

Attendance Policy

Adopted Date:	01/09/2026
Review Date:	01/09/2027

Equality and Inclusion Statement

Apex Specialist Education and all learning centres are committed to equality, inclusion, belonging and respect. This statement applies to every school policy and guides our work across all learning centres.

We promote equality of opportunity, value diversity and work to eliminate discrimination, harassment and victimisation. In accordance with the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice, we provide an inclusive education that enables all pupils to participate fully, overcome barriers, develop their potential and achieve positive outcomes.

We recognise diversity as a strength to be respected, celebrated and reflected throughout school life. We strive to ensure everyone feels safe, valued, represented and that they belong. This commitment informs our governance, leadership, safeguarding, curriculum, provision and practice.

Our Commitment:

We are committed to:

- Eliminating discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010.
- Advancing equality of opportunity between people who share a protected characteristic and those who do not.
- Fostering good relations between people who share a protected characteristic and those who do not.

Putting our Commitment into Practice:

The Proprietor, Governing Board and Leadership Team will:

- Consider equality implications and the impact of decisions, policies and practice on people with protected characteristics.
- Embed equality, accessibility and inclusion in the development and review of curriculum, provision and policies.
- Identify and seek to reduce or remove barriers to participation, learning, attendance, wellbeing and engagement.
- Promote belonging, positive relationships and high aspirations, particularly for pupils experiencing disadvantage or additional barriers.
- Respond to prejudice-based and discriminatory behaviour, including through safeguarding procedures where relevant.
- Monitor the implementation and impact of equality and inclusion across all learning centres.

Our commitment encompasses the protected characteristics identified in the Equality Act 2010: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

All members of our school community share responsibility for upholding equality, inclusion, belonging and respect in their conduct, relationships and implementation of school policies.

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Name of the Senior Attendance Champions:

Robert Cochrane, Headteacher

Callan Glean, Head of Inclusion

1. Introduction

Apex Specialist Education is an Inclusive Attendance school and follows the Inclusive Attendance approach. Our commitment centres on the individual child, evidence-informed practice, positive relationships and a shared understanding of everyone's role in improving attendance.

Many pupils join us following disrupted education or prolonged absence. Rebuilding trust, confidence and routines can take time. Our response combines high expectations with practical support, reasonable adjustments and recognition of individual progress.

Our aim is for every pupil to attend regularly, punctually and for the full education to which they are entitled. Personalised targets help pupils move towards this aim; they do not establish a lower permanent entitlement or make persistent absence acceptable.

Staff across our three centres work with pupils, parents and carers, local authorities, transport providers and other professionals to understand absence and secure sustained improvement.

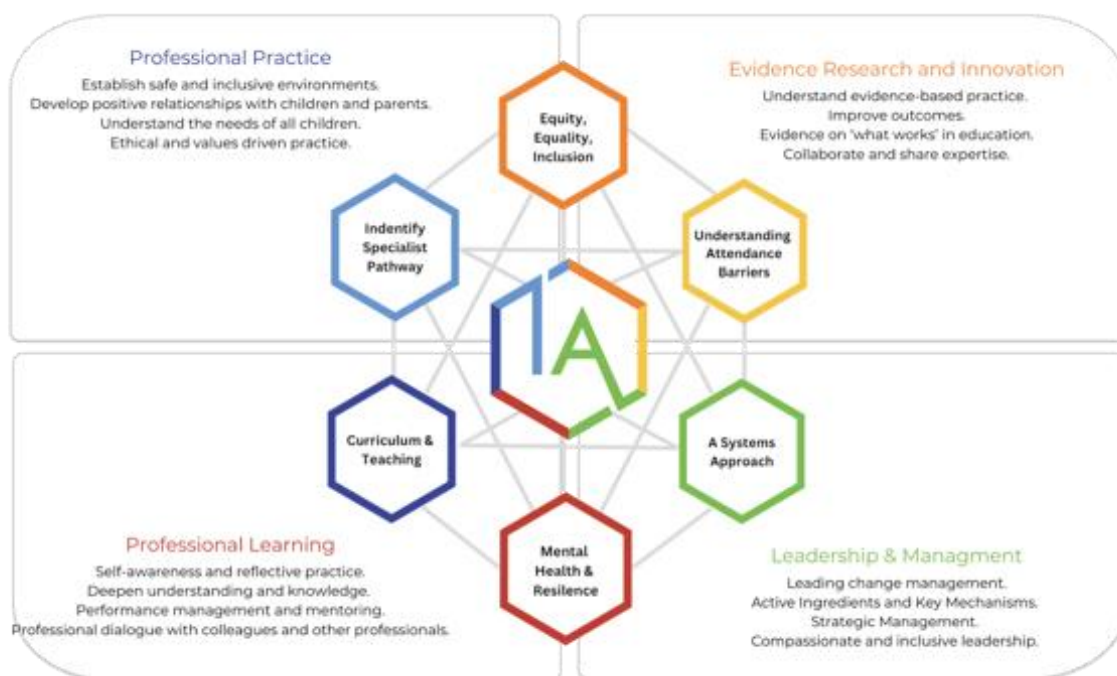
2. Inclusive Attendance Professional Development Model

The Inclusive Attendance professional development model continues to guide our approach. Its six learning modules and four domains of practice support staff development, evidence-informed practice and effective leadership and management.

Leaders plan training and opportunities to apply and review learning. Induction covers our inclusive approach, registration, absence follow-up, safeguarding and individual support. Further development responds to pupils' needs, case reviews and changes in guidance.

Staff recognise that absence may reflect unmet learning needs, anxiety, illness, unsafe experiences, family difficulties or barriers within school. They use respectful conversations and practical problem-solving to understand these circumstances.

