

Policy - Attendance



Mission Statement

Newchurch will give every child a flying start by working in partnership with parents, staff and the community to develop well-rounded citizens who will contribute in a positive way to society.

Persons with Responsibility

John Duckett (Attendance Lead)

Jayne Narraway (Headteacher)

Hannah Brinksman-Wood (Pastoral Lead)

Lee Singleton (SENCO)

School Governors - (Anthea Ray – Attendance and Safeguarding Link Governor)

Linked Policies

Child protection

Safeguarding

Health and Safety

Suspension and Exclusion of pupils

Behaviour Management

Teaching and Learning

SEMH Policy

Special Educational Needs Policy

Next Review: July 2027

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1. Definition of attendance

Regular and punctual attendance is essential in order for children to reach their full potential and take full advantage of the educational opportunities available to them by law. Newchurch Primary School fully recognises its responsibilities to ensure pupils are in school and on time, therefore having access to learning for the maximum number of sessions.

Children who are persistently late or absent soon fall behind with their learning. Children who are absent frequently are at risk of developing large 'gaps' in their learning which will impact on their progress and their ability to meet age related expectations. A child whose attendance is regularly at 90% will, over time, have missed two whole terms of learning.

2. Aims of attendance policy

This policy applies to all children registered at Newchurch Community Primary School and is made available to all parents/carers of pupils via the school office and website in line with expectations.

The policy has been written to adhere to latest legislation and guidance and in accordance with the relevant Children's Act, Education Acts, Regulations and Guidance from the Department for Education (DfE) in addition to guidance from the Local Authority (LA), in particular Working Together to Improve School Attendance May 2022 and the revised August 2024 edit.

Although initial responsibility for a child's attendance remains with parents/carers, the Head Teacher, Governors and those with responsibility in school will work together with families, external agencies and the LA to ensure that all pupils are encouraged and supported to develop good attendance and punctuality. This will initially be done by ensuring that 'school is a calm, orderly, safe and supportive environment where all pupils are keen and ready to learn' (Working Together to Improve School Attendance – August 2024).

Through this policy we aim to:

- Improve pupils' achievement by ensuring high levels of attendance and punctuality as there is a direct correlation between poor attendance and low attainment at the end of key stages.
- Achieve a minimum of 95% attendance for all children, apart from those with identified health issues which affect attendance. Newchurch will aim to ensure, with support from the local authority and other agencies, that these children receive a revised curriculum offer to give them the best possible support and chance to succeed.
- Create an ethos in which good attendance and punctuality are recognised as the expected standard.
- Raise awareness of parents, carers and pupils of the importance of uninterrupted attendance and punctuality at every stage of a child's education.
- Work in partnership with parents, carers, pupils, staff and other professionals.
- Promote a positive and welcoming atmosphere in which pupils feel safe, secure and valued, encouraging in pupils a sense of their own responsibility.
- Establish a rigorous system of monitoring attendance and punctuality to ensure consistency in recognising causes for concern and supporting families.
- Recognise the key role of **all** staff in monitoring attendance and promoting good habits.
- Create a sense of teamwork relating to attendance and a commitment to our peers as good attendance is 'everyone's responsibility'.
- Ensure that the safeguarding responsibilities within attendance are met in order to protect all pupils, including the most vulnerable.
- Make clear the systems for addressing attendance and punctuality which falls below the expected standard.

The role of this policy and practice within school will be to remove barriers to attendance and work closely with pupils and their families to improve attendance and punctuality.

Expect: School will aspire to high standards of attendance from all pupils and parents, building a culture where all can, and want to, be in school and ready to learn by prioritising attendance improvement.

Monitor: School will rigorously use attendance data to identify patterns of poor attendance (at individual and cohort level) as soon as possible so all parties can work together to resolve them before they become entrenched.

Listen and understand: When a pattern is spotted, discuss with pupils and parents to listen to and understand barriers to attendance and agree how all partners can work together to resolve them.

Facilitate support: Remove barriers in school and help pupils and parents to access the support they need to overcome the barriers outside of school. This might include an early help referral or whole family plan where absence is a symptom of wider issues.

Formalise support: Where absence persists and voluntary support is not working or not being engaged with, partners should work together to explain the consequences clearly and ensure support is also in place to enable families to respond. Depending on the circumstances this may include formalising support through an attendance contract or education supervision order.

Enforce: Where all other avenues have been exhausted and support is not working or not being engaged with, enforce attendance through statutory intervention: Notice to Improve (NTI), a Fixed Penalty Notice (FPN) in line with the National Framework or prosecution to protect the pupil's right to an education.

- Working Together to Improve School Attendance – August 2024

We will promote good attendance and punctuality through the following:

- Raising awareness of attendance and punctuality issues among all staff, parents/carers and pupils through reward systems and the use of sanctions.
- Ensuring parents/carers understand the responsibility placed upon them by law to ensure that their child receives a regular and consistent education.
- Equipping children with the life skills needed to take responsibility for good school attendance and punctuality, appropriate to the age of the child and their development.
- Maintaining effective means of communication with parents/carers, pupils, staff and governors on school attendance matters. Building strong relationships.
- Developing and implementing procedures for identifying, reporting and reviewing cases of poor attendance and persistent lateness. Procedures which are the responsibility of all staff.
- Supporting pupils who have been experiencing any difficulties at home or in school which are preventing good attendance.
- Rewarding good attendance as a whole school and recognising where individuals and cohorts are maintaining or improving attendance.
- Developing and implementing procedures to follow up on absence from school and lateness.
- Ensuring that the attendance policy is clear.
- Monitoring individual and group data linked to attendance and punctuality on a regular basis.
- Sharing information where it is necessary to do so with partners where pupils attendance is becoming a risk of persistent absenteeism.
- Considering the individual needs of all pupils, particularly those on the SEND register and those deemed as being the most vulnerable.

3. Inclusion

Newchurch Primary School is committed to ensuring that any procedures in place regarding attendance are designed to offer all pupils equal opportunities and expectations. The school is committed to supporting all children whilst taking into consideration the differing needs of children including the following:

- Gender
- Those with special education needs (SEND)
- Ethnic backgrounds
- Religious beliefs
- Cultural differences
- Disabilities
- Socio-Economic

The school's commitment to equality is outlined in all policy documents related to the opportunities for our children and is part of expectations placed upon staff to promote and value this equality. This is delivered through regular and timely safeguarding Continuous Professional Development (CPD).

4. Absence classification

Contacting school

Parents/carers are expected to contact the school on the first day of absence. When they contact school they should give clear reason for the child's absence. Where no contact has been made and a child has been recorded as absent, the office staff will attempt to contact the parent/carer to establish a reason in line with government guidance. If no contact is made, the child's absence will be listed as unauthorised and parental contact will be made at a later date. In cases of prolonged, unexplained absence, a home visit from senior leaders may be required.

Illness

Where a child is ill for a length of time, school will make every attempt to ensure that learning is sent home for the child to complete, if applicable. If it is clear that the illness will result in substantial time away from school, Newchurch Primary will contact support services to see if home tuition can be arranged to support the child and their family.

Where illness has been the cause of absence on several occasions, resulting in a child missing a large amount of their education, school may request a parent to supply doctor's notes, appointment cards or evidence of a prescription to verify the reason for absence.

Absence will fall into one of the following categories and will be logged by school accordingly:

Authorised absence

- An authorised absence is when a child has been away from school for a legitimate reason and the school has received notification from a parent or carer. For example, if the child is unwell and the parent/carer contacts school before the start of the school day to explain the absence. It is the discretion of the Head Teacher as to whether an absence is registered as authorised. Illness does not need to be recorded as authorised and may be recorded otherwise in the event of a child having multiple bouts of illness which parents/carers are not deemed to be looking to address, such as through medical advice/support.
- School will have established an expected start date for all children and made this clear to parents – considering their age in meeting the needs of compulsory education. Children in the Reception class who are below the compulsory school age will still be monitored and parents/carers spoken to in order to best prepare the child for full time education and to ensure that poor attendance does not become habitual.
- The Head Teacher has the ability to sanction an authorised absence in exceptional circumstances. This may include family bereavement, religious observance, temporary/permanent exclusion, off site education within an alternative establishment. As of September 2013, the Head Teacher no longer has the authority to authorise absence for holidays other than where they deem exceptional circumstances exist.

Unauthorised absence

- An absence is classified as unauthorised when a child is away from school for any period of time without the express permission of the school.

- Where no clear or acceptable reason for absence has been provided for a child missing school.
- Where a child has a social worker, they will be informed of any unexplained absences or persistent absenteeism. School will also discuss any issues linked to attendance with the Virtual School Head.

