Norwood Green Junior School

Attendance Policy

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1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

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

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the working together to improve school attendance from the Department for Education (DfE), and refers to the DfE's statutory guidance on school attendance parental responsibility measures. These documents are drawn from the following legislation setting out the legal powers and duties that govern school attendance:

Part 6 of The Education Act 1996

Part 3 of The Education Act 2002

Part 7 of The Education and Inspections Act 2006

The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)

The Education (Penalty Notices) (England) (Amendment) Regulations 2013

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

Summary table of Responsibilities for school attendance – Appendix 5

3. Roles and responsibilities

3.1 The governing board

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfill expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the head teacher to account for the implementation of this policy
- Mrs Sadduf Chaudhry is the school's link governor for attendance.

3.2 The Headteacher

The head teacher is responsible for:

- Implementation of this policy at the school
- 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
- Instructing the local authority where necessary

3.3 The designated senior leader responsible for attendance

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
- Delivering targeted intervention and support to pupils and families
- The designated senior leader responsible for attendance is Mrs Sehgal and can be contacted via the school office by appointment.

3.4 The attendance officer

The school attendance officer is responsible for:

- Monitoring and analysing attendance data (see section 7)
- Benchmarking attendance data to identify areas of focus for improvement

- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance and the headteacher
- Working with School Attendance Support Services to tackle persistent absence
- Advising the headteacher when to refer to the local authority
- The attendance officer is Mrs Remtulla and can be contacted via the school office.

3.5 Class teachers

Class teachers are responsible for recording attendance on a daily basis, using the correct codes, and submitting this information to the school office via the school's electronic register.

Class teachers are responsible to alert the attendance officer if parents inform them about prior absences.

3.6 School office staff

School office staff will:

- Take calls from parents about absence on a day-to-day basis and record it on the school system
- Transfer information from calls from parents to the class teachers in order to provide them with more detailed support on attendance through CPOMS.

3.7 Parents/carers

Parents/carers are expected to:

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

3.8 Pupils

Pupils are expected to:

- Attend school every day on time for the whole day

4. Recording attendance

4.1 Attendance register

We will keep an attendance register, and place all pupils onto this register.

We will take our attendance register at the start of the first session of each school day and once at the start of the afternoon session. It will mark whether every pupil is:

- Present
- Attending an approved off-site educational activity

- Absent
- Unable to attend due to exceptional circumstances

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity e.g. School Journey, trips.
- The nature of circumstances where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 3 years after the date on which the entry was made.

Pupils must arrive in school before 9.00am on each school day.

The register for the first session will be taken at 9.00am and will be kept open until 9.30am. The register for the afternoon session will be taken at 1.15pm and will be kept open until 1.25pm.

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9.00am or as soon as practically possible by calling the school office staff on 0208 574 1726 or emailing office@ngjs.hounslow.sch.uk (see also section 7).

We will mark absence due to illness as authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents/carers will be notified of this in advance.

4.3 Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent/carer notifies the school in advance of the appointment. The school will request that an appointment card or letter is provided for this.

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

The pupil's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 5 to find out which term-time absences the school can authorise.

4.4 Lateness and punctuality

A pupil who arrives late:

- After the register has closed at 9.30am will be marked as late, using the appropriate code. (See Appendix 1)
- A record is kept of all pupils who are late after the gates have closed

4.5 Following up unexplained absence

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

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact e.g. SASS, CMIE, police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving the School Attendance Support Service.

4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels. Parents are informed in parent's evenings and end of year pupil reports.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

The headteacher will only grant a leave of absence to a pupil during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.
Any request should be submitted as soon as it is anticipated and in accordance with any leave of absence request form, accessible via the school office. The headteacher will require evidence to support any request for leave of absence. (See Appendix 3 and 4)

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong.
- Traveller pupils travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational

purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

5.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.
If issued with a fine, or penalty notice, each parent must pay £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority.
Penalty notices can be issued by a headteacher, local authority officer or the police.
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

If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

6. Strategies for promoting attendance

Good attendance is rewarded in weekly whole school assemblies and certificates for 100% attendance.

7. Attendance monitoring

The Attendance Officer monitors and analyses absence data and identifies pupils requiring support. This is discussed with the Headteacher, senior leadership team and Pastoral Leader in termly attendance meetings.

7.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern
- Provide support for pupils with a social worker (Pastoral Leader) and who are currently looked after (Designated Teacher)
- Attendance Intervention steps are followed to ensure that a rigorous system to improve attendance is implemented. (See Appendix 2)

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the governing board.

7.2 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

7.3 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

7.4 Reducing persistent absence

Persistent absence is where a pupil misses 10% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Send standardised attendance letters to parent/carers to inform them of attendance concerns.

8. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every 3 years by the Attendance Officer and Headteacher. At every review, the policy will be approved by the full governing board.

9. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour 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
K	Educational provision arranged by local authority	Pupil is attending a place other than the school for educational provision arranged by local authority
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
C1	Authorised leave of absence	Pupil has been granted a leave of absence due to participating in a regulated performance or undertaking regulated employment abroad

C2	Authorised leave of absence	Compulsory school age subject to a part-time timetable
E	Excluded	Pupil has been excluded but no alternative provision has been made
I	Illness	School has been notified that a pupil will be absent due to illness
J1	Interview/Admission	Pupil is attending an interview with an employer/educational establishment
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
Q	Lack of access arrangements	Home-to-school travel arrangements not arranged by local authority

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
Y1	Unable to attend due to exceptional circumstances	Transport normally provided not being available
Y2	Unable to attend due to exceptional circumstances	Widespread disruption to travel
Y3	Unable to attend due to exceptional circumstances	Part of the school premises being closed
Y4	Unable to attend due to exceptional circumstances	Whole school site being unexpectedly closed
Y5	Unable to attend due to exceptional circumstances	Pupil is in criminal justice detention
Y6	Unable to attend due to exceptional circumstances	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend due to exceptional circumstances	Unable to attend any other unavoidable cause
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:
Attendance Intervention

Step 1

Regular monitoring of attendance and daily attendance calls to parent/carer if the child's attendance falls below 96% and absences are unauthorised

Step 2

If the Child's attendance falls below 96% and absences are unauthorised continue to monitor weekly.

Step 3

Where attendance remains below 96% a letter of concern is sent.

Step 4

Monitor attendance for 4 weeks
If attendance has not improved send 2nd letter (TL1) which includes a 4-week attendance target and advice regarding medical evidence.
Identified children may be included in a 4-week Attendance workshop.

Step 5

Review child's attendance, if attendance has failed to improve, write to parent/carer inviting them to an attendance meeting to be held in school where reasons for absence will be discussed & a referral to SASS may be made. Use of an attendance contract may be considered.

Step 6

A CFAN should then be completed and sent to SASS Duty Hounslow with supporting documents for intervention.

Appendix 3:
Term Time Leave Request Form

Parental Request for Term Time Absence

NORWOOD GREEN JUNIOR SCHOOL

Parents are expected to organise family travel outside term dates during school holiday periods.

The DfE have instructed Schools not to authorise holidays during term time.

Student Name:	
Class:	
Destination:	
Start Date of intended absence:	
Date child will return to school:	
Reason for absence:	

I understand that I am NOT entitled to any leave of absence during term time and if taken, that it is most likely to be recorded by the School as an unauthorised absence.

I understand that because of the School Attendance Regulations, the Headteacher will be obliged to remove my child's name from the school roll if he/she does not return to school within 20 school days of the date given above.

I accept responsibility for my child's education during the time that he/she is absent from school.

Print Name: (Parent/Carer)	
Signed Name: (Parent/Carer)	
Date:	

Appendix 4:
Parent Guidance Notes

Request for Term Time Leave

Any request for leave of absence during term time should be given in writing to the School - in good time for a response - marked for the attention of the Attendance Officer, Mrs Remtulla. It should clearly state the student's name, the reason for and the length of time requested.

If a child goes abroad during a School holiday period, the parent must make definite arrangements so that they return in good time for School re-opening. If a family experiences unexpected delays in returning from a trip abroad or from within the UK, for whatever reason, the School will require documentary evidence accompanied with proof of original return dates i.e. tickets or an official travel plan showing intent to return on time. Medical documentation should be in English.

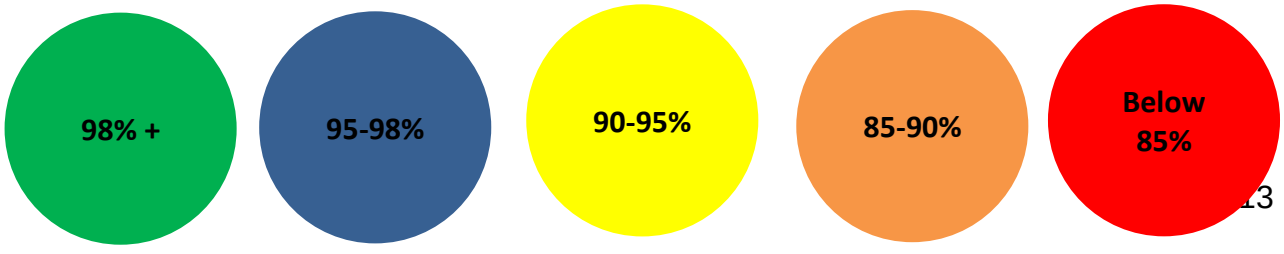
Norwood Green Junior School follows the London Borough of Hounslow's policy that all leave of absence will be recorded as unauthorised, except in exceptional circumstances. The parents of a child of compulsory school age are required by law to ensure that the child regularly attends the school at which he/she is registered. Should a parent fail to ensure that their child attends that school regularly then the parent is guilty of an offence. Parents who are convicted of this offence may be fined up to £2,500

A whole year has 365 days. A school year has 190 days. This leaves 175 days to spend on: family time, visits, holidays, shopping, household jobs and other appointments.