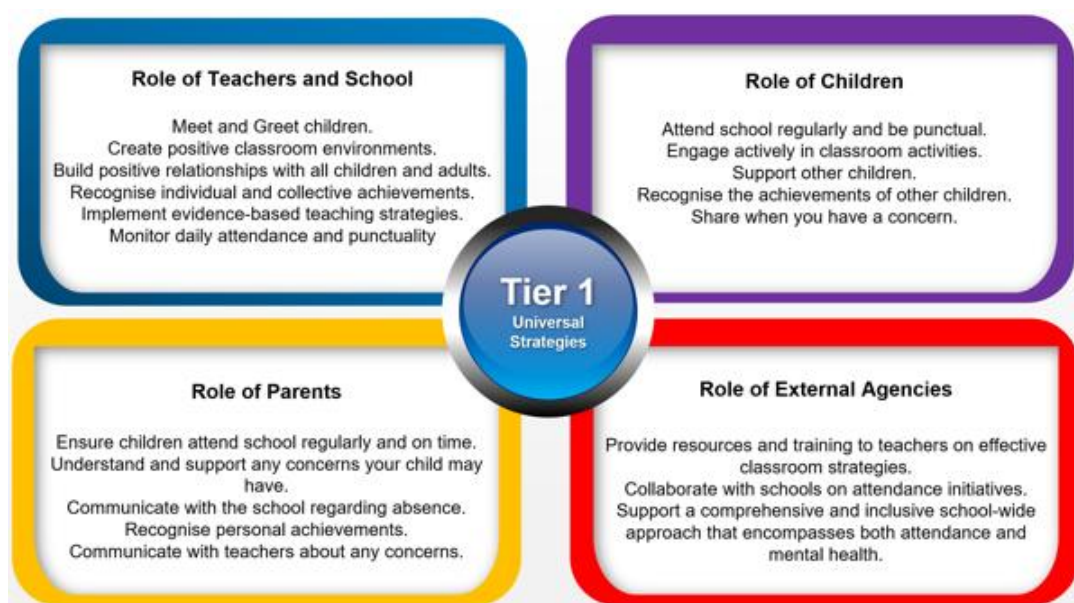
Leadership checks whether training improves daily practice and outcomes. Our arrangements have regard to Working together to improve school attendance, updated July 2026, alongside safeguarding and independent-school obligations.



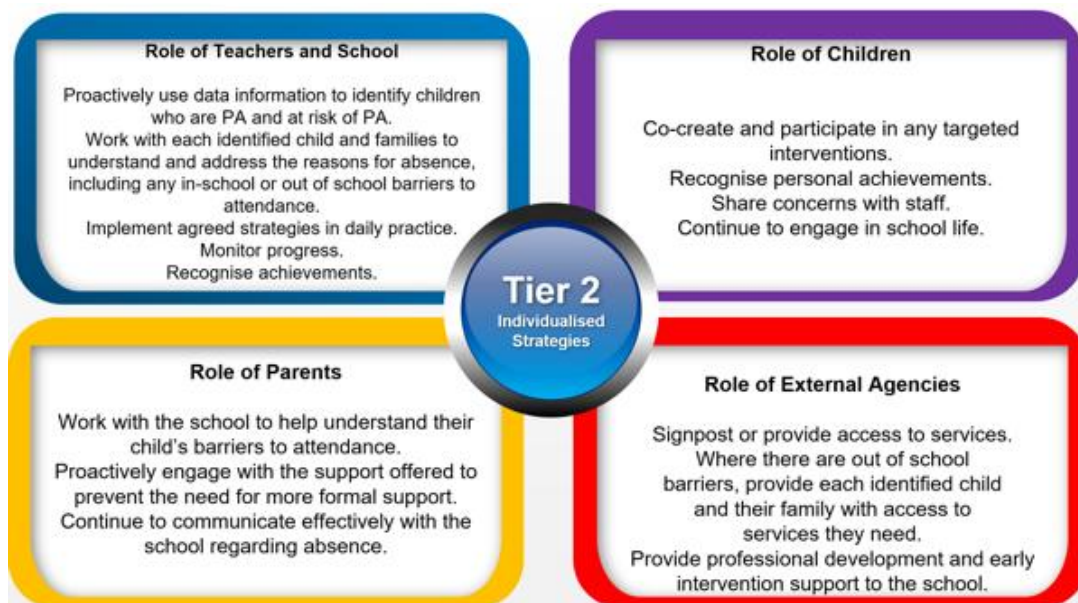
3. A Multi-Tiered System of Support

We retain three tiers of attendance support. Pupils can receive more than one level of support at the same time. Movement between tiers reflects need and risk; families do not have to complete every stage before receiving specialist help.