Reduced timetables

Where it is deemed necessary by the Headteacher, SENDCo and educational safeguarding/attendance officer, school may use a reduced timetable for pupils to support them in transitioning into their learning. These are not behavioural controls but allow for the child to access their education more thoroughly. These are always temporary measures with agreed steps discussed with parents and carers in order to build back up to a full-time timetable.

Educated off site

It may at times be applicable for children to be educated away from school. This can be authorised by the Headteacher and will be coded accordingly. This can include educational visits, educational opportunities in other schools, sporting activities and arranged provision such as that linked to an Education Health Care Plan (EHCP).

5. Lateness

Lateness is deemed to be when a pupil is present in school after the designated start time for the school day within each class. This may be before or after the close of the register.

Children arriving after the start of the school day will be expected to enter the school via the front entrance and will have a reason for lateness recorded by a member of the office staff. They will then be recorded as late on the class register. Poor punctuality will be collected on a weekly basis by the school office and monitored and addressed by the class teacher and attendance coordinator.

Where a child is late before the close of the register they will be recorded with the code 'L'. Those arriving after the register has closed will be recorded with the code 'U' which is an unauthorised absence in the register. All registers will be closed after 30 minutes. If there is a legitimate reason, e.g. medical appointment, then the corresponding code will be amended. The tracker for poor punctuality will be completed each day and monitored as part of the regular meetings between school and local authority partners. Poor punctuality is a cause for concern and will also result in meetings between the school and the child's parents/carers. Punctuality will be tracked for all children on a weekly basis and addressed according to this policy. This may involve a meeting with the headteacher, SENCO, Attendance Officer and Pastoral Lead to ensure that Emotional School Based Avoidance (EBSA) is not at play. Should it be a consideration, an EBSA support plan will be implemented with the support of parents and including the voice of the child.

6. Attendance registers

All registers will be completed online by the class teacher by 8:50am for morning sessions and by 1:20pm afternoon sessions. They will record the children's presence via the online register and any absences both online or in paper form (in case of emergency procedures).

The following codes will be used to record the children's attendance:

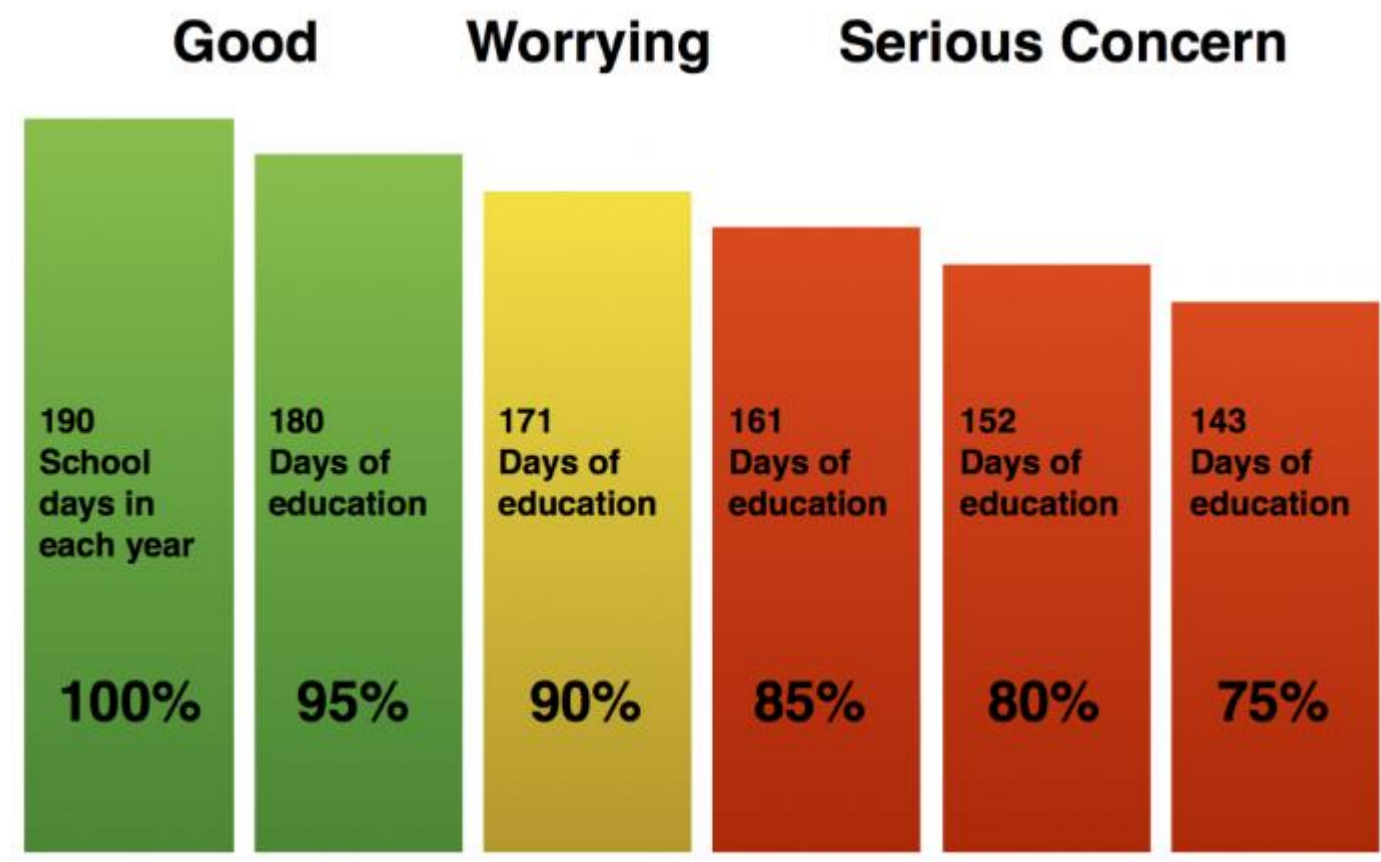
	Reg Code	Description
	/ \	No change – present am, present pm when register was taken
	L	Late - Arrived after the register was taken but before the register closed
	V	Attendance at an educational visit or trip organised by or for the school and supervised by a member of school staff
Approved educational activity Conditions that apply to these codes: - The place where the pupil is attending is not the school or any other school at which the pupil is registered - The activity is educational in nature (and not arranged by the LA under Section 19 or a trip/visit) - Attendance at this place has been approved by the school - The activity is to be supervised by a person thought by the school to have appropriate skills, training, experience and knowledge to ensure that the activity takes place safely and fulfils the educational purpose for which the attendance has been approved.	P	Participating in a sporting activity approved by the school (NB - this code should only be used on the days of the sporting activity)
	W	Participating in work experience approved by the school
	B	Approved attendance at a place for any other educational activity. As per above, the child must be supervised in person i.e. remote online learning cannot be B coded. ORGANISED BY THE SCHOOL
	K	Approved attendance at a place for any other educational activity. As per above, the child must be supervised in person i.e. remote online learning cannot be K coded. ORGANISED BY THE LOCAL AUTHORITY
Authorised absences:	C1	Taking part in an approved performance that has been licensed
	M	Medical or dental appointment
	J1	Approved absence to attend an interview for employment or admission to another educational establishment
	S	Study leave in preparation for public examinations <i>NB This code should not be used for mocks</i>
	C2	Compulsory school age child subject to a part-time timetable
	C	Leave of absence for exceptional circumstances <i>NB A holiday or other absence for leisure or recreation would not constitute exceptional circumstances</i> <i>H code has been removed to make clear that it is very, very unlikely that a holiday would be considered exceptional circumstances</i>
	T	Parent travelling for occupational purposes. Family have no fixed abode and child cannot attend as parent is travelling.
	R	Child is absent for religious observance on day set aside by religious body the child's parents belong to such that the religious body would expect parents to absent themselves from their own employment to mark the occasion.
	I	Illness (both physical and mental) Medical evidence would not routinely be expected
	E	Suspended or excluded
	X	This code is returning to its pre-pandemic use Child is not statutory school aged and is not expected to attend Will most commonly be used in Nursery and Post-16 settings
	Q	Absence where the LA has the legal duty to provide the pupil with transport and it has not yet been provided <i>Does not include any wider/other barriers to attending school</i>
	Y1	Pupil unable to attend school, which is not within walking distance, and transport that is normally provided is not available <i>Walking distance: Children under 8 years, 2 miles. Children 8 and above, 3 miles.</i>
	Y2	Unable to attend due to widespread travel disruption e.g. school open on a snow day, but buses are unable to run and a group of children do not attend
	Y3	Partial closure of school site
	Y4	Unexpected closure of whole school – e.g. snow day where decision is made to close the entire school
	Y5	Child is in criminal justice detention - Police detention - Remanded in youth detention, awaiting trial or sentencing - Detained under a sentence of detention
	Y6	Unable to attend in accordance with public health guidance or law
	Y7	Unable to attend because of any other unavoidable cause <i>The 'cause' must be preventing the child from attending</i> <i>Very, very rare that this code will be used e.g. a child who is moved to an immigration detention centre and therefore unable to attend</i>
Unauthorised absences:	G	Holiday not granted by the school <i>Cannot approve holiday retrospectively</i> <i>A 'family visit' is a holiday under the definition in new code</i>
	N	Holding code when reason for absence is not known <i>If reason is not obtainable within 5 days, the code should be changed to O or other appropriate code</i>
	O	Absence with no reason given or where school is not satisfied that the reason given can be recorded using one of the other valid codes
	U	Arrived after the register has closed
	Z	Prospective student, not yet on roll. This code is not collected for statistics.
	#	Planned whole school closure <i>e.g. holidays, INSET days, school being used as a polling station, weekends</i>

