roma and Traveller families
- Unaccompanied asylum-seeking children and children of new migrant families
- Children who go missing from home or care
- Children with SEND whose needs are not being adequately supported
- Children who are excluded from school
- Children supervised by the youth justice system
- Children of service personnel
- Children attending unregistered independent schools
- Children who cease to attend a school
- Home educated children who are not receiving suitable full-time education

Appendix 1 - Procedures for Managing Absence on the First Day

If no reason given for absence, a text will be sent to parent / carer



Appendix 2 - Attendance Contract Example Template

Date/time/venue of meeting:	
Child's name:	
Date of birth:	

Address:	
School:	
Parent or carers name:	
Present at meeting:	
Record of needs and issues discussed	
EXAMPLES OF DISCUSSION POINTS: • [Child's name] perspective of the barriers to attendance. • [Parent or carers name] perspective of the barriers to attendance. • [School named person] curious thoughts about potential barriers to attendance. • [other person present] views. • Identified needs or adjustments requested or considered.	
Actions agreed	
EXAMPLES OF ACTION(S) AGREED: • [Child's name] will arrive at school by 8.30 a.m. every day. • [Parent or carers name] will inform the school on the first day of a sickness absence and provide a note upon [child's name]'s return. • [Parent or carers name] will inform school [can name individual to contact] if there are any issues preventing [child's name] from attending regularly. • [Named person] at school will check in with [child's name] each day during registration/tutor time. • [Named person at school] will ensure that the agreed reasonable adjustments will be in place (include details).	
Attendance target:	[to be set together using clear and easily understood terms, not an overarching percentage. For example, do not set 100% attendance as a target. Be SMART e.g. [child's name] will attend at least 9 out of 10 sessions each week]
Timescale for improvement:	[to be set together, linked to review date]
Date for review meeting:	

I confirm that this Attendance Contract was agreed by all present.

Signed:

…… Parent or carer

…… Child or young person

…… [School Representative]

…… Other Agency