



# Moorlands Primary School



## “Anything is Possible!” Attendance Policy

### Introduction:

This is a successful school and your child plays their part in making it so. We aim for an environment, which enables and encourages all members of the community to reach out for excellence. For our children to gain the greatest benefit from their education it is vital that they attend regularly and your child should be at school, on time, every day the school is open unless the reason for the absence is unavoidable.

It is very important therefore that you make sure that your child attends regularly and this Policy sets out how together we will achieve this.

**The school follows the Attendance Expectations as outlined by the DFE (August 2024).**

### Aims:

- To ensure that every child is safeguarded and their right to education is protected.
- To ensure the school attendance target is achieved, through rewards and incentives for good attendance and punctuality.
- To raise standards and ensure every child reaches their full educational potential, through a high level of school attendance and punctuality.
- Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them.
- To ensure all the stakeholders, governors, parents, pupils and staff receive regular communication, about the importance of good attendance and punctuality.
- To keep accurate, up-to-date records and have a robust and rigorous system for analysing attendance.
- To identify causes of low attendance/punctuality with individuals, classes and groups of pupils and address them.
- To work with external agencies, in order to address barriers to attendance and overcome them.
- Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support.

### Promoting regular attendance:

**Helping to create a pattern of regular attendance is everybody’s responsibility** – parents/carers, pupils and all members of school staff.

All partners should work together to:

#### Expect

Aspire to high standards of attendance from all pupils and parents 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 pupils and parents 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 pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help or whole family plan where absence is a symptom of wider issues.

### **Formalise support**

Where 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**

Where 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 the pupil's right to an education.

### **Head Teacher: Senior Attendance Champion – Kate Robers**

- To be responsible for the overall management and implementation of the policy.
- To interview parents/ carers for the final interview.
- To deal with parental requests for extended leave in line with Sandwell Local Authority policies and procedures.
- To consider the use of Penalty Notices, in line with Sandwell Local Authority policies and procedures.
- To oversee the analysis of/analyse weekly/termly/yearly data and respond to findings.
- To interview parents/ carers for the second interview.
- To liaise with external agencies such as the Education and Prosecution Services and make referrals where necessary.
- To ensure that rewards and incentives for attendance and punctuality are being used and reviewed for impact.
- To inform parents about attendance incentives and produce attendance leaflets at regular times of the year.
- Work with the teachers, to plan for the reintegration of pupils after long-term absence.
- To liaise with and report to with outside agencies such as the Education Welfare Service/ Children Missing in Education.
- To revise and amend the policy, as required.

### **School Office:**

- To lead on/take responsibility for attendance/punctuality, on a day-to-day basis, including liaising with/responding to parental enquires.
- To monitor weekly attendance data for year groups from Reception to Year 6.
- To promptly inform the Head Teacher, if there are any concerns relating to attendance/punctuality
- To produce weekly/termly/yearly data for SLT to analyse when required.
- To contact parents/carers following 3 instances of lateness or absence and informing the Head teacher.
- To contact parents/carers by letter: Informing parents of how many sessions/ hours their child/ren has missed.
- To contact parents/ carers by letter to highlight attendance improvement.
- To interview parents/ carers alongside the class teacher if it is the first interview.
- Inform parents of school procedures, when parents have failed to inform the school.
- To maintain clear communication with the SLT regarding attendance and punctuality for individual pupils and year groups from Reception to Year 6.
- To support the Head Teacher with the promotion good attendance and punctuality, through finding/organising incentives.

- To ensure attendance folders are reviewed half termly.
- Inform parents of school procedures, when parents have failed to inform the school.
- To carry out and record the outcome of first day calls, when a child doesn't arrive at school when no reason has been received.
- To check the school answer phone and take messages from parents/carers about pupil absence.
- To record reasons for absence and updating class registers.
- To implement the daily checking of e-Portal registers after the morning and afternoon registration sessions.
- To report to the Local Authority, as requested.
- To oversee the admission and induction of new pupils.
- To ensure staff are following the registration systems and structures in this policy.

