

Attendance Policy

Last reviewed: September 2023

St John's



CE ACADEMY

Document Control			
Review period	12 Months	Next review	September 2024
Owner	Headteacher	Approver	LGB
Category	Public (on website)	Type	Local to school

Based on VAT template September 2023

Contents

1. Introduction
2. Why regular attendance is so important
3. Promoting Regular Attendance
4. Understanding types of absence
5. Absence Procedures
6. Contact Details
7. The County Attendance Team
8. Lateness
9. Exceptional Leave
10. Roles and responsibilities
11. Strategies for promoting and improving attendance
12. Attendance Monitoring
13. Monitoring Arrangements
14. Links with Other Policies

Appendix 1 - Attendance Codes

Appendix 2 - Working together to improve attendance (taken from DfE Guidance)

Appendix 3 - Copy of DfE guidance Summary table of responsibilities for school attendance
Sept 2022

In this document 'Parent' means:

- All natural parents, whether married or not
- Any person who has parental responsibility for a child or young person
- Any person who has care (is a carer) of a child or young person (i.e. lives with and looks after the child)

1. Introduction

All Vale Academy Trust schools recognise the importance of attendance and punctuality in enabling pupils to achieve their maximum educational potential. Good attendance and punctuality supports pupils to fully participate in school life. A key target for the Trust is to achieve attendance rates of 96% or higher in all our schools by 2025.

St John's CE Academy is a successful school and your child plays their part in making it so. At St John's, we firmly believe the foundation of securing good attendance is that our school is a calm, safe, nurturing and supportive environment where all pupils want to be and are ready to learn.

We recognise that improving attendance is everyone's responsibility. We understand some pupils find it harder than others to attend school and therefore at all stages of improving attendance, we want to work with pupils and families to remove any barriers by building strong and trusting relationships and working together to put the right support in place.

Securing good attendance relies on effective practices for improvement being in place. These practices will involve close interaction with all areas of school life such as: curriculum, behaviour, anti-bullying, safeguarding, special educational needs support, pastoral support, mental health & wellbeing, and effective use of resources, including pupil premium.

Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school; it must be a concerted effort across not only pupils and their families but also all staff in school, the local governing body (LGB), the Trust, the Local Authority, and other local partners.

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.

2. Why Regular Attendance is so important

Any absence affects the pattern of a child's schooling and regular absence will seriously affect their learning. Any pupil's absence disrupts teaching routines so may affect the learning of others in the same class. Children are best safeguarded from exploitation and other risks in the wider community by attending school regularly where they are supervised by qualified and caring professionals.

Ensuring your child's regular attendance at school is your legal responsibility and permitting absence from school without a good reason creates an offence in law and may result in prosecution.

This policy works to meet the mandatory requirements laid out in Working together to improve school attendance - GOV.UK ([Working together to improve school attendance](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/61222/Working_together_to_improve_school_attendance.pdf) - GOV.UK (www.gov.uk))

	Time in School Lost	
Pupil Attendance	Days	Weeks
95%	9.5	1 week, 4 ½ days
90%	19.5	3 weeks, 4 ½ days
85%	28.5	5 weeks, 3 ½ days
75%	47.5	9 weeks, 2 ½ days

3. Promoting Regular Attendance

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

To help us all to focus on this we will:

- Give you details on attendance in our newsletters
- Report to you termly on how your child is performing in school, what their attendance and punctuality rate is and how this relates to their attainments;
- Celebrate good attendance;
- Run promotional events when parents, pupils and staff can work together on raising attendance levels across the school.

4. Understanding types of absence:

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

Authorised absences are mornings or afternoons away from school for a good reason like illness, medical/dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause. If this occurs, school will require evidence of the appointment to be able to authorise the absence.

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 Local Authority (County Attendance Team) 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 late after the register has closed and are therefore given an unauthorised absence mark
- shopping, looking after other children or birthdays
- day trips and holidays in term time which have not been agreed
- excessive illness without medical evidence

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 and the child. If your child is reluctant to attend, never cover up their absence or give in to pressure to excuse them from attending. This gives the impression that attendance does not matter and usually make things worse.