All registers will be electronically accessed by the office admin staff and any absences without explanation to be followed up. All attendance records are inputted into the SIMs database for analysis. They are kept secure and preserved for a minimum of six years. SIMs data will then feed into the school's Insight portal which will be monitored by key stakeholders for areas of concern and positive progress.

7. Raising concerns

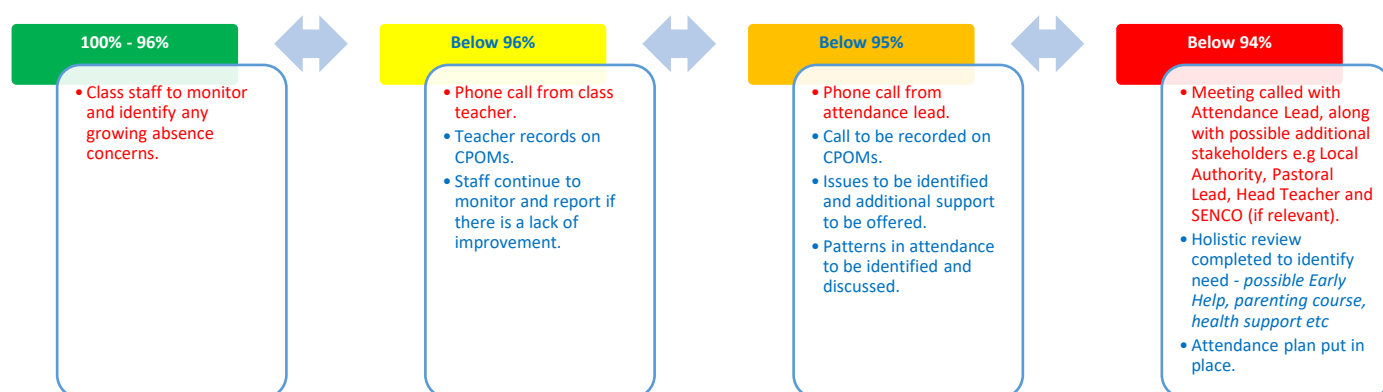
Any member of staff working with the children of Newchurch Primary can raise concerns with regards to attendance and punctuality. Initial concerns should be addressed to the class teacher. If further action is required, then the Attendance Coordinator, Designated Safeguarding Lead (DSL) or Head Teacher should be contacted. The member of staff needs to explain their cause for concern which will be recorded using the schools internal concern forms/CPOMS and investigated.

8. Procedures for addressing poor attendance/punctuality



Ensuring that attendance is closely and rigorously monitored is the responsibility of **all** staff and will follow the system below when addressing causes for concern.

Fig 1.0



This system aims to ensure that there is a progressive nature to dealing with poor attendance/punctuality which starts with the child's class team before involving the attendance lead and further pastoral and local authority individuals. The use of the Insight system will allow for office administrative staff to identify children with falling attendance who will require intervention or children with rising attendance where praise is needed. The Insight system will grade pupils' attendance in the following bands:

- Severely absent (50% or more sessions missed)
- Persistently absent (10% or more sessions missed)
- At risk of persistent absence (5-10% sessions missed)
- Good attendance (95-99%)
- Excellent attendance (99%+)

All attendance discussions with parents/carers will be recorded on the CPOMS system in order to closely monitor and best support families. The aim of each stage of this system is to ascertain the needs of families and barriers to attendance which may have arisen. Newchurch Primary School will endeavour to address any barriers with the support of external agencies where necessary.

In the event of consistently poor attendance or where attendance is not deemed to be improving, attendance contracts may be drawn up and agreed between school and home which set targets and expectations between all parties. This will be non-binding but will ensure that another clear step is in place before the need for more formalised methods.

If attendance drops below 90% then school will be in discussion with Local Authority Attendance Officer and parent may be open to prosecution. This will only be the case where all other avenues have been exhausted in support of children and their families.

If a child's attendance is below 94% and parents/carers are not engaging with support, a Notice to Improve letter may be sent from the local authority attendance officer following a request from school. Further absence will then put the family at risk of prosecution.

If a child has their absence recorded as an unauthorised holiday (G code) which covers 10 sessions (am and pm equal two sessions) over the course of a ten-week period, they may be open to a Fixed Penalty Notice. This is in place of prosecution and is outlined in further detail within this policy.

In line with national legislation, the school does not authorise holidays taken during term time. Any absence taken for the purpose of a holiday will be recorded as unauthorised and the school is required to notify the Local Authority. This may result in a Fixed Penalty Notice being issued to each parent/carer for each child. The penalty notice is £80 per parent per child if paid within 21 days, rising to £160 if paid within 28 days. A second penalty notice issued within a three-year period will be charged at £160 with no discounted rate, and a third offence may result in prosecution.

In cases of persistent unauthorised absence or poor attendance, the school may initiate a Fast-Track Prosecution process. This is a 9-week period during which attendance is closely monitored, and support is offered to identify and address any barriers to attendance. If attendance does not improve during this period, consideration will be given to legal action, including prosecution under Section 444 of the Education Act 1996.

ATTENDANCE PROCEDURES-IN LINE WITH SCHOOL ATTENDANCE POLICY

Daily

- First day absence call by 9:30am - called logged on CPOMs.
- Designated staff informed if child appears in groups above (see Fig 1.0).

Weekly

- Attendance display updated by Admin.
- Text sent out to whole school congratulating winning class.
- Children celebrated in assembly.

Monthly

- Attendance Lead monitoring levels of individuals through Insight.
- First week of the half term - report from admin with families to call (concerns and improvement).
- Newsletter to contain attendance information for parents.

Termly

- Scheduled meeting with LA and attendance governor.
- Parental conferences include attendance data.
- Interim reports shared with parents including attendance data.
- Start of term attendance update letter to all parents including number of holidays, importance of attendance, punctuality, class levels, procedures.
- Attendance review for governing body.
- SLT attendance investigation to analyse key groups.

9. Monitoring Attendance

Attendance is monitored on a daily basis within class and any concern will be brought to the relevant staff at any time. The attendance team within school (Attendance Coordinator and Attendance Administrator) will review attendance weekly, monthly and termly basis and communicate with parents/carers accordingly.

Attendance meetings may be called prior to or at the start of the school year, where persistent absence was evident in the previous year. These meetings will aim to address any outstanding issues prior to the start of the new academic year and will offer support to families in order to improve punctuality and/or attendance.