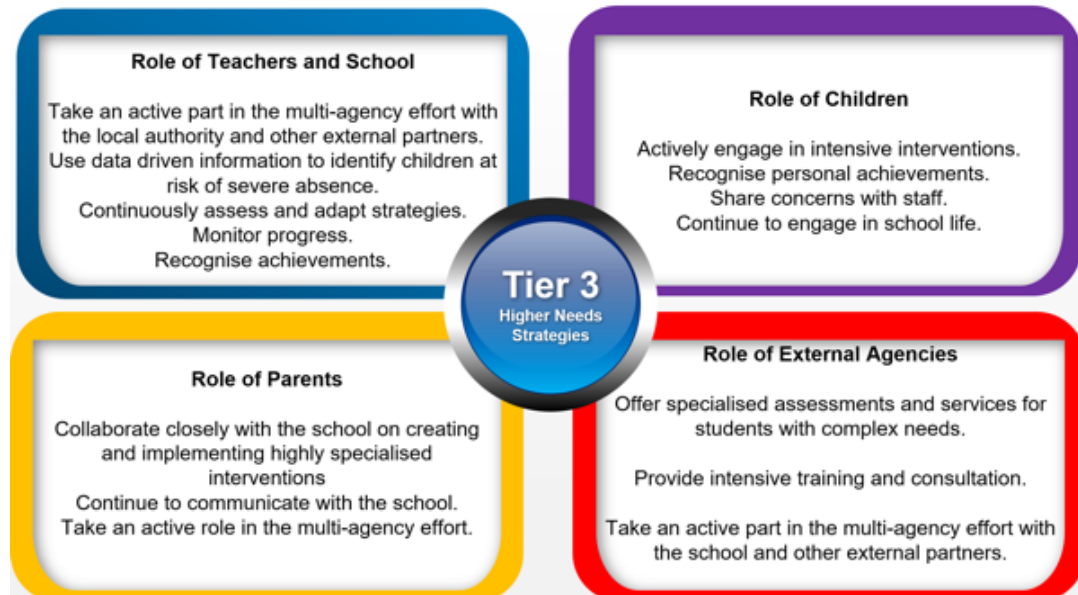
Tier 1 - Universal Approach: Establishing a baseline universal attendance approach that benefits all children.



Tier 2 – Internal individualised Strategies and Early Help Support: Tailoring strategies to individual needs and providing early help support for persistent attendance challenges.



Tier 3 - Higher Needs Strategies Support: Furnishing specialised support for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.



4. Recognition-Based Approach

Our recognition-based approach celebrates personal and collective progress, builds relationships and strengthens confidence and belonging.

4.1. Personalised Recognition

We consider attendance before admission and current circumstances. For a pupil who previously attended very little or not at all, a substantial increase is meaningful progress and should be recognised while further support continues.

Key workers hold regular check-ins to acknowledge effort, discuss difficulties and agree achievable next steps. Private recognition is available for pupils who do not wish to receive public recognition.

Parents receive attendance information each half-term, alongside ongoing communication and reviews. Staff explain improvement and remaining concerns in clear, supportive language.

The Headteacher continues the half-termly certificate and voucher recognising considerable attendance improvement. Recognition considers individual barriers and effort fairly. Displays are used sensitively, with the pupil's agreement where appropriate, and do not disclose private health information or rank pupils by disadvantage.

Pupils are not blamed for illness or disability-related absence. Recognition must not encourage attendance when a pupil is too unwell or should remain away under public health advice. Ordinary learning, meals, safeguarding support and essential provision are never conditional on earning an attendance reward.

4.2. School Recognition and Accountability

Weekly SLT meetings chaired by the CEO review individual attendance, daily briefing information, support and impact. Half-termly governance meetings receive a detailed attendance report.

For 2026–27, leaders compare outcomes with 2025–26, individual starting points and the most recent relevant local and national information. Comparisons identify the period, cohort and type of provision. Maintained alternative-provision data may provide context, but is not treated as identical to an independent special-school population.

Leaders examine improvement and the education pupils continue to miss. Being above a comparator or improving from a low starting point does not remove the need for further action.

5. The Importance of School Attendance

Regular attendance supports learning, communication, friendships, confidence, routines and preparation for adulthood. It helps staff understand progress, identify difficulties and provide consistent support.

Absence can interrupt learning and relationships and reduce access to specialist provision. It can also indicate that a child needs help. We respond to both missed education and the circumstances behind it.

Parents of compulsory-school-age children are responsible for securing suitable education. The school supports families and ensures that its teaching, environment and provision enable pupils to attend.

6. Factors Influencing Attendance

Staff consider the following with the pupil and family. An audit identifies possible barriers without assuming that every difficulty applies.

6.1. Physical and Mental Health

Illness, long-term conditions, pain, sleep difficulties and mental health needs may affect attendance. We coordinate professional support and use individual healthcare plans and risk assessments where appropriate.

Mental health difficulties are considered as seriously as physical illness. Staff do not routinely demand medical evidence for every illness absence. Where clarification is genuinely needed, they explain why, consider available evidence and avoid unnecessary burdens on families or health services.

6.2. Family Circumstances

Bereavement, housing difficulties, family illness and caring responsibilities can affect attendance. SEND and pastoral staff work together, offer accessible communication and consider early help or other support. Young carers' needs are identified sensitively.

6.3. Bullying and Safety

We act promptly on bullying, harassment, discrimination and concerns about safety at school, online or during travel. Responses follow safeguarding, anti-bullying and behaviour policies. Restorative approaches are used only where suitable and safe and do not replace protection or appropriate action.

6.4. Transport

We support applications for local-authority-funded transport where eligibility criteria are met. Our existing offer includes arranging interim transport while eligible arrangements are resolved and supporting pupils who are not eligible through bus passes and individual travel planning. Assistance may include an escort and an I-Go card where appropriate.

Staff confirm individual arrangements with parents and the relevant authority and respond promptly to missed or unreliable transport. Travel support considers accessibility and safety; pupils are not blamed for failures outside their control.

6.5. Financial Barriers

Our offer includes food, refreshments, stationery and learning equipment. Specialist resources and technology are provided according to assessed need and agreed provision. Staff help families access further support where financial or housing difficulties affect attendance.

6.6. SEND and Unmet Provision

The SENCO coordinates assessment, provision mapping, intervention and review, supported by iTAC and EHCP reviews. Staff check that agreed provision is delivered and teaching, sensory arrangements and communication are accessible.

We do not wait for a diagnosis before considering support. Where an EHCP or placement is not meeting need, the school works with the local authority and family to review provision promptly.

6.7. Engagement and Learning

The Apex Way, relevant learning, small classes, positive relationships and individual support help pupils reconnect with education. Engagement information is reviewed through daily briefings and leadership discussion.