You can support your child by:

- Ensuring regular and early bedtimes
- Helping with homework
- Having uniform and equipment prepared the night before
- Providing a healthy breakfast
- Reporting any academic or social concerns promptly
- Retaining open & honest communication with school
- Being positive about school (even if your own experience was less than positive)

4.1 Severe Absenteeism (SA)

A pupil becomes a 'severe absentee' when they miss 50% or more schooling across the school year for any reason. Absence at this level is doing significant damage to any child's academic and social progress and can have lifelong consequences.

All SA pupils at St John's Academy will have an Individual Attendance Plan which will incorporate multi-agency input. You will be expected to engage with all partners to improve your child's attendance to 96+%. SA pupils are the highest priority at our school.

4.2 Persistent Absenteeism (PA)

A pupil becomes a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason. Absence at this level is doing considerable damage to any child's educational prospects and school require parents fullest support and co-operation to tackle this.

We monitor all absence thoroughly. Any child who is seen to have reached the PA threshold or is at risk of moving towards that threshold is given priority and you, as parents, 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 attainment.

All our PA pupils and their parents are subject to an Action Plan and the plan may include allocation of additional support through a Mentor or Teaching Assistant use of circle time, individual incentive programmes and participation in group activities around raising attendance.

All PA cases are also automatically made known to the County Attendance team. If your child becomes a PA pupil, we will seek your consent to complete a Strengths and Needs form with you and consider convening a Team Around the Family.

5. Absence Procedures

If your child is absent you must:

- Contact us as soon as possible on the first day of absence with the reason for the non-attendance.
- Be honest about the reason for absence including if you are on holiday

If your child is absent we will:

- Telephone or text you on the first day of absence if we have not heard from you;

- Visit you at home if we have not heard from you by day 3 of absence;
- Follow School Attendance processes including inviting the parent/carer to a meeting in the school to identify the barriers to attendance and ensure support is put in place.
- Offer a Strengths and Needs form
- Gain the voice of the child to ensure we are taking a child centred approach.
- Refer the matter to the County Attendance Team if attendance moves below 90%.

6. Contact details

There are times when we need to contact parents about lots of things, including absence, so we need to have your current contact numbers and email addresses at all times. Please help us to help you and your child by making sure we always have an up to date number and email address – if we don't then something important may be missed. There will be regular checks and reminders regarding contact details throughout the year. Please ensure we have both parents and at least a third emergency set of contact details.

7. The County Attendance Team

Parents 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 sorted out in this way, the school may refer the child to the County Attendance Team at Oxfordshire County Council for consideration of legal proceedings.

The school or local authority (County Attendance Team) can issue penalty notices for the unauthorised absence of a child from school, where the child is of compulsory school age.

The school or local authority may issue a Penalty Notice per parent/carer, or take action via a Non-Attendance referral, the legislation is the Education Act 1996 sec. 444(1) and 444(1A).

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

The County Attendance Team, with the school, will encourage you to engage with a Strengths and Needs form. Education Supervision Orders may be discussed with you to support rapidly improved attendance.

Parents who have previously been issued with Penalty Notices for their children's unauthorised absences, in the event of further unauthorised absences, may receive summonses to Court.

Alternatively, parents or children may wish to contact the County Attendance Team themselves to ask for help or information. They are independent of the school and will give impartial advice. Their telephone number is 01865 323513, or email attendance@oxfordshire.gov.uk

8. Lateness

Poor punctuality is not acceptable. If your child misses the start of the day they can miss work and are not able spend important time with their class teacher receiving vital information and news for the day. Late arriving pupils also disrupt lessons for others, it can be embarrassing for the child and can also encourage future absence.

8.1 How we manage time keeping

Our school day starts at 8.40am and we expect your child to be in class at that time. If your child arrives to school and registration as expected, they will receive a present mark (/)

Registers are marked by 9.00 a.m. and your child will receive a late mark (L) if they are not in by that time.

