



West SILC

(inc. West AIP)

Attendance Policy



“Attendance is everyone’s responsibility”



West SILC - Attendance Policy



OVERVIEW

For our learners to reap the greatest benefits from the educational opportunities offered in school, it is imperative that they maintain good attendance and arrive punctually. As learners grow and prepare for their next stages of education, life, and employment, it is essential for them to recognize good attendance and punctuality as valuable qualities valued by both others and potential employers.

We are committed to doing everything in our power to promote good attendance and punctuality. When learners do not meet our high expectations in these areas, we will implement effective strategies to bring about improvement. Good attendance plays a crucial role in safeguarding our learners.

OBJECTIVES

1. Ensure that all learners attend school regularly, aiming to achieve at least 92% attendance for the year (taking into account medical needs).
2. Ensure that all learners are punctual, fostering essential life skills for adulthood.
3. Garner the support of parents in ensuring that their children attend school regularly and arrive on time or are ready for transport promptly.
4. Maintain accurate attendance records through the school registers and take prompt action to address absences.
5. Investigate and respond immediately when truancy is suspected or confirmed.
6. Collaborate effectively with the Local Authority (LA) and other agencies to address attendance issues promptly and efficiently.
7. Monitor learners with attendance and punctuality issues closely and collaborate with parents / carers and, where appropriate, other agencies to bring about improvement.

Procedures

1. All staff will accurately complete registers for each session and notify the DSL (Designated Safeguarding Lead) of any absences that raise concern or suspicion.
2. Learners arriving late should report to the office. This information will be shared with the Head of Centre, and each teacher will maintain a record in their register of the times and occasions when a learner is late.
3. All school staff will work to create an environment and curriculum that encourages regular attendance.
4. Parents / carers will be requested to either call or notify the school through escorts or partnership books if their child is absent or ill.
5. The school office staff and Wellbeing and Attendance Leads will contact the home by telephone when a child is absent if the parents have not already notified the school of the absence.
6. The school will inform parents / carers if a student truant during the school day and follow the absconion protocol.
7. Holiday forms must be completed and authorized by the Principal in advance of any holiday, and permission will only be granted for up to 10 school days in any school



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year under exceptional circumstances. These decisions are ratified by the learners' support committee of the governing body. WAIP learners must seek permission from their own school.

8. When a learner is developing a pattern of 'occasional' absences, the parent will be contacted to discuss this pattern.
9. The Attendance and Wellbeing lead will make contact with parents/carers when a learner's attendance raises concern and will continue to support targeted families.
10. The Senior Leadership Team will monitor the weekly attendance of all learners and identify support, interventions, and any safeguarding issues.
11. Where necessary, the school will work closely with the LA to take action against those unlawfully preventing learners from attending school.



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Procedures to Improve Attendance at West SILC – 5 STAGES

We implement a five-stage programme which encourages both good attendance and punctuality, and in turn supports parents/carers to ensure their child's attendance is exemplary. The process may progress without parents and carers if they are unwilling to engage with the process. The process can end at any stage following an improvement to the learner's attendance or a significant change in circumstances. Learners at the WAIP are on roll elsewhere, the host school, supported by West SILC staff will also follow a 5-stage process.

Stage 1 – Universal Support – *rewards, posters, assemblies, class staff support, celebrations*

Work with class teacher and class team – first day contact to ascertain reasons for absence and identify barriers that can be easily removed (**Milestone Admin team** – Milestone, Priesthorpe, Hollybush and 16+ learners, **Farnley Admin team** – Farnley Learners)

If further interventions are required because there has been no improvement in attendance:

Stage 2 – Targeted Support – *bespoke rewards, personalised mentoring, short term challenges, TLG leader involvement -use of case studies*

Home visit(s) / meeting by Teachers/ Attendance and Wellbeing Lead/Wellbeing Mentor Class Staff, Learning support Worker & Parent Support Workers. Ways forward to improve attendance will be discussed and agreed.

