

Attendance Policy

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Title: Attendance Policy

Applicable to: School staff and pupils

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1. Statement of intent

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the *Department for Education's* (DfE's) statutory guidance on *Working Together to Improve School Attendance (applies from 19 August 2024)*, through our whole-school culture and ethos that values good attendance, including:

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy is based on the *Department for Education's* (DfE's) statutory guidance on *Working Together to Improve School Attendance (applies from 19 August 2024)* and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

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

3. Roles and responsibilities

The **Children's Committee** is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents/carers
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

The **headteacher** is responsible for:

- The implementation of this policy at the school

- Monitoring school-level absence data and reporting it to trustees
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and/or authorising the senior leadership team to be able to do so
- Working with the parents/carers of pupils to develop specific support approaches for attendance, including where school transport is regularly being missed, and where pupils face in-school barriers
- Communicating with the local authority when a pupil has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels
- Sharing information from the school register with the local authority, including:
 - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times
 - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days
 - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

The **Senior Leadership Team** is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families

- Managing the ESFLO to ensure attendance is monitored and improves

The designated senior leader responsible for attendance is Milly Murray and can be contacted via Milly.murray@AEM.org.uk

The school **attendance lead** is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with teacher and class leads to tackle persistent absence

Staff, including **teachers, support staff** and **volunteers** are expected to:

- Following the attendance policy, and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- Modelling good attendance behaviour.
- Using their professional judgement and knowledge of individual pupils to inform decisions as to whether any welfare concerns should be escalated.
- Designated members of staff will take the attendance register at the start of each school day and at the start of each afternoon session.

The school will ensure that every pupil has access to full-time education and will act as early as possible to address patterns of absence.

School **admin staff** will:

- Take calls/texts from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to necessary contacts, in order to provide them with more detailed support on attendance

Parents/carers are expected to:

- Support their child to try to attend school every day
- Call/text the school as soon as possible on the first day of absence and each subsequent day of absence
- Advise on an expected return date

- Ensure that, where possible, appointments for their child are made outside of school.
- Provide the school with more than 1 emergency contact number for their child
- Seek support, where necessary, for maintaining good attendance, by contacting the school on 01302 203675 or via the Arbor app.

Pupils are expected to:

- Attend school every day, on time

4. Recording attendance

Sutherland House School Braithwell will keep an attendance register and place all pupils onto this register.

The designated staff members will take the attendance register at the start of each day at 9:30 and at the start of the afternoon session at 13:00.

This register will record whether every pupil is:

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

Any amendments to the attendance register will include:

- The original entry
- The amended entry
- The reason for amendment
- The date of the amendment
- The name and role of the person who made the amendment.

Please see appendix A for DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

5. Absence

Unplanned absence

Parents/carers are required to contact school on the first day of unplanned absence as soon as practically possible by texting via the Arbor app or calling the admin office on **01302 203675** before **8:00** leaving a suitable reason for absence.

We will mark absence due to physical or mental illness as authorised unless there is a genuine concern about the authenticity of the illness.

Where absence is prolonged, the school will ask for medical evidence, such as a doctors note, prescription, appointment card or other appropriate for of evidence. We will not ask for medical evidence unnecessarily.

A member of staff will call the parent/carer of any pupil who has not reported their absence on the first day of absence in order to:

- Ascertain the reason for the absence
- Ensure the pupil is appropriately safeguarded and action can be taken
- Identify whether the absence is authorised or not
- Identify correct code for absence
- If absence continues, school will consider appropriate action

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Leave of absence forms can be found on the school website electronically or a paper copy can be requested via reception.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence.

6. Lateness

Pupils should arrive at school between 8:45-9:30.

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will be marked as absent, using the appropriate code

The school understands that a lot of pupils travel a significant distance to school and are therefore more likely to find themselves stuck in traffic at times.

The school recognises that most of our pupils travel to school in a taxi, and therefore it is not always possible to prevent lateness for school.

Registration will close at 9:45am. The school will consider individual circumstances.

7. Unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may conduct a home visit to the pupils address
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer and/or social care
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Inform Local Authority

8. Authorised and Unauthorised Absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview

- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

Exceptional circumstance may include (but not limited to):

- Transport provided is not available and pupil is not within walking distance
- Widespread disruption to travel services
- Pupil is in custody

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least **2 weeks** before the absence, and in accordance with any leave of absence request form, accessible via the school website. The headteacher may require evidence to support any request for leave of absence.

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)

- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

9. Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the

pupil must not be present in a public place on that day). These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process.

In these cases, the parent must pay £60 within 21 days, or £120.

10. Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the *Education Act 1996*
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

11. Attendance Monitoring

Pupils with attendance under 90% will begin to follow the structured plan detailed below around improving attendance and ensuring pupils and their families are supported to ensure access to a full-time education. This is managed into two-different plans based on enrollment at Sutherland House School:

- A pupil enrolled within the last 6 weeks – *Transition Plan* – to be reviewed weekly for 6 weeks
- A pupil enrolled at Sutherland House School for longer than 6 weeks – *Attendance Plan* – to be reviewed at least every 3 weeks

The school will:

- Monitor attendance and absence half termly, termly, and yearly across the

school and at an individual pupil level.