At 9.05 a.m. the registers will be closed. In accordance with the Regulations, if your child arrives after that time they will receive a mark (U) that shows them to be on site, 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.

Whilst there is no mandatory time for pm registration, the school will seek to take the register directly following the lunchtime period at 1 pm in order to support safeguarding and early identification of pupils who are Late to return or whom do not return.

If your child is present for this registration they will be marked (\)

If your child has a persistent late record you will be asked to meet with a member of the School Leadership Team and/or Attendance Officer to resolve the problem, but you can approach us at any time if you are having problems getting your child to school on time.

9. Exceptional Leave

Taking holidays in term time will affect your child's schooling as much as any other absence and we expect parents 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 to time off in school time to go on holiday.

1. It is widely known that the link between a pupil's attendance and attainment is irrefutable.
2. Early poor attendance habits follow through into secondary school, further education and employment.
3. All schools in Oxfordshire are encouraged to adopt a policy of not authorising requests for holidays.
4. The Headteacher or designated representative will aim to meet personally with every family applying for Exceptional Leave to stress the importance of good school attendance habits and links between attendance & attainment.
5. Exceptional leave is most unlikely to be authorised when a pupil's attendance is less than 96%.
6. Exceptional leave should always be refused when school is aware of any truancy.
7. Exceptional leave should always be refused when requests are regular (annual) or

when patterns become identifiable.

8. Reasons for Exceptional Leave should be logged on the pupil's record and shared as part of the transfer/transition process.

The County Attendance Team can issue Penalty Notices for any unauthorised leave of absence. Penalty Notices can be issued to each parent/carer concerned. Payment within 21 days of receipt of notice is £60 and £120 if paid after this period but within 28 days. Please note that it will be per parent per child.

If the Penalty Notice remains unpaid after 28 days you may each receive a summons to Oxford Magistrates Court. If unauthorised leave is repeated the County Attendance Team may summons each parent to Court without a Penalty Notice being issued.

10. Roles and responsibilities

10.1 The Board of Trustees

The Board of Trustees are responsible for:

- Promoting the importance of school attendance across the Trust's policies and ethos
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole Trust

10.2 Local Governing Body (LGB)

The LGB is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Holding the headteachers/heads of school to account for the implementation of this policy

10.3 The Head of School:

The Head of School is responsible for:

- Implementation of this policy at the school
- Making sure staff receive adequate training on attendance
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary

10.4 The Director for Pupil Inclusion & Wellbeing

The Director for Pupil Inclusion & Wellbeing is responsible for:

- Driving the attendance strategy and improvement across the Trust
- Working more intensively with schools who require support with attendance improvement
- Acting as a central contact point for schools with attendance queries

The Trust Director for Pupil Inclusion & Wellbeing is Leah Spiers and can be contacted via lspiers@vale-academy.org

10.5 The designated senior leader responsible for attendance at each school

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues to ensure ongoing communications address and identify barriers.
- Offering and delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Annette Polley and can be contacted via 01235 933303.

10.6 The school attendance officer

The school attendance officer at each school 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 and Head of School
- Working with education welfare officers to tackle persistent/severe absence
- Advising the headteacher (authorised by the headteacher) when to issue fixed-penalty notices

The attendance office is Annette Polley and can be contacted via 01235 933303

10.7 Class teachers

All class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office.

10.8 School admin staff

- School Admin staff will:
- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the Head of School/Attendance Lead in order to provide them with more detailed support on attendance

10.9 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call the school to report their child's absence before 9am the day of the absence and each subsequent day of absence, and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their children
- Ensure that, where possible, appointments for their child are made outside of the school day

10.10 Pupils

Pupils are expected to:

- Attend school punctually.
- Attend school prepared for the day

11. Strategies for promoting and improving attendance

Here at St John's CE Academy, we continually promote the effects of good attendance at school; we set high expectations for every pupil, communicate these expectations clearly and consistently to pupils and parents, systematically analyse our data to identify patterns and target improvements and work effectively with the local authority to overcome barriers to attendance. We appreciate attendance is never 'solved' and the improvement of this is a continuous process.