If further interventions are required because there has been no improvement in attendance class teacher /TLG should refer Attendance & Behaviour leads/Family support workers /Attendance Champions / Wellbeing mentors to progress to stage 3:

Stage 3 – Intensive Support – *attendance panel meeting, mentoring work with attendance champion, external agency support*

School Attendance Panel

- This meeting will require parents/carers and the student to meet with the school with Teachers, Attendance and Wellbeing Lead / Wellbeing Mentor, Class Staff or Parent Support Workers who will set targets and agree a plan to improve attendance.
- The plan will be put into action and monitored through our systems.
- This will be reviewed after an agreed period of time and successful outcomes will be measured and recorded.

If further interventions are required because there has been no improvement in attendance:

Stage 4 – Intensive Support – *attendance panel meeting, mentoring work with attendance champion, external agency support*

Senior Leader and Parent Support Worker / Attendance and Wellbeing Lead / Wellbeing Mentor

- This will require parents/carers and the student to meet with the senior leader on site with responsibility for attendance
- New targets and a plan will be agreed at this meeting
- The plan will be put into action and monitored through our systems.
- This will be reviewed after an agreed period of time and successful outcomes will be measured and recorded

If further interventions are required because there has been no improvement in attendance:

Stage 5 – Intensive Support – *attendance panel meeting, mentoring work with attendance champion, external agency support, legal interventions*

- A discussion with the SILC's principal before arranging a meeting to discuss:
 - How a prosecution for non-attendance can be avoided
 - New targets and a plan will be agreed at this meeting.
 - The plan will be put into action and monitored through our systems.
 - This will be reviewed after an agreed period of time and successful outcomes will be measured and recorded.
- Followed by a meeting with parents / carers / learners as deemed appropriate
- Processes required for prosecution may be implemented, including the involvement of appropriate agencies where it is believed this is in the best interests of the child.
- Prosecution will be authorised by the SILC Principal if appropriate evidence supports this



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Procedures to Improve Attendance at West SILC (WAIP) – 5 STAGES

Learners at the WAIP are on roll elsewhere, the host school, supported by West SILC staff will follow the 5 stages process described below. Our five-stage programme encourages both good attendance and punctuality, and in turn supports parents/carers to ensure their child's attendance is exemplary. The process may progress without parents and carers if they are unwilling to engage with the process. The process can end at any stage following an improvement to the learner's attendance or a significant change in circumstances.

Stage 1 – Universal Support – *rewards, posters, assemblies, support from centre staff, celebrations*

Work with the centre team – first day contact to ascertain reasons for absence and identify barriers that can be easily removed – a narrative will be added to CLM Collaborative Learning Manager

If further interventions are required because there has been no improvement in attendance:

Stage 2 – Targeted Support – *bespoke rewards, personalised mentoring, short term challenges, centre manager involvement -use of case studies*

Attendance Champion within WAIP to inform school for the need for school attendance team to conduct home visit(s) / additional contact by WAIP attendance champions to establish reasons for the absence (s) and offer support / wider support services, if available, in schools such as Learning Support Workers, AIP link staff and centre managers to explore ways forward to improve attendance will be discussed and agreed.

WAIP RIO (Reintegration Officer) / Attendance Champion may conduct additional home visits or joint home visits if deemed necessary due to safeguarding complexities.

If further interventions are required because there has been no improvement in attendance the Attendance Champion / RIO to inform learner's school of the intention to move to stage 3:

Stage 3 – Intensive Support – *attendance panel meeting, mentoring work with attendance champion, external agency support*

School Attendance Panel

- This meeting will require parents/carers and the learner to meet with the host school, with support WAIP Attendance Champions / RIO who will set targets and agree a plan to improve attendance.
- The plan will be put into action and monitored by the host school who will report on progress back to WAIP Centre Managers
- This will be reviewed after an agreed period of time and successful outcomes will be measured and recorded.
- If attendance over a six-week period is causing significant concerns, then at this review consideration to terminate the placement will be explored. If additional attendance support can be put in place by the school or supporting agencies placement can be extended for a further 4 weeks. **If there is no significant improvement after this intensive support, the placement may be terminated by WAIP.**

If further interventions are required because there has been no improvement in attendance:

Stage 4 – Intensive Support – *attendance panel meeting, mentoring work with attendance champion, external agency support*

Learner's school to follow their own attendance strategies / policies. RIO will support if requested.