#### **Staff:**

- To ensure quality first teaching every day; with lessons that are well planned and resourced so that they challenge, inspire and meet their learners' needs.
- Take a formal register of all pupils twice a day at 9.00 am and 1.10 pm.
- To regularly remind children and parents about the importance of good attendance.
- To follow up on pupil absence by ensuring reasons for absence are sought.
- Provide a welcoming and safe environment, which encourages attendance and promotes the best performance from children.
- Establish good and effective communication links with parents/carers and work collaboratively in meeting the child's needs.
- If required, to work collaboratively with other agencies to assist them in fulfilling their statutory duties, regarding for example, child protection
- Work with pupils and their families where attendance is a concern, identifying barriers to good attendance and working to overcome these.
- To promptly inform the School Office and Head Teacher, of pupils who persist with poor attendance / patterns of absences.
- To arrange parents / carers interviews for the initial interview liaising with the School Office.
- To feed back to parents about pupil attendance and punctuality regularly and at Parents Evenings.

#### **Parents:**

Children should only be kept at home if they have a serious illness or injury.

If this is the case, parents should contact the school first thing **0121 556 0352 or by email**

**admin@moorlandsprimaryschool.org**

If a child has a minor illness e.g. mild headache, stomach aches etc. parents should inform the school and bring them in. If they don't get any better, school will contact parents straight away, to collect them. Medical and dental appointments should be booked before or after the end of the school day. **Pupils should miss as little time as possible.**

#### **Parents are expected to:**

- **Ensure their child attends school and arrives on time every day.**
- Promote a good attitude to learning by ensuring their children attend school in the correct uniform and with the basic equipment required for lessons.
- **Not arrange medical and dental appointments in school time** wherever possible.
- Telephone to inform the school to on the first day of absence for their child.
- Work in partnership with the school and other agencies in the best interests of their child; this includes informing the school about significant influences and changes in the child's life, which may impact on learning.

## **Strategies for promoting/rewarding excellent attendance:**

### **Aims:**

- To ensure good attendance and punctuality (above 97%) is regularly promoted and supported and remains high profile across school.
- To achieve high levels of attendance and punctuality (above 97%) through rewarding good attendance and punctuality.

### **Weekly Praise Assemblies**

- Praise Assemblies are held every week on a Friday. An assembly 100% pencil is awarded to an individual for 100% weekly attendance.

### **School Attendance**

Each week, the overall attendance is updated and placed onto the school's website.

### **Newsletter**

In the newsletter a section on attendance is used to highlight the importance of good attendance and punctuality. It regularly includes sections reminding parents of our school attendance target and what that means in terms of number of days absent. It also includes information about any initiatives, which the school is using, to promote attendance and punctuality.

### **The School Learning Environment**

A welcoming, organised learning environment that supports and celebrates its learners is a key factor in ensuring children enjoy school and attend regularly. All staff ensure that their learning environments are of a high quality. Regular, rigorous environmental audits are carried out by the SLT, to ensure this.

### **Staff Promoting Good Attendance**

It is important that teachers are regularly promoting good attendance with their classes. Good class attendance is attributed to good teaching and this is celebrated. Letters informing parents of sessions missed including social activities to be sent. This is reviewed weekly.

### **Parent/teacher consultation evenings**

This provides an opportunity for form teachers to praise and recognise excellent attendance or share attendance concerns and discuss barriers to good attendance.

### **Attendance Officer:**

Their role will be to ring parents, home visits and engage parents and carers when children are not attending school.

Communicate with parents and carers regarding lateness.

Lead on attendance meetings. School has an SLA with an Attendance Consultancy company who conduct home visits and support the school to increase attendance.

### **Understanding types of absence:**

**Every half-day absence from school has to be classified by the school (not by the parents/carers), as either AUTHORISED or UNAUTHORISED. This is why information about the cause of any absence is always required.**

**Authorised** absences are mornings or afternoons away from school for a good reason like illness, emergencies or any other unavoidable cause.

**Unauthorised** absences are those, which the school does not consider reasonable and for which no "leave" has been given. This type of absence can lead to the Authority using sanctions and/or legal proceedings. This includes:

- Parents/carers keeping children off school unnecessarily.
- Truancy before or during the school day.
- Absences which have never been properly explained.
- Children who arrive at school too late to get a mark.
- Shopping, looking after other children or birthdays.
- Parents ill but the children are well.
- Day trips and holidays in term time.

Whilst any child may be off school because they are ill, sometimes they can be reluctant to attend school. Any problems with regular attendance are best resolved between the school, the parents/carers and the pupil. If your child is reluctant to attend, it is never better 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 usually make things worse. We strongly advise you to make an appointment to see your child's teacher to discuss the matter. The school also employs and **ELSA (Emotional Literacy Support Assistant)**: This is Mrs Wells. She will be able to help children recognise, understand and manage emotions to increase their success and plan and deliver individual (and small group) support programmes. She will also be able to support parents and carers in ensuring that children are in school.