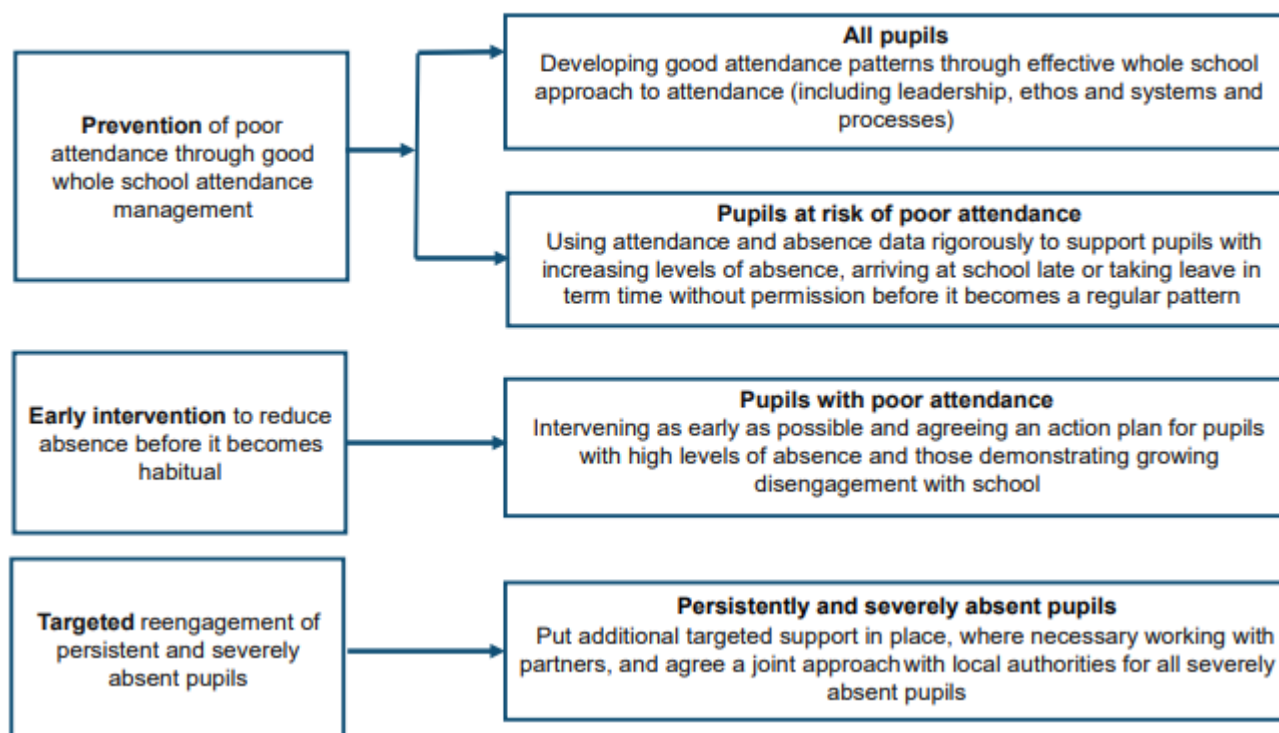
The school attendance coordinator; along with senior leaders, the SENDCO and pastoral team; will work closely with the local authority (LA - Debbie Parlane) to monitor persistent absence. Attendance meetings will be called with parents where school or the LA identify a cause for concern. This may include, but not be restricted to, poor attendance percentage, persistent absence, patterns within absence, safeguarding concerns, poor punctuality or term-time holidays.

Attendance is also monitored on a half termly basis by Mrs Anthea Ray, the school's attendance and safeguarding governor.

School may also request evidence of medical appointments in extreme cases where appointments have been noted as the reason for absence an inordinate amount of times and where these appointments are affecting a child's overall attendance.

School will look to use the following systems for ensuring positive attendance and early identification of absenteeism:

Effective school attendance improvement and management



10. Reward

Newchurch Primary School aims to promote positive attendance through reward. This will be done through a range of methods:

- The class teacher will offer verbal recognition at the point of registration.
- The attendance percentage of all classes will be placed on the attendance ladder on the school newsletter.
- The class with the highest attendance will receive a silver trophy for their class to display for the following week. This trophy will include ribbons in the designated colours of the winning class.
- The class with the highest attendance will receive a laminated trophy to add to the attendance display at the back of the hall. Silver for highest attendance or Gold for 100% attendance.
- The trophies on the display will equate to points (silver = 5, gold = 10) and the class with the highest points score at the end of the year will win a trip funded by school to a place of their choosing. This will be based on the age of the winning class.
- Each term, certificates will be awarded to children for gaining 100% attendance or >97% attendance for that half term. These children will be celebrated through the school news feed channels (Newsletter, Twitter, Facebook, Website).
- At the end of the academic year, children with 100% attendance will receive a medal and certificate for their achievement. These children will be celebrated through the school news feed channels (Newsletter, Twitter, Facebook, Website).
- Letters will be sent to parents/carers where attendance has been identified as improving through the school's monitoring systems.

11. Responsibilities

Class Teacher

- Keeping an overview of class and individual attendance, looking particularly for either poor overall attendance, anomalies in patterns of attendance and/or unusual explanations for absence offered by child or parents/carers.
- Informing staff with responsibility for attendance where there are concerns.
- Providing background information to support any subsequent referrals.
- Monitor attendance after any actions have been put in place.
- Emphasise and model good attendance with their class.
- Discuss attendance if necessary at any consultation meeting e.g. parental conferences.
- Make phone calls to parents/carers when attendance falls below 96% and record any points raised on the school's CPOMs systems.

Attendance Coordinator

- Overall monitoring of school attendance.
- Recognising trends in data linked to attendance and punctuality.
- Make phone calls to parents/carers when attendance falls below 95% and record any points raised on the school's CPOMs systems. This will follow on from the call from the class teacher.
- Meeting with families where concerns have been raised.
- Monitor individual attendance where concerns are raised.
- Support and advise families to promote positive attendance.
- Work with senior management to include external agencies in promoting good attendance and addressing absence.
- Making necessary referrals where serious concerns are raised.
- Ensuring that all awards are organised and prepared.
- Ensuring that awards are given to classes and children.
- Create case studies where necessary to monitor individuals and groups.
- Report to the governing body on attendance and punctuality standards across the school.
- Report to school monitoring individuals and groups, e.g. School Improvement Partner or Ofsted, on attendance and punctuality standards.
- Providing CPD to staff linked to the school's attendance systems.
- Meeting with the Designated Safeguarding Lead (DSL) and school pastoral team to discuss any safeguarding concerns linked to attendance and punctuality.
- Liaising with the local authority with regards to any concerns. dparlane@warrington.gov.uk

Administration Staff

- Collating and recording data linked to registration and attendance.
- Taking and recording messages from parents regarding absence.
- Archiving historical attendance data.
- Ensuring 'Late book' is completed when children enter school.
- Informing staff of any known reasons for absence.
- Informing Head Teacher of any requests for authorised absence.
- Sending out correspondence in accordance with this policy.
- Informing the school Attendance Coordinator of attendance and punctuality levels on a weekly basis.
- Working with the Attendance Coordinator to arrange meetings with parents.
- Monitoring Insight systems and identifying any children with improving or concerning attendance patterns.

Parents

- Ensuring that their child attends school regularly and punctually unless prevented from doing so by illness or attendance at a medical appointment.
- Contacting school on the first morning of any absence and providing a clear reason.
- Informing the school in advance of any medical appointments in school time. Medical information may be required by school. Parents may also consider ensuring that children are present for registration before medical appointments.

- Making requests for authorised absence in term time as early as possible.
- Liaising with the school to support their child in attending school, particularly where there is an issue restricting this.

Governing body

The school will ensure that a named governor has oversight on school attendance procedures and regular practice and that they are invited to every attendance meeting between school and the local authority.

- Analysing and monitoring attendance data through Headteacher's report to governors.
- Attending attendance meetings with the local authority attendance officer.
- Monitor the training given to school staff with regards to attendance.
- Challenge trends in attendance data and have high expectations for attendance levels.
- Focus particular attention on significant groups and those cohorts where poor attendance is historic.

Wider staff

It is the responsibility of all staff to 'model respectful relationships to build a positive relationship between home and school that can be the foundation of good attendance' (Working Together to Improve School Attendance – August 2024). Staff will ensure this by:

- Taking a deliberate interest in the lives of children across the school.
- Informing relevant staff with any concerns which may lead to or explain poor attendance.
- Celebrate positive attendance across the school.
- Foster positive relationships with home which acts as a model for children and their families.
- To be aware of the school's attendance procedures and to have a general awareness of key individuals who may require support in attending regularly.

Pastoral Lead

The role of the Pastoral Lead is to support vulnerable children and their families. This will often cross over with attendance challenges and will rely on close communication with the Attendance Lead.

- Work closely with families to identify need and root causes which may affect attendance.
- Monitor attendance levels of pupils receiving pastoral support e.g. ELSA.
- Use baseline attendance data to monitor progress across intervention.
- Work closely with outside agencies to ensure that identified children have the highest possible attendance.
- Support the Attendance Lead with home visits, where necessary.

SENDCO

The role of the Special Educational Needs Coordinator (SENDCO) is to support vulnerable children and their families. Like the Pastoral Lead, this will at times relate to children with poor or falling attendance.