NB: 90% attendance is equal to one day off each fortnight
UNDER 90% ATTENDANCE = PERSISTANT ABSENCE

If your child misses…	That equals…	And over 13 years of schooling that's…
1 day per fortnight	20 days per year	Nearly 1.5 years
1 day per week	40 Days per year	Over 2.5 years
2 days per week	80 Days per year	Over 5 years
ATTEND TODAY - ACHIEVE TOMMORROW		
100% attendance	0 days missed	
95% attendance	9 days missed	1 week 4 days
90% attendance	19 days missed	3 week 4 days
85% attendance	28 days missed	5 week 3 days
80% attendance	38 days missed	7 week 3 days
EVERY DAY COUNTS! – SCHOOL SUCCESS STARTS WITH GOOD ATTENDANCE		

Attendance Matters
On Time: First Time, Every Time
What Zone are You In?



Department for Education

Summary table of responsibilities for school attendance

Statutory guidance for maintained schools, academies, independent schools, and local authorities

Published: 29 February 2024

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About this document

This document summarises the attendance responsibilities for parents, schools, academy trusts and governing bodies, and local authorities which are outlined in the Working together to improve school attendance guidance.

This is guidance from the Department for Education (DfE). This guidance is statutory[1], and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance.

The guidance should be read alongside the statutory guidance documents on children missing education, supporting pupils at school with medical conditions, suspensions and exclusions, alternative provision, and Keeping Children Safe in Education.

Working together

Attendance is everyone's business. The barriers to accessing education are wide-ranging and can be complex, both within and beyond the school gates. They are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. For more complex cases, the ethos of the Working together to improve school attendance guidance is that pupils and families should receive holistic, whole-family support to help them overcome the barriers to attendance they are facing. For these more complex cases, a traditional linear or pathway process is unlikely to work. Instead, the guidance expects the best placed service to lead a 'support first' approach with schools working together with local authorities and wider partners, including the voluntary and community sector where needed. This document summarises the expectations of parents, schools, trusts and local authorities and how they should work together.

In all cases the school – as the best placed service – should work to understand the reasons for absence.

In most cases, school will continue as lead practitioner. Where barriers to attendance go beyond the school gates and cover multiple needs, schools should work with the local authority and other agencies to provide wider-holistic support. If the case meets the local thresholds for early help or family support, this may involve completing an early help

[1] It is issued under: section 175(4) of the Education Act 2002, sections 19(4A) and 444B(3) of the Education Act 1996, section 19(9) of the Anti-Social Behaviour Act 2003, paragraph 7(b) of the Education (Independent School Standards) Regulations 2014 and paragraph 3(a) of the Non-Maintained Special Schools (England) Regulations 2015.

All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies. Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness). Only request leave of absence in exceptional circumstances and do so in advance. Book any medical appointments around the school day where possible.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand. Develop and maintain a whole school culture that promotes the benefits of good attendance. Accurately complete admission and attendance registers. Have robust daily processes to follow up absence. Regular monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on. Have a dedicated senior leader with overall responsibility for championing and improving attendance.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures. Ensure school leaders fulfil expectations and statutory duties. Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed. Ensure school staff receive training on attendance.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services. Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance. Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice. Offer opportunities for all schools in the area to share effective practice.

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered to prevent the need for more formal support.	Proactively use data to identify pupils at risk of poor attendance. Work with each identified pupil and their parents to understand and 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 and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met. If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so. 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, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.

Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for pupils at risk of becoming persistently absent and: Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners. 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 not working, being engaged with or appropriate, work with the local authority on legal intervention. Where there are safeguarding concerns, intensify support through statutory children's social care. Work with other schools in the local area, such as schools previously attended and the schools of any siblings.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continued support as for pupils at risk of becoming persistently absent and: Work jointly with the school to provide formal support options including parenting contracts and education supervision orders. Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners. Where support is not working, being engaged 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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.	Continued support as for persistently absent pupils and: Agree a joint approach for all severely absent pupils with the local authority.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Continued support as for persistently absent pupils and: 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. Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.

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.	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.	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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. 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. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	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. 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.

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:
Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.	Know who the pupils who have, or who have had, a social worker are. Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort. Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes. Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it. Through the work of Virtual School Heads, they should: • Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance. • Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker. • Develop whole system approaches, with social care, to support the attendance of children in need.

Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans. Proactively engage with the support offered.	Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils. Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance. Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.	Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils. Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.	Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care. (LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will: • Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated. • Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance. • Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance. • Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.

Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
Schools regularly update parents on their child's attendance. (If parents feel the school and or local authority have not not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)	The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures. The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance. Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils. Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.	DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections.	DfE Regions Group monitors local authority efforts as part of regular interaction. Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services. Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.