Children who have 10 unauthorised absences over a 4-week period could be referred to the Attendance and Prosecution Officer.

### **Holidays in Term Time:**

In line with Sandwell Metropolitan Borough Council guidelines, all annual leave requests will **not** be authorised. Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents/carers to help us by not taking children away in school time.

Remember that any savings you think you may make by taking a holiday in school time are offset by the cost to your child's education.

**There is NO automatic entitlement in law for time off in school time to go on holiday.**

All applications for leave must be made at least two weeks in advance, on an official request form that is available from the school office. Please be aware that any period of leave taken will be classed as unauthorised and may attract sanctions such as a Penalty Notice.

### **Persistent Absenteeism (PA):**

The Department of Education announced that from August 2024, the PA criteria will be 10%.

**This means that any student who falls below 90% attendance, equivalent to 38 or more sessions (19 days) in a full academic year, will become a persistent absence pupil and will be reported to both National and Local Government through the school census.**

Absence at this level will considerably damage any child's educational prospects and we need parents/carers fullest support and co-operation to tackle this. We monitor all absence thoroughly. Any case that is seen to have reached the PA mark or is at risk of moving towards that mark is given priority and you will be informed of this immediately. PA pupils are tracked and monitored carefully through our pastoral system and we also combine this with academic mentoring where absence affects learning and progress.

All our PA pupils and their parents/carers are subject to an **Attendance Contract** and the plan may include: allocation of additional support through the ELSA, use of circle time, individual incentive programmes and participation in group activities around raising attendance.

### **Contents of an attendance contract**

All attendance contracts should contain:

- Details of the requirements the parent(s) is expected to comply with.
- A statement from the school and/or local authority agreeing to provide support to the parent(s) to meet the requirements and setting out details of the support.
- A statement by the parent that they agree to comply with the requirements for the period of time specified by the contract.

The requirements specified, and the support provided, will depend on the individual case, and should be tailored to the needs of the individual parent and family. There is not, therefore, a prescribed list, but requirements may include:

- Measures to ensure the pupil attends school or alternative provision punctually and regularly
- Requiring the parent to attend meetings with the school and/or local authority
- Accessing or partaking in the support or programmes offered
- Working with or accessing other separate support provided to the pupil at school level (e.g. being on report)

The support provided to help the parent satisfy those requirements may include:

- Provision of a lead practitioner to support the family
- Signposting or referrals to wider local authority or health services that might support the family (e.g. housing needs, drug and alcohol support)
- Signposting or referrals to voluntary and community sector programmes or support (e.g. foodbanks or community support groups)
- Formal interventions such as family group conferencing, peer mentoring or literacy classes
- Support and advisory services (e.g. benefit support)
- Formal parenting programmes (e.g. a course with a specified number of sessions)

Attendance contracts do not have a minimum or maximum duration. Each individual attendance contract should set out the duration it will be in place, and most are for between 3 and 12 months but can be longer if needed.

Once the requirements and support elements of the attendance contract have been agreed, the school and/or local authority and the parent should write up the contract together and sign it. The attendance contract should be written in language that the parent can easily understand (including a translation where necessary). All parties, including other partners working with the family, should be given a copy

### **Absence procedures:**

#### **If your child is absent you must:**

Contact us before 9.30 a.m. on the first day of absence

For any prolonged absence, please keep school informed. If your child is absent and the school is not informed by 9.30 am we will:

- Text you, on the first day of absence.
- Telephone you on the first day of absence if we have not heard from you following our text message.
- Speak to the parents face-to-face or by phone the next day and establish reasons for absence and update contact numbers. The parent/carers is asked to provide a reason as to why the child is not in school. The absence reason is recorded next to the child's name on the first day absence sheet and this is filed in the absence folder. There must be established a reason for every absence. **No absence should be left on the system as an 'N'** (no reason given) code. If the School Officer has not been able to contact parents after 2

days or medical evidence has not been produced those pupils whose attendance is below 93% then the **absence is recorded as 'O' (unauthorised)**.

- Pupils who have been identified as PA in previous years will also receive a visit from the Attendance Officer.

To offer support for failing attendance :

- **Attendance Officer visits** so that we can work and support your child in attending school
- **Initially letter:** Send you a notice to improve letter if your child's attendance falls below 95%
- Send you a warning letter after four weeks if your child's attendance has not improved. This letter will request an appointment for you to come into school to discuss the decline in attendance and to offer support in its improvement. At this meeting you will be asked to complete a Parent/Carer Attendance Contract. This will also serve as a second warning that attendance is close to becoming in the persistent absence criteria
- **The school will also send out recognition letters where attendance has increased. As attendance and punctuality is a partnership between school and parents.**

The school sends out letters, to communicate with parents about attendance and punctuality. (Copies of all standard letter formats are included at the end of this document.)