St John's has targets to improve attendance and your child has an important part to play in meeting these targets.

The minimum level of attendance for St John's CE Academy is 96% attendance and we will keep you updated regularly about progress to this level and how your child's attendance compares. Our target is to achieve better than this however, because we know that good attendance is the key to successful schooling and we believe our pupils can be among the

best in Oxfordshire.

Through the school year we monitor absences and punctuality to show us where improvements need to be made. We analyse all absence carefully and draw trends based on pupils' characteristics, vulnerabilities, days of the week, subjects missed and repeat illnesses. We focus our attention on addressing these trends of absence.

Information on any projects or initiatives that will focus on these areas will be provided in our Newsletter and we ask for your full support. :

12. Attendance monitoring

St John's CE Academ has a legal duty to report and publish its absence figures and its attendance policy to parents and to promote attendance. School attendance data must be available to Oxfordshire County Council, the Trust & the Department for Education.

St John's school is obliged to share all attendance data daily with our Trust, Oxfordshire County

Council and the Department for Education. Equally, parents have a duty to make sure that their children attend regularly and on time.

All school staff are committed to working with parents and pupils as the best way to ensure as high a level of attendance as possible. Regular attendance supports optimising your child's attainment, mental health and social well-being.

12.1 Monitoring attendance

The Trust will:

Monitor attendance and absence data to identify positives, and where improvements need to be made.

Present Attendance data at the Trust Education Committee for further scrutiny

Analyse attendance and absence data - Analysis of this data will be completed in termly meetings between the Trust Safeguarding Director and the Director for Pupil Inclusion & Wellbeing

Identify whether or not there are particular cohorts of children whose absences may be a cause for concern

Director for Pupil Inclusion & Wellbeing will work with schools to refine systems to support attendance

12.2 Analysing attendance

The School will:

Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families

Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

Record attendance data accurately on Bromcom (MIS) to ensure requirements are met for the Local Authority and the Department for Education.

12.3 Using data to improve attendance

The school will:

Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with pupils and families

Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

Have regular contact with parents to ensure barriers to attendance are removed.

13. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by Director for Pupil Inclusion & Wellbeing. At every review, the policy will be approved by the Board of Trustees.

14. Links with other policies

This policy links to the following policies:

- Safeguarding and Child Protection Policy
- Positive Behaviour Management Policy
- Suspensions & Exclusions Policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

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
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
J	Interview	Pupil has an interview with a prospective employer/educational establishment
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work experience	Pupil is on a work experience placement

Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Pupil has been granted a leave of absence due to exceptional circumstances
E	Excluded	Pupil has been excluded but no alternative provision has been made
H	Authorised holiday	Pupil has been allowed to go on holiday due to exceptional circumstances
I	Illness	School has been notified that a pupil will be absent due to illness
M	Medical/dental appointment	Pupil is at a medical or dental appointment