- Work closely with families to identify need and root causes which may affect attendance.
- Monitor attendance levels for SEND groups including those with an EHCP.
- Work closely with outside agencies to ensure that identified children have the highest possible attendance.
- Support the Attendance Lead with home visits, where necessary.
- Ensure that attendance is a key point in any SEND meetings around a child.
- Ensure that any barriers within the school which may affect attendance for SEND children are identified, mitigated or removed.

Local Authority

Newchurch Community Primary School will seek support from the designated local authority School Attendance Support Team in order to ensure high expectations for school attendance. This support will include:

- Regular data packages to allow for comparison across other establishments.
- Support in targeted meetings to address poor or persistent absence.
- Guidance on how to deal with issues relating to attendance and punctuality.
- Regular meetings to discuss attendance data across school.
- Supportive documentation, such as letters, which can be used to address attendance issues.

12. Suspension and Exclusion

Where a child's behaviour has resulted in a fixed exclusion, it will be recorded appropriately on the school register, the child will have work sent home and the restrictions on their movements during the school day will be clearly outlined to the parent/carer and child by the Head Teacher/Head of School. A meeting will be held following any fixed exclusion to support the child's return to school. Any exclusions will be recorded by school and will be related to the governing body during appropriate meetings through the Headteacher's report document. They will also be discussed by the Attendance Coordinator and local authority.

In accordance with 'Working Together to Improve School Attendance August 2024 – Point 180', children who are in a public place during the period of a school exclusion may be subject to a fixed penalty notice.

13. Child missing in education

A child missing in education is defined as:

"Any child of compulsory school age (5-16) who is not registered at any formally approved education activity and has been out of any education provision for a substantial period of time"

In Warrington children fall out of the education system and are at risk of going missing because they:

- Fail to start appropriate provision and so never enter the system
- Fail to complete a transition between schools
- Cease to attend, due to exclusion or withdrawal, removal from roll with no named destination.

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school for longer than four weeks (20 days).

Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children of compulsory school age are safe and receiving suitable education

The Local Authority officer responsible for CME is David Sampson, who can be contacted on 01925 442261 or dsampson@warrington.gov.uk The named person responsible for alerting the LA CME Officer is Jayne Narraway (Headteacher).

A child going missing from education is a potential indicator of abuse or neglect. School staff members should follow the procedures for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future. However, if a child is in immediate danger or at risk of harm, a referral should be made immediately to children's social care (and the police if appropriate). Local authority officers responsible for CME should check that a referral has been made and, if not, they should alert children's social care.

Requirement for schools (From September 2016) in line with statutory guidance '*Children Missing Education: Statutory guidance for Local Authorities*' (2016).

All schools (including academies and independent schools) must notify their local authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the regulations¹. This duty does not apply when a pupil's name is removed from the admission register at standard transition points – when the pupil has completed the final year of education normally provided by that school – unless the local authority requests that such returns are to be made.

When removing a pupil's name, the notification to the local authority must include:

- (a) The full name of the pupil,
- (b) The full name and address of any parent with whom the pupil normally resides,
- (c) At least one telephone number of the parent,

- (d) The pupil's future address and destination school, if applicable, and
- (e) The ground in regulation 8 under which the pupil's name is to be removed from the admission register.

Schools must make reasonable enquiries to establish the whereabouts of the child jointly with the local authority, before deleting the pupil's name from the register if the deletion is under regulation 8(1), sub-paragraphs (f)(iii) and (h)(iii)

All schools must also notify the local authority within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil.

This duty does not apply when a pupil's name is entered in the admission register at a standard transition point – at the start of the first year of education normally provided by that school – unless the local authority requests that such returns are to be made. When adding a pupil's name, the notification to the local authority must include all the details contained in the admission register for the new pupil.

14. Emotional Based School Avoidance (EBSA)

At times, it is recognised that some pupils will find coming into school challenging linked to a wide variety of emotions. Newchurch will look to identify the possibility of school avoidance through close monitoring and early identification of need. It is the aim of the staff to ensure that any barriers within the school are removed and that all pupils are able to express their anxieties linked to coming into school. A child centred approach will include the support of the Local Authority, Attendance Lead, Pastoral Lead, SENDCO and class staff to ensure that each child is supported at this difficult time. This consistent culture of practice will ensure that all staff are trained in supporting pupils with emerging attendance needs, with emotionally trained specialists available in more extreme cases.

In order to support pupils, Newchurch will use a graduated response for early identification and action. This will include school-level action and move onto wider support from outside agencies. The universal-Targeted-Specialist approach will be incorporated.

Appendices F – K show the documents used to track, monitor and support pupils who have been identified through EBSA practice

Responsibilities:

Attendance Lead:

- Liaise with LA regarding any children who are missing in education or are identified through EBSA.
- Ensure that staff are trained on support emotionally vulnerable individuals.
- Make timetable adjustments where needed (along with the **Headteacher**) and inform the local authority.
- Ensure that the voice of the child is heard during any decision-making process.

Class staff:

- Identify early intervention needs through recognising emotional triggers.
- Making reasonable adjustments to support pupils transition into school.
- Ensure that the voice of the child is heard during any decision-making process.

Pastoral Lead:

- Ensure that a key adult is in place to support where needed.
- Identify, provide and monitor the use of intervention programmes such as ELSA.
- Use baseline and progress monitoring systems e.g. Strength and Difficulties Questionnaire (SDQ), ELSA tracker.
- Liaise with parents and carers about the needs of the child and any intervention in place.
- Liaise with outside agencies where necessary to support EBSA child.

- Ensure that the school building is a recognisable safe environment for all pupils.
- Ensure that the voice of the child is heard during any decision-making process.

SENDCO and Headteacher:

- Make referrals to outside agencies, such as CAMHS.
- Ensure the KCSIE document is adhered to regarding children who are absent from school.
- Consider and monitor links between autism and EBSA linked to rising emotional needs.

15. Additional Health Needs

The aim of Newchurch Primary School is that all pupils attend school as regularly as possible but recognise that some children may require time away from education due to health needs. This could include time in hospital or recovering from identified bouts of illness caused by ongoing medical needs. Provision is in place to ensure that pupils receive the highest level of education possible and that plans are in place to support remote learning and alternative methods of education, along with reintegration into school following illness.

School understands that it has a continuing role in a pupil's education whilst they are not attending the school and will work with the LA, healthcare partners and families to ensure that all pupils with medical needs receive the right level of support to enable them to maintain links with the school.

"Children with health needs" are children of compulsory school age who are unable to attend school as a result of their medical needs. These medical needs include:

- Physical health issues.
- Physical injuries.
- Mental health problems, including anxiety issues.
- Emotional difficulties or school refusal.
- Progressive conditions.
- Terminal illnesses.
- Chronic illnesses.

Provision for children who are unable to attend mainstream education may require tuition in the following establishments:

- **Hospital school** – a school within a hospital setting where education is provided to give continuity whilst the child is receiving treatment.
- **Home tuition** – Warrington Borough Council has a tuition service that act as a communication channel between schools and pupils on occasions where pupils are too ill to attend school and are receiving specialist medical treatment.
- **Medical PRUs** – these are LA establishments that provide education for children unable to attend their registered school due to their medical needs. ** this can be removed as we don't have this provision in Warrington

Responsibilities:

Local authority:

- Provide such education as soon as it is clear that a pupil will be away from school for 15 days or more, whether consecutively or cumulatively.
- Liaise with the appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the pupil.

- Ensure the education pupils receive is of good quality, allows them to take appropriate qualifications, prevents them from falling behind their peers in school, and allows them to reintegrate successfully back into school as soon as possible.
- Address the needs of individual pupils in arranging provision.
- Have a named officer responsible for the education of pupils with additional health needs and ensure parents know who this is.
- Have a written, publicly accessible policy statement on their arrangements to comply with their legal duty towards children with additional health needs.
- Review the provision offered regularly to ensure that it continues to be appropriate for each pupil and that it provides suitable education.
- Have clear policies on the provision of education for children and young people under and over compulsory school age.
- Maintain good links with the schools in its area and put systems in place to promote co-operation between them when children cannot attend due to ill health.

“School-based support” in relation to supporting pupils with additional health needs may include:

- Day-to-day support offered at school where the pupil is able to attend as normal.
- Support given to pupils who are absent from school because of illness for a period of less than 15 school days, whether consecutive or cumulative.
- Any educational or extra-curricular provision as requested by the LA as part of its arrangements for pupils who cannot attend school full-time, e.g. where the pupil attends school part-time as an arranged part of their full-time education provision.
- As part of their reintegration into normal school attendance following a period of absence or part-time attendance due to health needs.