#### **Attendance Interviews:**

- **First interview:** This is held with the class teacher. This requires you to discuss your child's attendance, complete a parent contract with actions to increase attendance.
- **Second interview:** This is held with the Deputy Head Teacher / Head Teacher. This requires you to discuss your child's attendance, complete a parent contract with actions to increase attendance.
- **Final Interview:** This is held with the Head Teacher. This requires you to discuss your child's attendance, complete a parent contract with actions to increase attendance. This will also involve a referral being made to the Attendance and Prosecution Officer, which may result in a prosecution.

#### **Telephone numbers:**

There are times when we need to contact parents/carers, including absence; therefore we need to have your most up to date contact numbers at all times. If you change your telephone number, please inform the school office immediately.

#### **The Attendance and Prosecution Officer:**

Parents/Carers are expected to contact school at an early stage and to work with the staff in resolving any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may refer the child to Attendance and Prosecution. He/she will also try to resolve the situation by agreement but, if other ways of trying to improve the child's attendance have failed and unauthorised absences persist, these Officers can use sanctions such as Penalty Notices or prosecutions in the Magistrates Court. Full details of the options open to enforce attendance at school are available from the Local Authority.

Alternatively, parents/carers may wish to contact the Attendance and Prosecution themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number is available from the school office.

#### **Lateness:**

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and do not spend time with their class teacher getting vital information and news for the day. Pupils arriving late also disrupt lessons, can be embarrassing for the child and can also encourage absence.

**How we manage lateness:** The school doors open at **8.45 am**. Registers are marked by **9.00 am** and your child will receive a late mark if they are not in by that time. School gates will be **closed at 9.00am** and pupils arriving after

this time will need to enter the school via the school office/ school hall.

At the school office, you will be required to explain the reason your child is late. The amount of minutes late is documented on SIMS. Lateness is monitored by the School Office and the Senior Leadership Team.

More than three lateness over a three week period will result in a punctuality letter being sent inviting parents into school to discuss the concerns and plan a way forward.

At **9.00 am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark that shows them to be in school, but this will **not** count as a present mark and it will mean they have an unauthorised absence. This may mean that you could face the possibility of a Penalty Notice if the problem persists.

If your child has a persistent late record you will be asked to meet with the Head Teacher to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

### **Class Registers**

Registers are the only way of recording pupil attendance and must be completed accurately. This is the responsibility of whichever member of staff has been directed to take the register for that session.

### **Summary of procedures to promote good attendance/punctuality:**

The following tables show specific procedures to maintain and encourage excellent attendance at Moorlands Primary School:

<b>Daily Procedure</b>	<b>By whom</b>	<b>Outcome / actions</b>
Parents ensure pupils arrive at school on time	Parents/ carers	
Parents inform the school by 9.30am, if their child is absent that day	Parents/ carers	School office update registration codes
Pupils arriving late to school are registered at the School Office.	School office in charge of late registration	Absence mark amended and minutes late added. Discussion with parents if persistent.
Teachers record attendance. This is done by 9.00 am and 1.15 pm.	Teachers	
Text you, on the first day of absence after 9.30 am.	School office	School office updates registration codes.
1st day absence phone calls are made to inform parents of their child's unexplained absence for that day after 10.30 am.	School office	School office updates registration codes.
Attendance officer will be inform who will undertake a home visit	School office rings Attendance Officer	School office is updated by the attendance officer.



**Those people responsible for attendance matters in this school are:**

Mrs K Roberts, Head Teacher

Miss L Smith, Deputy Head Teacher

Mrs K Cramp, School Secretary

## All pupils

Parents are expected to:	Schools are expected to:	Governor 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:	Governor 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. 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:	Governor 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:	Governor 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:	Governor 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:	Governor 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. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<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:	Governor 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"> <li>• 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.</li> <li>• Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.</li> <li>• Develop whole system approaches, with social care, to support the attendance of children in need.</li> </ul>

## Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Governor 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. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> <li>• Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school whenever they live or are educated.</li> <li>• 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.</li> <li>• 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.</li> <li>• Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.</li> </ul>



# Monitoring

Parents are expected to:	Schools are expected to:	Governors are expected to:	Local authorities are expected to:
<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>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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