Connected Steps and other assessment information help teachers identify starting points and plan suitable challenge. Pupil surveys, the student council and individual conversations inform provision.

6.8. Culture language Identity and Relationships

We provide inclusive teaching, communication support and opportunities to understand different cultures and beliefs. Staff consider whether language, discrimination, peer relationships, identity-related worries or negative experiences affect attendance.

A geographically dispersed intake does not remove risks from peer pressure, exploitation or harmful online relationships. Concerns are considered through PSHE, pastoral support and safeguarding procedures.

6.9. Working with Parents and Carers

We maintain regular home-school communication, scheduled reviews and feedback opportunities. Families receive current contact arrangements for relevant leaders. Staff consider work, disability, language and other communication barriers before concluding that a parent is unwilling to engage.

7. Supporting Attendance

Support begins with understanding the pupil's experience and taking practical action. It is

available before a numerical threshold is reached.

7.1. Audit and Individual Planning

An Individual Attendance Audit is used where a pattern or concern requires fuller understanding. An Individual Attendance Plan is put in place where targeted support is needed and for pupils below 80% attendance, unless an equivalent coordinated plan already covers the required actions.

Staff do not wait until attendance falls below 80% to intervene. A sudden deterioration, repeated lateness, missed provision, distress or safeguarding concern may require immediate planning at any attendance level.

Plans record pupil and family views, barriers, school adjustments, support, responsibilities, realistic targets and review dates. Reviews normally take place every two weeks, sooner where needed. EHCP, healthcare, safeguarding and early help plans are coordinated to avoid conflicting demands.

7.2. Using Data

The attendance tracker records patterns, earlier attendance, contact, interventions and outcomes. SLT reviews it weekly alongside engagement and behaviour information. Daily briefings identify urgent changes.

Half-termly governance reports cover school and centre patterns, persistent and severe absence, punctuality, reasons for absence, individual progress and support impact. Reports identify relevant groups and avoid conclusions based on very small numbers alone.

Leaders distinguish statutory attendance percentages from home-learning engagement, welfare contact and attendance against a reduced timetable. These inform support but must not be combined to present a misleading attendance figure.

7.3. Targets and Punctuality

Our expectation is regular full-time attendance, with absence only for a valid reason. We continue to aim for attendance above 95% wherever possible, while recognising individual starting points and needs. This is an improvement ambition rather than permission to miss the remaining sessions. Personal targets are steps towards sustained attendance.

We retain the ambition of substantial improvement from individual starting points. Where suitable, a target of at least ten percentage points over an agreed comparable period may be used: for example, 60% to 70%. This is not a fixed demand for every pupil and is adjusted where health, starting points or available sessions make it inappropriate. Targets are reviewed half-termly alongside remaining missed education.

Whole-school targets for 2026–27 use 2025–26 outcomes and current cohort information and are recorded in the attendance improvement plan for governance scrutiny.

Pupils arriving late are welcomed and helped to settle. Staff establish the reason privately.

Five combined L or U marks within a half-term prompt a punctuality review and supportive contact; urgent patterns are addressed sooner.

7.4. Temporary Part-Time Timetables

Full-time education remains the expectation. A temporary part-time timetable may be used only in exceptional circumstances to meet individual needs, with a clear plan to return to full-time education. It is not a behaviour sanction, informal exclusion or response to staffing shortages.

The Headteacher must approve the arrangement. The written plan includes reasons, parental agreement, pupil views, precise attendance times, education and support, safeguarding while away, responsibilities, reviews and an intended end date. The SENCO and DSL contribute where appropriate. Relevant authorities and professionals are involved, particularly where an EHCP or social care plan applies.

Reviews normally take place at least fortnightly. Extensions require a recorded reason and revised plan. Staff monitor missed education, use correct codes and complete required local notifications.

7.5. Health-Related Absence and Education Away from School

Staff work with families, health services and the local authority to secure suitable education and a supported return where health prevents attendance. Required sickness returns are made where the school reasonably believes a pupil recorded with illness will miss at least 15 school days consecutively or cumulatively. Urgent support is sought earlier where needed.

Remote education is considered only where appropriate as a last resort within a supported plan. It does not establish attendance at school or replace necessary specialist provision. Absence remains accurately recorded.

8. Reporting a Child's Absence

Parents and carers should contact the school on the first day of absence, preferably before 8.45am, and on subsequent days unless an agreed reporting arrangement applies. Telephone contact is available from 8.00am.

Contact the pupil's centre using the school-issued attendance number (below) or contact any other senior leader. Give the pupil's name, reason for absence, likely duration and any support or immediate welfare concern. A message should not simply state that the pupil will be absent without explaining why.

The school provides current centre contacts at admission and whenever they change.

Rochdale:

- Jade McCann (Head of Centre – Rochdale / Deputy Designated Safeguarding Lead):

07897 297 549

- Michelle Heverin (Alternative Provision Manager – Rochdale / Deputy Designated Safeguarding Lead):
07547 451 802
- Nadine Sawicki (Rochdale Pastoral Manager / Deputy Designated Safeguarding Lead):
07492 375522

Stockport:

- Joel Hulston (Stockport Head of Centre / Deputy Designated Safeguarding Lead):
07413 298 601
- Joanne Taylor (Stockport Pastoral Manager / Designated Safeguarding Lead):
07482 993 768

Altrincham:

- Abbie Chadwick-Wood
(Head of Centre - Altrincham / Designated Safeguarding Lead):
07746 628 476
- Laura Scandrett
(Pastoral Assistant - Altrincham / Deputy Designated Safeguarding Lead):
07851 862 279

Whole School:

- Callan Glean (Head of Inclusion, Behaviour, and Safeguarding / Designated Safeguarding Lead):
07454 959 807
- Robert Cochrane (Headteacher / Deputy Designated Safeguarding Lead):
07727 147 949
- Matthew McCann (CEO / Deputy Designated Safeguarding Lead):
07915 269 720

Parents should keep address, telephone, emergency contact and transport details up to date. Where possible, the school holds more than one emergency contact.