Consideration may be given to ending the placement if engagement is not successful.

Processes required for prosecution may be recommended to the host school, further involvement of appropriate agencies where it is believed this is in the best interests of the child. As in stage 3, **the placement may be terminated by WAIP if the learner's attendance is causing significant concerns.**

If further interventions are required because there has been no improvement in attendance:

Stage 5 – Intensive Support – *attendance panel meeting, mentoring work with attendance champion, external agency support, legal interventions*

Learner's school to follow their own attendance strategies / policies. RIO will support if requested.

Processes required for prosecution may be recommended to the host school, further involvement of appropriate agencies where it is believed this is in the best interests of the child. As in stage 3 & 4, **the placement may be terminated by WAIP if the learner's attendance is causing significant concerns.**



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Registration:

- Registration is between 8.30am and 9.30am (site dependent).
- All registers will be closed at 9.35am.
- For morning registration, students are registered in their class teacher/ or if they do not have tutorial/registration time (the majority of the SILC), they are registered by the class teacher of their first lesson. The relevant codes are always applied.
- For afternoon registration, students will be registered by either their class teacher or by the class teacher of the first lesson of the afternoon.
- Students who arrive after registers close after 9.30am will be marked as an unauthorised absence using the U code, unless due to unforeseen circumstances such as late transport where a Y code would be appropriate.

If a child is late (i.e., arrives after the close of registers) because of issues with Local Authority provided transport, for example the taxi turning up late, the student will be marked with an Y code for that session.

If a child is absent

- If a learner does not attend school, and we have not received an explanation from their parent/carer or professional colleagues, the SILC will contact the parent/guardian on the first day of absence by telephone
- Daily phone calls will be made to the parents/carer of an absent learner once registration has closed or before if there are any specific concerns
- If learners are unwell in the morning, parents/carers will be asked if they are able to return at school at lunchtime
- If contact cannot be made by phone the SILC's support services are notified and arrangements are made for a home visit within 2 school days
- Where contact is made and school refusal is given as a reason for absence SILC's support services are notified and arrangements are made for a home visit within 2 school days



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Coding Absences & Attendance

The following codes are used to record types of 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

The following codes are used to record types of attendance:

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



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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

Additional codes which may be used

Y - Enforced closure/Transport provided by Local Authority unavailable/ Learner in custody

- School closed to learners

X - Sessions non-compulsory school-age children are not expected to attend.



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STRATEGIES FOR ENCOURAGING GOOD ATTENDANCE

1. We welcome learners into school at the start of the day.
2. We recognise good attendance with certificates, prizes, trophies and displaying the names of good attendees. Where appropriate, different sites have competitions for individuals or full classes with trophies and special rewards selected by the learners.
3. We use assemblies where good attendance is the central theme.
4. Whole school or group recognition of improved attendance on an individual or group basis.
5. Teacher (staff) / learner discussions about attendance, when appropriate.
6. Learners involved in target setting and recording attendance as part of recording achievement.
7. Work with parents to identify reasons for their children's non-attendance
8. Work with parents and others to achieve regular attendance and reduce suspension / permanent exclusion
9. Give close attention to early identification and prevention of absence habits
10. Suggest and assist in the implementation of plans/action to resolve the situation, working closely with school staff, the child and the child's family
11. Work closely with EWOs and other agencies to improve attendance
12. Carry out home visits where appropriate to support parents in encouraging their children to maintain full and regular attendance. Consideration will also be given to the use of camera technology e.g. Skype or webcam technology



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Parents and carers

Staff at West SILC understand the importance of working in collaboration with families to support students' academic progress and their wider personal development. Staff openly encourage a two-way dialogue through regular telephone conversations; home school diaries and face-to-face meetings.

To support good attendance, parents and carers will:

- Perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly
- Ensure that children are ready for their transport when they arrive / support them with their independent travel
- Provide a written or verbal explanation for their child's absence from school in the morning on the first day of absence
- Not take children out of school in term time
- Notify the school as soon as problems arise with a child's attendance.
- Arrange routine dental and medical appointments outside of school time.