“LA-arranged education”, for the purpose of this policy, is defined as education provision arranged by the LA where the pupil cannot attend school full time due to medical reasons for a period of 15 school days or more, whether consecutive or cumulative.

Governing body:

- Ensuring there is a schedule of regular updates on the arrangements made for pupils who cannot attend the school due to their medical needs.
- Ensuring the roles and responsibilities of those involved in any school-based arrangements to support the needs of pupils are clear and understood by all.
- Ensuring robust systems are in place for dealing with health emergencies and critical incidents where a pupil with health needs is able to, or partially able to, attend school and/or extra-curricular activities.
- Ensuring a suitable member of staff is assigned responsibility for the education of pupils with additional health needs to be a point of contact for the LA and parents.
- Ensuring staff with responsibility for supporting pupils with additional health needs are appropriately trained.
- Approving and reviewing this policy on an annual basis.

Headteacher:

- Working with the governing board to ensure compliance with the relevant statutory duties when supporting pupils with additional health needs.
- Working collaboratively with the LA, parents and other professionals, as necessary, to develop any school-based arrangements to meet the needs of pupils.

- Ensuring any school-based arrangements put in place to meet pupils' health needs are fully understood by all those involved and acted upon.
- Appointing a named member of staff who is responsible for pupils with additional health needs and liaises with parents, pupils, the LA, key workers and others involved in the pupil's care.
- Ensuring any school-based support put in place focusses on and meets the needs of individual pupils.
- Arranging appropriate training for staff with responsibility for supporting pupils with additional health needs who are attending school, or attend school part-time.
- Providing teachers who support pupils with additional health needs with suitable information relating to a pupil's health condition and the possible effect the condition and/or medication taken has on the pupil.
- Providing annual reports to the governing board on the effectiveness of any school-based arrangements in place to meet the needs of pupils of pupils who cannot attend school due to health needs.
- Notifying the LA when a pupil is likely to be away from the school for a significant period of time due to their health needs.

School attendance officer:

- The management of any pupils registered at the school who are unable to fully attend school because of their health needs.
- Actively monitoring pupil progress and reintegration into school.
- Supplying any LA-arranged education providers with information about pupils' capabilities, progress and outcomes.
- Liaising with the headteacher, LA-arranged education providers, and parents to help determine pupils' programmes of study whilst they are absent from school, where necessary.
- Keeping pupils who are being educated by LA-arranged education providers informed about school events and encouraging communication with their peers.
- Providing a link between pupils and their parents, the school, and LA where necessary.

SENCO:

- Ensure that reasonable adjustments are made to the working environment and learning opportunities for children returning to school.
- Liaise with the Attendance Lead, parents and outside agencies where changes need to be made to support pupils in their learning.
- Monitoring EHCPs to ensure that all identified points are met.
- Conduct meetings with parents and outside agencies, notably EHCP meetings.
- Report on actions to the Senior Leadership Team (SLT).
- Ensuring that staff training is in place to support pupils' needs.

Pastoral Lead:

- Work closely with pupils and families through meetings, communication and monitoring in order to make transition back into school as easy as possible.
- Monitor pupils absent linked to emotional and mental health needs and ensure that adaptations and intervention are in place to support them e.g. ELSA.
- Report on actions to the Senior Leadership Team (SLT).
- Ensure that staff training is in place linked to the emotional and mental health needs of the children.

Wider staff:

- Understanding confidentiality in respect of pupils' health needs.

- Designing school-based activities, including lessons, in a way that allows pupils with additional health needs to participate fully and ensuring pupils are not excluded from activities that they wish to take part in without a clear evidence-based reason.
- Understanding their role in any school-based support for pupils with additional health needs and ensuring they attend the required training.
- Ensuring they are aware of the needs of their pupils through the appropriate and lawful sharing of individual pupils' health needs.
- Keeping parents informed of how their child's health needs are affecting them whilst in school-based education.

Parents:

- Ensure, where school-based provision is in place, the regular and punctual attendance of their child at the school where possible.
- Work in partnership with the school, LA and any LA-arranged provision to ensure the best possible outcomes for their child.
Notify the school, or the relevant education provider, of the reason for any of their child's absences without delay.
- Provide the school with sufficient and up-to-date information about their child's medical needs.
- Attend meetings to discuss how any school-based support, including reintegration, for their child should be planned.

Managing absence:

Parents will be required to contact the school on the first day their child is unable to attend due to illness.

Absences due to illness will be authorised unless the school has genuine cause for concern about the authenticity of the illness.

The school will provide support to pupils who are absent from school because of illness for a period of less than 15 school days, whether consecutive or cumulative, by liaising with the pupil's parents to arrange schoolwork, as soon as the pupil is able to cope with it, or part-time education at school. The school will give due consideration to which aspects of the curriculum are prioritised in consultation with the pupil, their parents and relevant members of staff.

For periods of absence that are expected to last for 15 or more school days, either in one absence or over the course of a school year, the named member of staff with responsibility for pupils with additional health needs will notify the LA, who will take responsibility for the pupil and their education.

Where absences are anticipated or known in advance, the school will liaise with the LA to enable education provision to be provided from the start of the pupil's absence.

For planned hospital admissions, the appointed named member of staff will liaise with the LA and the hospital education provider as early as possible to discuss the likely admission date and expected length. Plans will be made, where possible, for the educational programme to be followed while the pupil is in hospital.

The LA will set up a personal education plan (PEP) for the pupil which will allow the school, the LA and the provider of the pupil's education to work together.

The school will monitor pupil attendance and mark registers to ensure it is clear whether a pupil is, or should be, receiving education other than at school.

The school will only remove a pupil who is unable to attend school because of additional health needs from the school roll where:

- The pupil has been certified by the school's medical officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age; and
- Neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age.

A pupil unable to attend school because of their health needs will not be removed from the school register without parental consent and certification from the school's medical officer, even if the LA has become responsible for the pupil's education.

Staff will be alert to the fact that missing education can put pupils at risk of harm and may be an indicator of a safeguarding issue. Concerns will be handled in line with the Child Protection and Safeguarding Policy and Children Missing from Education Policy. Staff will also be particularly alert to the potential need for early help for pupils with additional health needs.

The school will provide to the LA, at agreed intervals, the full name and address of any pupils who are not attending school regularly, including if this is due to any additional health needs.

Support for pupils:

Where a pupil has a complex or long-term health issue, Newchurch Primary will discuss the pupil's needs and how these may be best met with the LA, relevant medical professionals, parents and, where appropriate, the pupil.

Pupils with continuing health needs will have an IHP which is subject to regular review and assessment. Where a pupil's needs amount to ongoing SEND, an EHC plan may be more appropriate to meet their long-term needs. Where a pupil has an EHC plan and an IHP, both plans will be reviewed alongside each other.

Medical evidence will be used where available to best understand a pupil's needs and identify the most suitable provision. Where specific medical evidence is not readily available, the school will consider liaising with other medical practitioners and other sources of evidence to ensure appropriate provision can be arranged as soon as possible.

The LA expects the school to support pupils with additional health needs to attend full-time education wherever possible, or for the school to make reasonable adjustments to pupils' programmes of study where medical evidence supports the need for those adjustments.

The school will make reasonable adjustments under pupils' IHPs, in accordance with the Supporting Pupils with Medical Conditions Policy.

Pupils admitted to hospital will receive education as determined appropriate by the medical professionals and hospital tuition team at the hospital concerned.

During a period of absence, the school will work with the provider of the pupil's education to establish and maintain regular communication and effective outcomes.

The use of digital resources will be considered to support learning and complement face-to-face education, where appropriate. Digital resources will only be used in accordance with the pupil's needs.

Whilst a pupil is away from school, the school will work with the LA to ensure the pupil can successfully remain in touch with the school using the following methods:

- Digital learning platforms
- School newsletters
- Social media platforms
- Emails

- Invitations to school events
- Cards or letters from peers and staff

Where appropriate, the school will provide the pupil's education provider with relevant information, curriculum materials and resources. The school will strive to achieve effective collaboration between relevant services to ensure continuity of provision and consistency of curriculum.

Provision for pupils will support their individual needs to overcome barriers to attainment and achievement, giving equal consideration to their pastoral needs to allow them to prosper in the education system. Consideration will be given to the pupil's personal, social and emotional needs to allow them to feel fully included in the school community, maintain contacts with classmates and have access to the same opportunities.