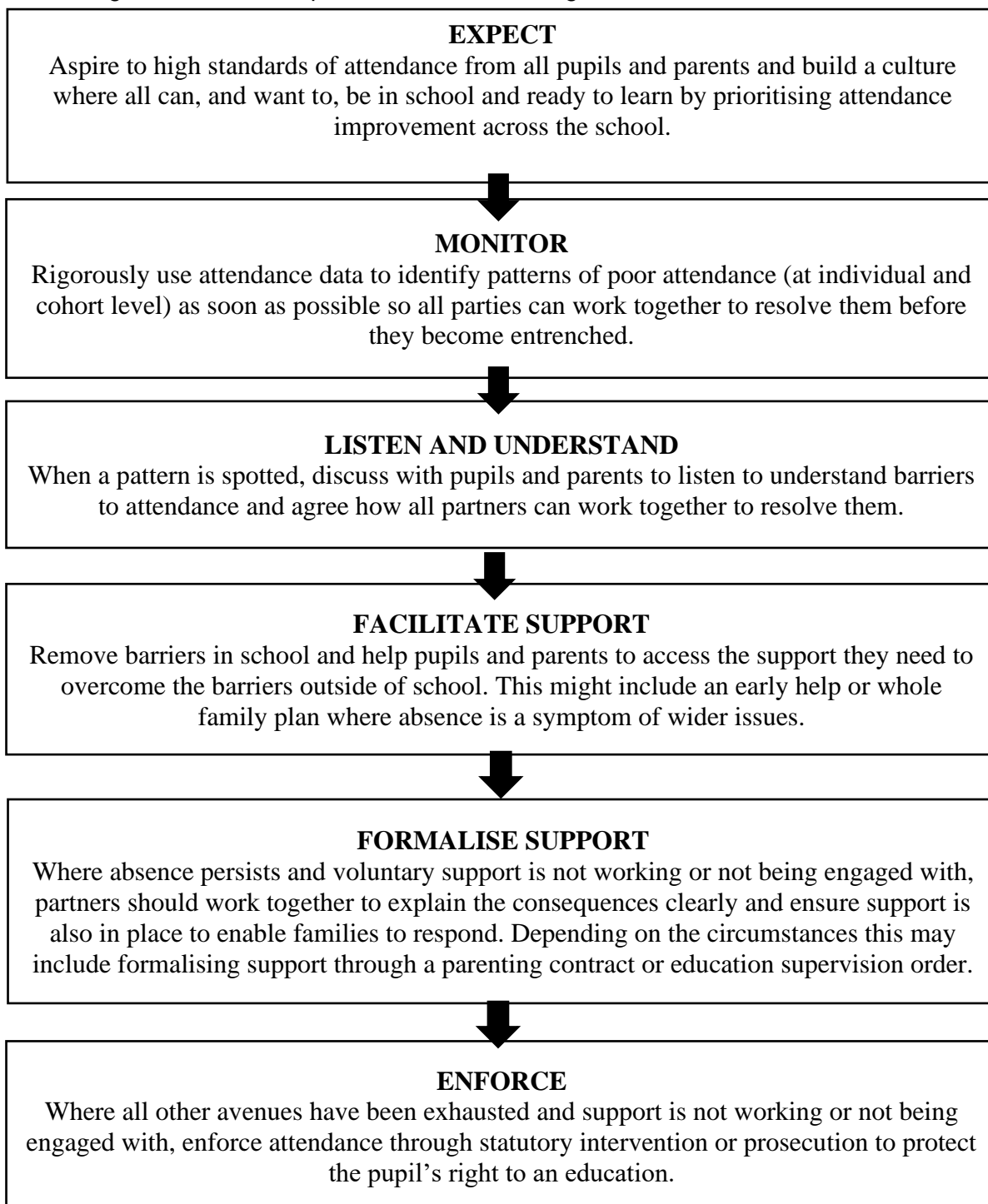
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Gypsy, Roma and traveller absence	Pupil from a traveller community is travelling, as agreed with the school
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

Code	Definition	Scenario
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y	Unable to attend due to exceptional circumstances	School site is closed, there is disruption to travel as a result of a local/national emergency, or pupil is in custody
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day

APPENDIX 2

Working together to improve attendance (taken from DfE Guidance)

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



APPENDIX 3

Copy of DfE guidance Summary table of responsibilities for school attendance (Sept 2022)

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>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>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with</p>	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it</p>	<p>Hold a termly conversations 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</p>

the support offered to prevent the need for more formal support.	<p>address the reasons for absence, including any in-school barriers to attendance. Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act 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>becoming so. Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance. If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>
--	---	--	---

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued 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. Where support is</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting 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</p>

	<p>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 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>		with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).
--	--	--	--

Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued 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>Continued 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</p>

			need and child protection plans.
--	--	--	----------------------------------

Support for cohorts of pupils with lower attendance than their peers

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

Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p>	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>

	Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.		
--	--	--	--

Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Inform 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>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p>

Monitoring

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Schools regularly update parents on their child's attendance.</p>	<p>Ofsted considers schools' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support schools.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p>