Under Part 7 of the Education Act 1996, parents are responsible for making sure that their children of compulsory school age receive efficient full-time education.

Learners

To promote good attendance learners will:

- Attend school punctually and regularly.
- Raise any concerns they have that are impacting their attendance.



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Holidays in Term Time

Taking holidays during term time will significantly impact a child's education, just like any other absence. We kindly request parents/carers not to plan vacations for their children during term time. It's important to note that current law does not grant parents an entitlement to take their child on holiday during the school term.

Any request for leave during term time must be submitted in writing to the SILC's Principal and should only be made in exceptional circumstances. The SILC's Principal will assess the circumstances to determine whether granting leave is warranted.

Parents / carers can be fined for taking their child on holiday during term time without consent from the SILC.

Children at Risk of Missing Education (CME)

All learners at risk of CME are reported to the Local Authority in line with relevant guidance within agreed timescales.

Learners on Personalised Timetables

All teaching and non-teaching staff at the SILC share the responsibility for the care of learners who encounter difficulties in accessing learning. We acknowledge, however, that at certain stages in a child or young person's school life, they may face challenges in accessing our educational offerings due to their unique needs.

Our curriculum is highly personalized, aligning with the best practices in teaching and learning. The young person receives appropriate support within our standard systems. Nonetheless, there are occasions when they may still struggle to engage in full-time education.

In these situations, the SILC Principal may consider a personalized timetable as an appropriate means of supporting the young person until they are better equipped to participate in full-time education.

Examples of when this is appropriate may include:

- During medical episodes
- At transition points – into or between settings
- When the child or young person has repeated or prolonged episodes of crisis when in the school



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- When a risk assessment shows that their behaviour poses a significant health and safety risk to themselves, other students or staff which cannot be reasonably managed within the usual school day
- When their behaviour causes repeated and significant disruption to the education of other students

If the SILC Principal considers a personalised timetable is appropriate, a clear plan for this will be completed. This plan and the reasons for it, will be communicated to parents and carers along with the arrangements for its regular review.

The aim of a personalised timetable will always be to support the young person so that they can return to full time education as soon as possible. The duration will however, depend on the needs of the individual.

When a student attends the school on a Personalised timetable, they shall be marked present (/) only for the sessions that they attend – i.e. morning or afternoon. If they are not required to attend a session, this will be marked with the C code.

Outcomes

This school will do all it can to ensure that learners come happily, willingly and punctually to school to ensure that all gain the greatest possible value from their education.



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Monitoring Procedures

The Behaviour and Attendance Lead & Senior Leadership Team will monitor attendance through the Behaviour Watch System, Governors will also receive updates:

The governing body will:

- Promote 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
- Monitoring attendance figures for the whole school
- Ensure staff receive adequate training on attendance
- Hold the Principal to account for the implementation of this policy

The designated senior leader responsible for attendance is John Mace, Vice Principal (john.mace@westsilc.org)

The designated senior leader will:

- Lead attendance across the school
- Offering a clear vision for attendance improvement
- Evaluate and monitor expectations and processes
- Provide regular support and oversight of the analysis of attendance and absence data to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these learners and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Facilitate regular attendance reports to teachers and other school leaders, to facilitate discussions with learners and families
- Devise specific strategies to address areas of poor attendance identified through data
- Facilitate calls and meetings with parents, carers and other stakeholders to discuss attendance issues
- Delivering targeted intervention and support to learners and families



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This policy has been compiled and will be reviewed, to ensure that it is fair, does not prioritise or disadvantage any learners.

This policy will be approved by the SILC's Governing Body

This policy will be reviewed in September 2023 and annually thereafter.

This policy should be read in conjunction with

Equality ACT 2010

West SILC Teaching and Learning Policy

West SILC Safeguarding and Child Protection Policy

West SILC Suspension and permanent suspension / permanent exclusion policy

John Mace, Vice Principal – September, 2023

Review date September 2024