Reporting absence does not automatically authorise it. Staff establish the circumstances and code appropriately. No explanation triggers the day one procedure.

9. Day-One Absence Procedures

8.45am – 9.15am (Registration)
Pupils marked as L who arrive after 8.45. Pupils marked as N who arrive after 9.15, and then U if they arrive. <i>Logged on Arbor</i>
9.15am – 9.45am
Phone call and text message (if needed) sent to parents/carers querying absence. <i>Logged on Arbor</i>
10.00am
Head of Centre DDSL to be made aware of non-attendance.
Welfare Checks
Undertaken for the following students without contact from home: Day 1: CIN/CP/CLA Day 2: All pupils Home Visit Notification Letter <i>Logged on CPOMS</i>
Police Welfare Check
Considered on day 1 of no contact (after home visit) or contact with known professional such as social worker for CIN/CP/CLA pupils. Day 3: All pupils, following no contact or before at the discretion of Head of Centre if there are concerns. <i>Logged on CPOMS</i>

10. Formal Escalation Strategy for Attendance Concerns

<90% attendance	5+ U or L marks (inc. together)
Cause for Concern Letter (2.1) <i>Logged on CPOMS</i>	Punctuality Concern (2.2) <i>Logged on CPOMS</i>
No improvement (2 weeks), or <80%	
Individual Attendance Support Plan (3.2) <i>Logged on Google Drive</i> Attendance Meeting Invite Letter (3.1) <i>Logged on CPOMS</i>	
Failure to Attend Attendance Meeting	
Post-Attendance Meeting (Non-Attendance) Letter (3.3) <i>Logged on CPOMS</i>	
No improvement (2 Week IASP Cycle)	10 Sessions of Absence within 10 School Weeks
Attendance Warning Letter (4) <i>Logged on CPOMS</i>	Notice to Improve Letter (5) <i>Logged on CPOMS</i> Attendance Meeting Invite Letter <i>see above (2-3)</i> <i>Logged on CPOMS</i>
No improvement (2 weeks)	
Pre-Penalty Notice Referral Letter (6) <i>Logged on CPOMS</i>	

11. Legal Intervention and the National Framework for Penalty Notices

Healey Learning Centre is an independent school. The national attendance penalty-notice framework described in Working together to improve school attendance excludes independent schools. The school therefore does not operate the original policy's automatic fine, notice-to-improve and pre-penalty-notice sequence for pupils registered here.

The following guidelines published by local authorities, inform our process for pursuing and issuing a fixed penalty notice:

- If you take your child, or children, out of school without authorisation for 5 or more days, in a 10-week school period, we will issue you with a school attendance penalty notice.
- The amount you'll be fined depends on how many times you take your child, or children, out of school without authorisation.
- **The first time:** you will need to pay £80 per parent, per child. If you don't pay within 28 days the amount will be increased to £160 per parent, per child.
- **The second time within 3 years:** you will need to pay £160 per parent, per child within 28 days. There is no reduction in payment.
- **The third time within 3 years:** the case will be presented directly to the magistrates' court and a fine of up to £2,500 can be issued.

Fixed penalty notices may be issued in the event of an unauthorised holiday.

Parents' education responsibilities and the school's safeguarding and registration duties continue. Where necessary, we share accurate information and seek local-authority advice about support and any lawful action available in the particular circumstances. An attendance percentage alone does not establish that an offence has occurred.

Where a pupil is genuinely dual registered with a state-funded school, both schools coordinate support, registration and information. The state-funded school and relevant authority determine any action within their own legal powers. Dual registration does not give Healey Learning Centre powers it does not otherwise hold.

12. Removal from Roll

The School Attendance (Pupil Registration) (England) Regulations 2024 govern removal from the admission register. The original 2006 Regulation 8 appendix must not be used as the current legal test.

The Headteacher checks the precise applicable ground under Regulation 9, all its conditions, safeguarding information and required notifications before authorising deletion. Appendix 4 records these checks.

Poor attendance, an unsuccessful plan or a communication breakdown does not by itself permit removal. Staff must not pressure families to withdraw, home educate or accept a reduced offer to improve school figures or avoid meeting need.

Where a compulsory-school-age pupil was placed at a special school under local-authority

arrangements, Regulation 9(2) imposes additional restrictions. The placing authority's consent is normally required unless a specified exception applies or the Secretary of State directs deletion. Staff verify this before acting, including when home education is proposed. Required deletion returns are made to the local authority at the time of deletion. Staff record next education arrangements where known, share records securely and make children-missing-education referrals where appropriate. They do not wait for deletion before raising welfare or missing-education concerns.

12.1. Elective Home Education

Staff respond respectfully to a proposal to home educate and explore whether unresolved difficulties or unmet needs are influencing the decision. They explain procedures without pressuring the family to choose home education.

A written request does not automatically authorise deletion where special-school placement restrictions or a school attendance order apply. The Headteacher checks current regulations and obtains required local-authority involvement or consent. Safeguarding action and appropriate contact continue while the position is resolved.

12.2. Transfers and Changes of Provision

Staff verify the receiving school, registration date, dual-registration arrangements and the legal basis for ending this registration. Moves between the three centres within the same registered school are internal transfers and do not create a reason to remove a pupil from the school roll.

13. Coding of Attendance

Arbor is used for the electronic register. Attendance is recorded at the start of each morning session and once during the afternoon session at the times in Section 9. Staff use national codes and preserve an audit trail of corrections, including the original entry, amendment, reason, date and person making it.