- Identify whether there are particular groups of children whose absence may be a cause for concern.

The school's attendance target is 90%.

Specific pupil information will be shared with the DfE on request.

12. Analysing Attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to class teachers and co-ordinators, to facilitate discussions with pupils and families, and to the governing board and school leaders.
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

13. Persistent absence and Severe Absence

Persistent absence is where a pupil misses 15% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will work with parents/carers and pupils to complete the following:

- Attendance audit (appendix B)
- Use attendance data to find patterns and trends of persistent and severe absence

- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

14. Remote Learning

Remote learning will be provided:

- Where absence is likely to persist beyond a 2-day period or expected to be a repeated period.
- Medical absence where the pupil is able to continue to engage in learning from home.
- During transitions, where absence is planned or anticipated in the case of transition to a new routine.
- During a suspension remote learning will be provided from the 6th day of suspension.
- Where a pupil is absent due to transport arrangements

15. Transition Timetables

A transition timetable may be in place as part of a pupil 's transition into starting Sutherland House School.

Where this is in place, this will be:

- Agreed with the senior leadership team.
- Agreed with the Local Authority
- Agreed with parents and/or carers.

The plan must:

- Include clear goals to achieve full time attendance.
- Include clear timescales
- Be reviewed at least every 3 weeks.
- Not exceed a period of 6 weeks



Appendix A – Attendance Codes

The school uses the national attendance codes to enable the school to record and monitor attendance and absence in a consistent way. The following codes will be used:

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision by the local authority	Pupil attends a place other than a school at which they are registered, for education provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organized or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience

D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C	Exceptional circumstances	Pupil has been granted leave of absence due to exceptional circumstances
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
C2	Part time timetable	Pupil is not in school due to having part time timetable
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Absent – other authorized reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious

		observance
I	Illness (NOT medical or dental appointments)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of an unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open

Y4	Whole school site unexpectedly	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: <ul style="list-style-type: none"> • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – Unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the

		codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix B – Attendance Audit

Attendance Audit

Pupil name:

Date:

Staff completed:

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Home			
Young carer	Yes/Not yet By who? When?	Yes/Unsure/No	
Substance abuse in home	Yes/Not yet By who? When?	Yes/Unsure/No	
Parental mental health	Yes/Not yet By who? When?	Yes/Unsure/No	
Potential domestic violence	Yes/Not yet By who? When?	Yes/Unsure/No	
Potential abuse/neglect	Yes/Not yet By who? When?	Yes/Unsure/No	
Financial concerns	Yes/Not yet By who? When?	Yes/Unsure/No	
Homelessness	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Social			
Bullying	Yes/Not yet By who? When?	Yes/Unsure/No	
Issues with peer group	Yes/Not yet By who? When?	Yes/Unsure/No	
Issues with personal relationships	Yes/Not yet By who? When?	Yes/Unsure/No	
Gangs/criminal activity	Yes/Not yet By who? When?	Yes/Unsure/No	
Feeling unsafe on journey to/from school	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Transport			
Too far to travel	Yes/Not yet By who? When?	Yes/Unsure/No	
Lacking reliable means	Yes/Not yet By who? When?	Yes/Unsure/No	
Transport costs	Yes/Not yet By who? When?	Yes/Unsure/No	
Feeling unsafe	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Pupil			
Low self-esteem/confidence	Yes/Not yet By who? When?	Yes/Unsure/No	
Low aspirations	Yes/Not yet By who? When?	Yes/Unsure/No	
Poor morning routines	Yes/Not yet By who? When?	Yes/Unsure/No	
Sleeping patterns	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Potential barrier	Has this been explored?	Could this be a factor in poor attendance?	Notes
Academic			
Unmet academic needs	Yes/Not yet By who? When?	Yes/Unsure/No	
Issues with staff	Yes/Not yet By who? When?	Yes/Unsure/No	
	Yes/Not yet By who? When?	Yes/Unsure/No	
Other	Yes/Not yet By who? When?	Yes/Unsure/No	

Appendix C – Attendance Action Plan

Attendance Plan

Pupil name:

Date:

Staff supporting:

Barriers to attendance

Target	Milestones	Date achieved

School Strategies			
Start date	Details of strategy	Purpose	Who is responsible
E.g 11.9.2023	Wake up calls for 2 weeks	Support in establishing morning routine	Teaching assistant to call daily

Pupils Strategies			
Start date	Details of strategy	Purpose	Monitored by who and when
E.g 11.9.2023	Set alarm for 7am every day	Support to take ownership of own morning routine	Class teacher

Home strategies			
Start date	Details of strategy	Purpose	Monitored by who and when
E.g 1.9.2023	Parents to call school daily with reason for absence	To ensure we have a clear log of reasons for absence	Admin and class teacher

External Support			
Start date	Details of strategy	Purpose	Monitored by who and when
E.g 1.9.2023	Early help worker to be requested through referral	Support at home	

Attendance Review Meeting	
Date of review	
Who is here	
Changes since last review	
Progress and achievement	
Discussion	
Outcome	<ul style="list-style-type: none"> ○ Continue with plan ○ Changes to plan ○ Escalate
Date of next review	