To help ensure a pupil with additional health needs is able to attend Newchurch Primary following an extended period of absence, the following adaptations will be considered:

- A personalised or part-time timetable, drafted in consultation with the named staff member
- Access to additional support in school
- Online access to the curriculum from home
- Movement of lessons to more accessible rooms
- Places to rest at school
- Special exam arrangements to manage anxiety or fatigue

The school will ensure that pupils are involved in decision-making as much as possible, in accordance with the pupil's age and maturity, to help ensure that the right provision is offered and encourage their commitment and engagement.

Alongside the LA, the provision offered to a pupil will be regularly reviewed by the school to ensure it continues to be appropriate for the pupil's needs and that suitable education is being provided. The review process will seek input from:

- The pupil.
- Parents.
- Relevant agencies and medical practitioners, where possible.
- The LA SEND team, where the pupil has an EHC plan.

Reintegration:

When a pupil is considered well enough to return, the school will develop a tailored reintegration plan in collaboration with the LA. During a lengthy absence, a reintegration plan will be developed near to the likely date of return to avoid putting unsuitable pressure on an ill pupil in the early stages of their absence. The school will work with the LA when reintegration into school is anticipated to plan for consistent provision during and after the period of education outside school. As far as possible, the pupil will be able to access the curriculum and materials that they would have used in school.

If appropriate, the school nurse will be involved in the development of the pupil's reintegration plan and informed of the timeline of the plan by the appointed named member of staff, to ensure they can prepare to offer any appropriate support to the pupil. The school will consider whether any reasonable adjustments need to be made to provide suitable access to the school and the curriculum for the pupil.

For longer absences, the reintegration plan will be developed near to the pupil's likely date of return, to avoid putting unnecessary pressure on an ill pupil or their parents in the early stages of their absence.

The school is aware that some pupils will need gradual reintegration over a long period of time and will always consult with the pupil, their parents and key staff about concerns, medical issues, timing and the preferred pace of return.

The reintegration plan will include:

- The date for planned reintegration, once known.
- Details of regular meetings to discuss reintegration.
- Details of the named member of staff who has responsibility for the pupil.
- Clearly stated responsibilities and the rights of all those involved.
- Details of social contacts, including the involvement of peers and mentors during the transition period.
- A programme of small goals leading up to reintegration.
- Follow-up procedures.

The school will ensure a welcoming environment is developed and encourage pupils and staff to be positive and proactive during the reintegration period.

Following reintegration, the school will support the LA in seeking feedback from the pupil regarding the effectiveness of the process.

Information sharing:

It is essential that all information about pupils with additional health needs is kept up-to-date.

To protect confidentiality, all information-sharing techniques will be agreed with the pupil and their parent in advance of being used.

All teachers, TAs, supply and support staff will be provided with access to relevant information, including high-risk health needs, first aiders and emergency procedures.

Parents will be made aware of their own rights and responsibilities regarding confidentiality and information sharing. To help achieve this, the school will:

- Ensure this policy and other relevant policies are easily available and accessible.
- Provide the pupil and their parents with a copy of the policy on information sharing.
- Consider how friendship groups and peers may be able to assist pupils with additional health needs.

When a pupil is discharged from hospital or is returning from other education provision, the school will ensure the appropriate information is received to allow for a smooth return to the school. The headteacher and attendance lead will liaise with the hospital or other tuition service as appropriate.

Record keeping:

In accordance with the Supporting Pupils with Medical Conditions Policy, written records will be kept of all medicines administered to pupils.

Proper record keeping will protect both staff and pupils and provide evidence that agreed procedures have been followed.

All records will be maintained in line with the Records Management Policy.

Training:

Healthcare professionals will be involved in identifying and agreeing with the school the type and level of training required. Training will be sufficient to ensure staff are confident in their ability to support pupils with additional health needs.

Staff will be trained in a timely manner to assist with a pupil's return to school.

Once a pupil's return date has been confirmed, staff will be provided with relevant training before the pupil's anticipated return.

Parents of pupils with additional health needs may provide specific advice but will not be the sole trainer of staff.

Examinations and assessments:

Staff will follow procedures to identify and apply for access arrangements or reasonable adjustments before an exam to ensure pupils with additional health needs are not put at a disadvantage, where applicable. The headteacher and attendance lead will liaise with the alternative provision provider over planning and examination course requirements where appropriate. Relevant assessment information will be provided to the alternative provision provider if required.

Awarding bodies may make special arrangements for pupils with permanent or long-term disabilities and learning difficulties, or temporary disabilities and illnesses. Applications for such arrangements will be submitted by Newchurch Primary, or LA if more appropriate, as early as possible.

16. Control of infection

In some instances, a child may be expected to remain absent from school if they are deemed to be at risk of infection or infecting others. This will be taken from HSE guidance document Guidance on infection control in schools and other childcare settings.

17. Useful information

- School attendance Guidance for maintained schools, academies, independent schools and local authorities 2022
- Working Together to Improve School Attendance August 2024
- The Education Act 1996 - sections 434(1)(3)(4)&(6) and 458(4)&(5)
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- www.legislation.gov.uk
- The Education (Pupil Registration) (England) Regulations 2006
- The Education (Pupil Registration) (England) (Amendment) Regulations 2010
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011
- The Education (Pupil Registration) (England) (Amendment) Regulations 2013
- The Education (Pupil Registration) (England) (Amendment) Regulations 2016
- The Education Act 2002
- The Education (School Day and School Year) (England) Regulations 1999
- The Changing of School Session Times (England) (Revocation) Regulations 2011
- The Education and Inspections Act 2006
- Parental responsibility measures for school attendance and behaviour
- Children missing education

Appendix A – Persistent absence letter

Newchurch Community Primary School
Glebeland
Culcheth
Warrington
WA3 4DX
Telephone: 01925 763427
Fax: 01925 766045
www.newchurchprimary.co.uk
Email: newchurch_primary@sch.warrington.gov.uk



Headteacher: Mrs J Narraway

Date

Dear Parent/Carer,

I am writing to inform you of changes in **[Child's Name]'s** school attendance.

Unfortunately, we have identified concerns in their attendance and, as a result, **[Child's Name]** is now deemed as being **persistently absent**. This is a clear cause for concern and will have a detrimental effect on their learning. Persistent absence requires oversight from the Local Authority and may result in further action if attendance does not improve.

Attendance plays a vital role in a child's learning, wellbeing and confidence and we would be eager to see **[Child's Name]'s** levels improve in the coming weeks. We would like to offer our support in improving **[Child's Name]'s** attendance and would like to arrange a meeting to discuss any concerns.

Please be assured that we will continue to encourage and support **[Child's Name]** to maintain positive attendance moving forward.

Yours sincerely,

John Duckett

Attendance Lead/Deputy Head Teacher

Appendix B – At risk of persistent absence letter

Newchurch Community Primary School
Glebeland
Culcheth
Warrington
WA3 4DX



Telephone: 01925 763427
Fax: 01925 766045
www.newchurchprimary.co.uk
Email: newchurch_primary@sch.warrington.gov.uk

Headteacher: Mrs J Narraway

Date

Dear Parent/Carer,

I am writing to inform you of changes in **[Child's Name]'s** school attendance.

Over recent weeks, we have seen a noticeable downturn in their attendance and, as a result, **[Child's Name]** is now at risk of persistent absence. This is a cause for concern and will have a detrimental effect on their learning. Further absence may require oversight from the Local Authority and can result in further action if attendance becomes persistent.

We know that attendance plays a vital role in a child's learning, wellbeing and confidence and we would be eager to see **[Child's Name]'s** levels improve in the coming weeks. We would like to offer our support in improving **[Child's Name]'s** attendance and would be more than happy to arrange a meeting to discuss any concerns.

Please be assured that we will continue to encourage and support **[Child's Name]** to maintain positive attendance moving forward. If you require any further support or have any questions, do not hesitate to contact the school.

Yours sincerely,

John Duckett

Attendance Lead/Deputy Head Teacher

Appendix C – No longer at risk of persistent absence letter

Newchurch Community Primary School
Glebeland
Culcheth
Warrington
WA3 4DX



Telephone: 01925 763427
Fax: 01925 766045
www.newchurchprimary.co.uk
Email: newchurch_primary@sch.warrington.gov.uk

Headteacher: Mrs J Narraway

Date

Dear Parent/Carer,

I am writing to share some very positive news regarding **[Child's Name]**'s school attendance.

Over recent weeks, we have seen a clear improvement in **[his/her/their]** attendance, and as a result **[Child's Name]** is no longer considered to be at risk of persistent absence. This is a real achievement and reflects a positive commitment to being in school regularly.

We know that improved attendance plays a vital role in a child's learning, wellbeing and confidence, and this progress will support **[Child's Name]** in making the most of their time at school. We would like to recognise the effort that has gone into this improvement — both from **[Child's Name]** and from you as a family — and say thank you for your continued support.