Register entries are preserved for the required six years with appropriate backups, access controls and secure information sharing. Records are not altered to make performance appear better.

Staff establish unexplained absence promptly. N must be resolved within five school days; if the reason remains unknown, use O. A later correction requires evidence and an audit trail.

For off-site education, establish the arrangement, supervision and actual attendance before applying the relevant code. B is not used for unsupervised work at home or remote learning. D is used only for sessions scheduled at another school where the pupil is registered, with coordinated absence follow-up.

Approved absence under a temporary part-time timetable for a compulsory-school-age pupil uses C2 and counts as authorised absence. Attending all sessions of a reduced offer does

not establish full attendance across the normal school week.

Required new-pupil, deletion, attendance and sickness returns are made to local authorities. The mandatory daily DfE attendance-data collection does not generally apply to independent schools; the school checks the scope of any other request.

14. Requesting Leave of Absence

Parents should request planned leave in writing as early as possible, explaining dates and circumstances. Accessible alternatives are available. The Headteacher normally communicates the decision within five school days.

Requests are considered individually. Holidays and leisure trips in term time are not normally exceptional circumstances. Cheaper travel or an event during term time does not automatically establish entitlement. The Headteacher determines any period granted.

Medical and dental appointments should be outside school hours where reasonably possible. Where this is not possible, pupils attend before or after the appointment if able. Staff authorise and code absence according to the circumstances.

Religious observance, regulated performances, interviews and other recognised categories are considered under their relevant rules. Describing an event as cultural or religious does not automatically establish the code.

Where leave is refused, the school explains its decision. Unauthorised absence is recorded accurately and followed up through the support process. Correspondence must not threaten attendance penalty notices that the school cannot use.

15. Definitions

A session is a morning or afternoon attendance period. Two sessions normally make one school day.

Persistent absence means missing 10% or more of possible sessions, including authorised and unauthorised absence: attendance of 90% or below.

Severe absence means missing 50% or more of possible sessions. These pupils require particular attention and coordinated support.

Risk of persistent absence describes emerging patterns that may develop into persistent absence. The school does not wait for a fixed number of missed days before acting.

Authorised absence is absence recorded under an applicable authorised code, including illness preventing attendance, qualifying medical appointments and approved leave.

Unauthorised absence includes unexplained absence after enquiries, holidays not granted leave and late arrival after closure where no other appropriate code applies. Notification by a parent does not itself authorise absence.

Children missing education are compulsory-school-age children not registered at a school and not receiving suitable education otherwise. A registered pupil with prolonged absence may not meet that definition but still needs prompt education and safeguarding action.

A percentage-point change is the difference between percentages. Moving from 60% to 70% is ten percentage points, not a ten per cent relative increase.

16. Policies and Practice

The policy is informed by the Education Act 1996, School Attendance (Pupil Registration) (England) Regulations 2024, Education (Independent School Standards) Regulations 2014, Equality Act 2010, Children and Families Act 2014 and relevant data protection law.

We have regard to Working together to improve school attendance, July 2026; Keeping Children Safe in Education 2026; current children-missing-education guidance; the SEND Code of Practice; and guidance on education for children unable to attend because of health needs. Current Ofsted guidance informs evaluation of implementation.

The school distinguishes duties applying to independent schools from requirements directed at maintained schools or academies. Local procedures support implementation but do not replace national requirements.

17. Related Policies

Read this policy with Safeguarding and Child Protection, SEND, Admissions, Curriculum, Positive Behaviour Support, Suspension, Anti-Bullying, Equality Diversity and Inclusion, Accessibility, Supporting Pupils with Medical Conditions, Risk Assessment, Complaints and Data Protection policies, and individual pupil plans.

18. Roles and responsibilities

18.1 Teachers

Teachers record attendance promptly, provide welcoming and accessible teaching, notice patterns and report concerns. They work with families and key workers on return, missed learning and adjustments, and participate in attendance training and safeguarding procedures.

18.2. Learning Support Assistants and Support Staff

Support staff build trusted relationships, help pupils settle, implement support and share relevant observations. They promptly report unexplained absence, distress and safeguarding concerns and support recognition without blame or public comparison.

18.3. Attendance Champions

Robert Cochrane and Callan Glean oversee improvement, consistent practice, training, data quality and coordination with families and agencies. They review impact, ensure escalation and prepare half-termly governance reports. Centre leaders support delivery under this whole-school arrangement.

18.4. Proprietor and Governors

The proprietor retains legal accountability. Governors oversee implementation within their delegated role, scrutinise attendance and the impact of support, and challenge gaps in provision or data. They ensure appropriate resources and training and avoid measures that encourage off-rolling or conceal missed education.

18.5. Senior Staff, SENCO, DSL, and Administration

The Headteacher approves leave, exceptional timetable arrangements and lawful register changes. Centre leaders ensure daily follow-up and delivery of plans. The SENCO reviews learning barriers, adjustments and EHCP provision. The DSL coordinates welfare, missing-child concerns and safeguarding referrals.

Administrative and attendance staff maintain registers, record contact, resolve outstanding codes, prepare required returns and alert leaders to concerns. Staff access only information needed for their role.

18.6. Parents and Carers

Parents support regular attendance and punctuality, report absence promptly, maintain contact details, raise barriers and participate in planning where possible. They seek help where health, routines or other circumstances affect attendance. The school offers practical assistance and accessible communication.

18.7. Pupils

Pupils are supported to attend, participate, tell a trusted adult about difficulties and contribute to goals and reviews in ways suited to their age and understanding. They are not expected to resolve adult responsibilities, unsafe situations or unmet provision alone.