Please be assured that we will continue to encourage and support **[Child's Name]** to maintain this positive attendance moving forward. If you require any further support or have any questions, do not hesitate to contact the school.

Once again, very well done to **[Child's Name]** — this is something to be proud of.

Yours sincerely,

John Duckett

Attendance Lead/Deputy Head Teacher

Appendix D – No longer severely persistent absence letter

Newchurch Community Primary School
Glebeland
Culcheth
Warrington
WA3 4DX



Telephone: 01925 763427
Fax: 01925 766045
www.newchurchprimary.co.uk
Email: newchurch_primary@sch.warrington.gov.uk

Headteacher: Mrs J Narraway

Date

Dear Parent/Carer,

I am writing to acknowledge and celebrate the positive improvements we have seen in **[Child's Name]'s** attendance recently.

While **[Child's Name]** is still currently classed as persistently absent, I am pleased to inform you that **[he/she/they]** is no longer considered to be *severely* persistently absent. This represents a significant step forward and shows that the steps being taken are having a real impact.

We understand that improving attendance can sometimes be challenging, and this progress demonstrates determination and commitment from **[Child's Name]** and your family. Every additional day spent in school makes a meaningful difference to learning, social development and emotional wellbeing.

We would like to sincerely thank you for working with us and encourage you to continue with the positive changes that have helped bring about this improvement. Our staff remain committed to supporting **[Child's Name]** to further improve attendance and fully access their education.

Please do get in touch if you feel additional support would be helpful at this stage. We look forward to continuing to work together.

Yours sincerely,

John Duckett

Attendance Lead/Deputy Head Teacher

Appendix E – Medical evidence letter

Newchurch Community Primary School
Glebeland
Culcheth
Warrington
WA3 4DX



Telephone: 01925 763427

Fax: 01925 766045

www.newchurchprimary.co.uk

Email: newchurch_primary@sch.warrington.gov.uk

Headteacher: Mrs J Narraway

Date:

Dear Parent/Carer,

I am writing regarding **[Child's Name]**'s school attendance.

Under Section 7 of the Education Act 1996, you are legally responsible for ensuring regular attendance and punctuality of your child at school.

Due to the significant number of absences your child currently has linked to recorded illness, you are requested to provide medical evidence to support the reasons for them not attending school, if you decide in future that your child is too ill to attend school.

This evidence may take the form of either a letter from your GP or an appointment card, date stamped and signed by staff at your GP's surgery as proof that your child has attended for treatment. It may also include a copy of a prescription or medication that has the child's name and date on it.

This decision has not been taken lightly and it has been made following advice given from the Local Authority Attendance Service. It is also made to ensure that any ongoing medical needs that your child may be experiencing are addressed as a safeguarding action.

If your child is now absent from school and medical evidence has not been provided their absence will be classed as unauthorised; an accumulation of unauthorised attendance could lead to legal action being taken against you.

We would appreciate your support in this matter and hope **[Child's Name]**'s attendance improves to help them achieve their potential. If you are having difficulty getting your child into school, I would welcome the opportunity to support you.

Yours Sincerely

John Duckett

Attendance Lead/Deputy Head Teacher

Appendix F – EBSA Graduated Response



Graduated Response for Attendance

Purpose	Definition	Guiding Principles
To ensure early identification, structured support, and successful reintegration for pupils experiencing school refusal/EBSA, in line with: • Ofsted EIF: behaviour & attitudes, personal development, safeguarding • Working Together to Improve School Attendance (DfE) • SEND Code of Practice (Assess–Plan–Do–Review cycle) • Trauma-informed and inclusive practice	School refusal (EBSA) refers to difficulty attending school due to emotional distress, including anxiety, rather than deliberate truancy.	• Early identification and intervention • Child-centred, strengths-based approach • Consistent whole-school attendance culture • Close partnership with families • Graduated response (universal → targeted → specialist) • Multi-agency collaboration where appropriate

Universal (Quality First Practice) <i>For all pupils – prevention and early identification</i>	Targeted (SEN Support / Early Help) <i>For pupils with persistent or increasing school avoidance</i>	Specialist <i>For severe EBSA or prolonged absence</i>
Indicators Emerging anxiety about school Occasional absence or lateness Somatic complaints (e.g., headaches, stomach aches) Actions School-wide Strong attendance ethos (clear expectations, rewards, consistent systems) Safe, inclusive environment (aligned with Ofsted personal development) Staff training in EBSA, trauma-informed practice Classroom level Predictable routines Visual timetables Differentiated learning and reduced stress triggers Emotion coaching approaches Pastoral Early conversations with pupil and parents	Indicators Attendance below ~90% or rapid decline Clear anxiety linked to school attendance Repeated absence patterns (e.g. Mondays) Actions Assess–Plan–Do–Review cycle ASSESS Identify triggers (e.g. social anxiety, transitions, academic pressure) Gather pupil voice Parent meeting Attendance data analysis PLAN Create individual EBSA Support Plan, including: Gradual reintegration timetable (flexible start) Safe space or exit card Identified staff mentor Adjustments to curriculum where needed	Indicators Attendance below ~75% or prolonged absence Distress preventing school entry Limited response to targeted interventions Actions Multi-agency approach SENCO involvement and possible EHCP assessment Educational Psychology consultation CAMHS / mental health services Local authority attendance team Enhanced Plan Individualised reintegration programme Alternative provision (short-term support where necessary) Risk assessment and safeguarding consideration Legal/Statutory route (last resort)

Identify "trusted adult" in school Light-touch pastoral monitoring Monitoring Weekly attendance monitoring Tutor/pastoral check-ins	DO Implement support consistently Short, achievable steps (e.g. attend for 1 lesson → increase) REVIEW Review every 2–4 weeks with pupil & family Interventions Pastoral support/ELSA/mental health support Small group work (anxiety management, social skills) Safe start/end of day adjustments Reduced timetable (<i>short-term only</i>) Parental Engagement Collaborative approach (non-blaming) Clear communication plan Parenting support or Early Help referral if needed	Formal attendance procedures if no engagement Always alongside supportive interventions
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Appendix G – EBSA Weekly Attendance Tracking Sheet



EBSA Weekly Attendance Tracking Sheet

Pupil name:			Cohort:		Key Staff:		Start date:		
Week commencing	Attendance %	Date Attended	Late Marks	Emotional (1-5) Scale guidance: 1 = highly distressed → 5 = coping well	Triggers	Support Used	Successes	Concerns	Action Next Week

Attendance Pattern Summary

Area	Notes
Best days/times	
Most difficult days/times	
Subjects/learning/staff avoided	
Social triggers	
Emotional triggers	

Appendix H – EBSA Communication Log



Communication Log

Date	Parent Contact	Summary	Agreed Actions

Appendix I – EBSA Emotional Safety Plan



Emotional Safety Plan

Early Warning Signs	What helps in the moment	Exit strategy
	Picture	
Safe location	Staff Response	

Appendix J – EBSA Individual Support Plan



EBSA Individual Support Plan (reviewed every 2-3 weeks)

Pupil name:	Cohort:	Key Staff:	Strengths/Interests:	
SEND: Yes/No	Pupil Premium: Yes/No	In Year: Yes/No	Known to social care/Previously known to social care	
Identified Needs/Triggers				
Emotional Factors	Social Factors	Academic Factors	Environment Factors	
Pupil Voice				
What helps me most in school?				
Pastoral Lead Day-to-day monitoring and relationship building Lead EBSA plans	SENCO Oversee graduated response Ensure SEND processes are followed Coordinate external agencies	Senior Leader Ensure attendance is a priority (Ofsted: behaviour & attitudes) Monitor data and impact Allocate resources	Attendance Lead Analyse patterns and trigger early intervention Liaise with families	Class Teacher/Key Adult Provide inclusive, predictable environments Apply agreed strategies consistently
Key Contacts	Agreed routines at home		Communication Method/Frequency	
SMART Outcomes				
Outcomes	Success Criteria		Timescale	
Reintegration Plan Pupil-led planning Gradual exposure (e.g. site visit → partial day → full time) Focus on <i>success, not speed</i> Maintain dignity and avoid punitive responses				
Stage 1: arrive, soft landing and safe space		Stage 2: Reduce timetable		Stage 3: increased lesson
Stage	Provision	Time in School		Review Date
Assess, Plan, Do and Review Log				
Date	Progress	Attendance %	Plan Adjustments	Next Steps

Appendix I – EBSA Intervention Log



EBSA Intervention Log

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