19. Safeguarding Children and Attendance

Repeated, unexplained or prolonged absence may indicate abuse, neglect, exploitation, mental health difficulties or unmet need. Staff consider the full circumstances and avoid assuming absence is explained by SEND.

The DSL coordinates risk assessment, contact with agencies and referrals under the Safeguarding and Child Protection Policy. Attendance support does not delay urgent protective action. A telephone explanation alone may be insufficient where other evidence raises concern.

For pupils attending another provider, arrangements must cover daily attendance confirmation, immediate reporting of unexpected absence and safeguarding communication. The school checks those arrangements within its responsibilities.

Safeguarding concerns and decisions are recorded on CPOMS. Attendance plans and audits are kept in approved secure storage with appropriate access restrictions. Records

distinguish reported information, assessment, action and outcome.

20. Review

The Headteacher and Attendance Champions review this policy at least annually with the SENCO, DSL, staff and pupil and parent feedback. Governors scrutinise effectiveness and the proprietor or authorised board records approval.

Review considers timely and accessible support across all centres, education received, accurate coding, referrals, reduced timetables and lawful register changes. Changes are communicated to staff and families.

21. References

- Working together to improve school attendance July 2026
- School Attendance Pupil Registration England Regulations 2024
- Independent School Standards and April 2026 guidance
- Keeping children safe in education 2026
- Children missing education guidance
- Education for children with health needs who cannot attend school
- SEND Code of Practice
- Equality Act 2010
- Ofsted independent school inspection toolkit and operating guidance

Appendix 1 Attendance Codes

This is a quick reference. Apply the complete conditions in Regulation 10 and current guidance; these short descriptions do not replace them.

Attendance and educational activity

/ — present for the morning session.

Backslash — present for the afternoon session.

L — arrived after registration began but before it closed.

K — attending qualifying education arranged by the local authority; record the provision.

V — attending a school-arranged educational visit or trip.

P — attending an approved sporting activity.

W — attending approved work experience.

B — attending another qualifying approved educational activity; record the activity and ensure appropriate physical supervision and attendance confirmation.

Leave and other authorised absence

C1 — leave for a regulated performance or regulated employment abroad.

M — medical or dental appointment.

J1 — interview for employment or admission to another educational institution.

S — approved study leave for a public examination.

C2 — agreed temporary part-time timetable for a compulsory-school-age pupil; authorised absence.

C — leave for other exceptional circumstances.

T — qualifying occupational travel by a parent with whom the mobile child is travelling; apply the full conditions.

R — qualifying religious observance.

I — unable to attend because of physical or mental illness, excluding medical or dental appointments.

E — suspended or permanently excluded while still on roll, with no alternative provision made for the session; use the appropriate provision code where education is attended elsewhere.

Other circumstances and administrative codes

D — scheduled to attend another school where the pupil is also registered; confirm arrangements and follow up unexpected absence.

X — non-compulsory-school-age pupil not required to attend that session; not a reduced-timetable code for compulsory-school-age pupils.

Q — unable to attend because specified local-authority access arrangements required by

law have not been made; not a general code for every transport or accessibility difficulty.

Y1 — usual school or local-authority transport unavailable and the pupil lives beyond statutory walking distance, where the full conditions are met.

Y2 — widespread travel disruption preventing attendance.

Y3 — part of the school premises closed and the pupil cannot reasonably be accommodated elsewhere within the school.

Y4 — whole school site unexpectedly closed.

Y5 — unable to attend because of criminal justice detention.

Y6 — attendance or travel prevented by applicable public health law or guidance.

Y7 — another unavoidable cause directly preventing attendance; record the cause.

G — holiday without school permission.

N — absence reason not yet established; resolve within five school days, changing to O if still unknown.

O — absent in other or unknown circumstances where no authorised or other applicable code is established.

U — arrived after registration closed and no other appropriate absence code applies.

Z — prospective pupil not yet on the admission register.

— planned whole-school closure.

Do not use Y codes merely because a pupil is anxious, has an EHCP, has an unavailable parent or is doing work at home. Establish the circumstances and apply the correct code.

Emergency evacuation arrangements must record current whereabouts; the session mark does not replace a live safety register.

Appendix 2 Individual Attendance Audit

The original audit should be kept and additions should be added and highlighted; information no longer relevant should have a strikethrough.

Pupil Name		Year Group	
Head Of Centre		Name of Staff Carrying Out Audit	
Date of Audit			

Health-Related Issues						
Potential Barrier to Attendance	Has this Been Explored		Could this be a Factor in the Pupil's Poor Attendance?			Notes
Medical problems	No	Yes	No	Unsure	Yes	
Poor medical care	No	Yes	No	Unsure	Yes	
Disability	No	Yes	No	Unsure	Yes	
Poor mental health	No	Yes	No	Unsure	Yes	
Poorly controlled medical issue(s)	No	Yes	No	Unsure	Yes	
Pregnancy	No	Yes	No	Unsure	Yes	
Potential substance abuse	No	Yes	No	Unsure	Yes	
Health issues caused by unsanitary environment or poor housing	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

Home-Related Issues						
Potential Barrier to Attendance	Has this Been Explored		Could this be a Factor in the Pupil's Poor Attendance?			Notes
Young carer	No	Yes	No	Unsure	Yes	
Caring for younger siblings	No	Yes	No	Unsure	Yes	
Potential substance abuse in the home	No	Yes	No	Unsure	Yes	
Parental mental health issues	No	Yes	No	Unsure	Yes	
Potential domestic violence in the home	No	Yes	No	Unsure	Yes	
Potential abuse/neglect	No	Yes	No	Unsure	Yes	
Financial issues in the home	No	Yes	No	Unsure	Yes	
Unable to afford/obtain correct uniform	No	Yes	No	Unsure	Yes	
Homelessness	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

Academic Issues						
Potential Barrier to Attendance	Has this Been Explored		Could this be a Factor in the Pupil's Poor Attendance?			Notes
Poor academic performance	No	Yes	No	Unsure	Yes	
Undiagnosed or suspected Special Educational Needs and/or Disabilities (SEND)	No	Yes	No	Unsure	Yes	
Unmet academic needs	No	Yes	No	Unsure	Yes	
Issues with staff	No	Yes	No	Unsure	Yes	
Frequently excluded	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

Social Issues						
Potential Barrier to Attendance	Has this Been Explored		Could this be a Factor in the Pupil's Poor Attendance?			Notes
Bullying	No	Yes	No	Unsure	Yes	
Issues with peer group	No	Yes	No	Unsure	Yes	
Issues with personal relationships	No	Yes	No	Unsure	Yes	
Potentially involved in gangs/criminal activity	No	Yes	No	Unsure	Yes	
Doesn't feel safe on journey to/from school	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

Transport Problems						
Potential Barrier to Attendance	Has this Been Explored		Could this be a Factor in the Pupil's Poor Attendance?			Notes
Too far to travel	No	Yes	No	Unsure	Yes	
Lacking a reliable means to get to school	No	Yes	No	Unsure	Yes	
Cannot afford transport costs	No	Yes	No	Unsure	Yes	
Doesn't feel safe on school/public transport	No	Yes	No	Unsure	Yes	

Other (give details via notes)	No	Yes	No	Unsure	Yes	
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Pupil Factors						
Potential Barrier to Attendance	Has this Been Explored		Could this be a Factor in the Pupil's Poor Attendance?			Notes
Low self-esteem/ confidence	No	Yes	No	Unsure	Yes	
Low aspirations	No	Yes	No	Unsure	Yes	
Poor morning routines	No	Yes	No	Unsure	Yes	
Poor sleeping patterns	No	Yes	No	Unsure	Yes	
Gender/sexuality anxieties	No	Yes	No	Unsure	Yes	
Other (give details via notes)	No	Yes	No	Unsure	Yes	

Appendix 3 Individual Attendance Plan

The original plan should be kept and additions should be added and **highlighted**; information no longer relevant should have a ~~strikethrough~~.

Pupil Name		Year Group	
Head Of Centre		Additional Staff Supporting and Roles	
Date of Plan			

Attendance Overview (Start of Plan)					
<i>The pupil's (dated) attendance certificate should be filed and/or attached to this plan.</i>					
Attendance	Absences	Authorised Absence	Unauthorised Absences	Late Before Register	Late After Register

Current Risk Factors/Barriers to Attendance	
<i>Please note, this should be supported by the completion of an attendance audit.</i>	

Strategies to be implemented by Apex Specialist Education		
Details of strategy (including date commenced)	Purpose of implementing strategy	Member of staff responsible
E.g. daily wake-up calls for two weeks, starting from 16 th October	E.g. to establish an effective morning routine	E.g. Assistant HOC to carry out calls

Expectations of the pupil		
Details of expectations	How this has been communicated to the pupil?	Monitoring arrangements (who by and when?)
E.g. set an alarm for 7 a.m. every day	E.g. discussion with attendance officer and ongoing reminders	E.g. HOC will monitor this daily

Expectations of the family/carers		
Details of expectations	How this has been communicated to the pupil's family?	Monitoring arrangements (who by and when?)
E.g. for parents to phone school before 9 a.m. to report the reason for any absence	E.g. expectations explained during face-to-face attendance meeting and agreed by parents	E.g. HOC will monitor this daily

External support		
Details of agency/partner	Support being offered	Date support commenced
E.g. social care	E.g. Early Help referral has been made as mother is reporting that she feels overwhelmed	E.g. referral made 2 nd November - currently awaiting first contact

Individual Attendance Plan

Reviews should take place every 2 weeks; a new review should be completed at each stage.

Date of Review		Individuals Present And Roles	
Chair (Staff) of Review			
Situation Since Last Review (Improvements and/or Declines)			
Areas Discussed			
Have the successes of strategies been discussed and reviewed?		YES	NO

Outcome of meeting? (X as appropriate)		
1.Continue with initial plan	2. Continue plan with new or supplementary strategies added	3. Escalate plan further; or/and escalate placement risk
In the event of escalation (option 3); please detail further information. E.g. early review scheduled for X date.		
Signed		Date of Next Review

Appendix 4 Removal from roll decision checklist

Complete before any proposed deletion and retain securely.

- Pupil, birth date, centre and compulsory-school-age status:
- Proposed deletion date and reason:
- Exact Regulation 9 provision relied on:
- Evidence that every condition is satisfied:
- School attendance order and dual-registration checks:
- Was the pupil placed at this special school under local-authority arrangements:
- If so, Regulation 9(2) consent, specified exception or Secretary of State direction relied on, with evidence:
- For a transfer, receiving school, confirmed registration and start date:
- For home education, written notification and completion of special-school and local-authority checks:
- For extended absence, applicable period, reason, joint enquiries and required conclusions about location, circumstances and likely return:
- For relocation, individual evidence about distance and future attendance; do not apply the former blanket eight-mile rule:
- For detention, current legal ground and evidence about likely return; do not use the obsolete automatic four-month rule:
- For a placement ending, exclusion or withdrawal, school and placement procedures, required decisions and legal checks:
- Pupil and family views, safeguarding assessment and referrals:
- Next education arrangements and responsible authority, where known:
- Date and content of required local-authority deletion return:
- Secure transfer of education and safeguarding records:
- Headteacher's authorisation, name and date:
- Admission and attendance registers updated consistently, with audit trail:

If legal conditions are not established, seek advice and continue appropriate registration, education and safeguarding action. A funding dispute or internal decision alone does not override statutory requirements.