Primary Attendance Policy

2026-27

Policy dated: September 2026

Review and renewal date: September 2027

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SVMAT Primary School

Primary Attendance Policy 2026-27

"Improving attendance is a shared responsibility between school, families and local partners. The school will work in partnership with parents/carers and the Local Authority to remove barriers to attendance and ensure every child receives the education to which they are entitled." – DfE, Working together to improve school attendance (July 2026)

"The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have." – DfE, Working together to improve school attendance (July 2026)

1. Aims

We are committed to a support-first approach to attendance. We build respectful relationships, listen to children and families, identify barriers early and put proportionate support in place. Formal action is considered only when support has not secured improvement or has not been engaged with, and always on a case-by-case basis. Our whole-school culture values good attendance, including:

- *Promoting good attendance*
- *Reducing absence, including persistent (90% and below) and severe absence (50% and below)*
- *Ensuring every child has access to the full-time education to which they are entitled.*
- *Acting early to address patterns of absence*
- *Building strong relationships with families to ensure children 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 DfE's statutory guidance Working together to improve school attendance (July 2026) and has regard to School attendance parental responsibility measures. It is informed by the following legislation and statutory guidance:

- *Part 6 of The Education Act 1996*
- *Part 3 of The Education Act 2002*
- *Part 7 of The Education and Inspections Act 2006*
- *The Equality Act 2010*

- The Children and Families Act 2014
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) Regulations 2007, as amended by the Education (Penalty Notices) (England) (Amendment) Regulations 2024

It also has regard to:

- School census guidance
- Keeping Children Safe in Education 2026
- Mental health issues affecting a pupil's attendance: guidance for schools

3. Roles and responsibilities

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

Support-first sequence: expect → monitor → listen and understand → facilitate support → formalise support → enforce only where necessary.

3.1 The Governing Board

The governing board will ensure the school fulfils its statutory duties and the expectations in Working together to improve school attendance, including early identification of attendance concerns, timely intervention and partnership working with the Local Authority.

The governing board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties.
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance.
- Holding the headteacher to account for the implementation of this policy

An attendance report will be presented on a termly basis to the governing board by the headteacher.

3.2 The Headteacher and Senior Attendance Champion

The headteacher and Senior Attendance Champion will ensure that attendance support follows the graduated approach in Working together to improve school attendance: expect, monitor, listen and understand, facilitate support, formalise support and enforce only where necessary.

The headteacher and Senior Attendance Champion are 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 children
- Monitoring the impact of any implemented attendance strategies

The school has an attendance team which includes the Assistant Headteacher and the Attendance Administrator. This team meets on a half-termly basis to monitor attendance.

3.3 The Attendance Team

The attendance support team will ensure that interventions follow the support-first model in Working together to improve school attendance, prioritising early help, collaborative planning and formalised support before enforcement is considered.

The attendance support team is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement
- Monitoring and analysing attendance data (see section 8)
- Benchmarking attendance data to identify areas of focus for improvement.
- Evaluating and monitoring expectations and processes
- Devising specific strategies to address areas of poor attendance identified through data.
- Building relationships with parents/carers to discuss and tackle attendance issues.
- Creating intervention reintegration plans in partnership with children and their parents/carers
- Delivering targeted intervention and support to children and families
- Working with the Education Casework Officers from Warwickshire Attendance Service (WAS) to tackle persistent and severe absence

The Attendance team can be contacted via the school office on 01926 929022, through MCAS or by emailing mytongardens@stowevalley.com.

The team will work in partnership with the Local Authority Attendance Service, sharing data and escalating cases in line with statutory thresholds.

3.4 Class teachers

Teachers will contribute to early identification of attendance barriers and participate in agreed support plans where appropriate.

Class teachers are responsible for:

- Recording pupil attendance each day
- Using the correct attendance codes as agreed by the designated senior leader/attendance champion.

- Ensure that registers are completed accurately and submitted to the school office in line with school procedures.
- Promote good attendance through their daily interactions, relationships, and routines.
- Play a key role in reinforcing the importance of regular school attendance and identifying early concerns.

3.5 School administration staff

School admin staff will:

- Take calls from parents/carers about absences on a day-to-day basis and record them on the school system.
- Transfer calls from parents/carers to a member of the attendance support team in order to provide them with more detailed support on attendance.
- Make same-day contact where absence is unexplained or insufficient information has been provided, following the safeguarding process in section 4.

3.6 Parents/carers

Parents/carers are expected to:

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

3.7 Children

Children are expected to:

- Attend school every day on time.

4. Safeguarding

Knowing where children are during school hours is a vital part of safeguarding. Absence may be an indicator of abuse, neglect, exploitation or other welfare concerns. Keeping children safe in education 2026

requires schools to respond to children who are absent from education, particularly on repeat occasions or for prolonged periods, and to act promptly where there is a safeguarding concern.

We monitor attendance carefully, follow up unexplained or irregular absence without delay and combine professional curiosity with a supportive, proportionate response.

We will follow up with parents/carers whenever a pupil is unexpectedly absent. Parents/carers must provide at least two current emergency contacts and update the school promptly when details change.

The school authorises absence in accordance with statutory attendance codes. Decisions are based on the facts of each case; a parent/carer explanation is considered carefully but does not, by itself, determine whether an absence is authorised.

Where attendance is a concern, the school will listen to the pupil and family, seek to understand barriers, agree support and review its impact. Challenge and formal action will be proportionate and used within the support-first framework.

4.1 Children absent from education and children missing education

The terms are related but distinct:

- A child absent from education is a registered pupil who is absent on repeat occasions or for a prolonged period. Staff must report concerns promptly to the attendance team and DSL so that the school can establish the reason, assess risk, listen to the child and family, and coordinate support or safeguarding action.
- A child missing education (CME) is a child of compulsory school age who is not registered at a school and is not receiving suitable education otherwise. A pupil does not become CME simply because they are repeatedly absent while remaining on roll.
- Where a pupil fails to take up a place, their destination is unknown, or removal from roll is being considered, the school will make reasonable and proportionate enquiries with the Local Authority. No pupil will be removed from roll until the lawful ground is confirmed and required joint enquiries and statutory notifications have been completed.
- When a pupil leaves, the school will record the destination school and expected start date where known, transfer records securely and notify the Local Authority as required.
- Any overseas travel or other circumstance that raises a safeguarding concern will be referred immediately to the DSL and managed in line with the child protection and safeguarding policy.

4.2 Vulnerable pupils

The school routinely monitors the attendance of vulnerable pupils and works with families and relevant professionals to identify barriers, assess risk and coordinate support. This is in addition to the universal daily attendance and safeguarding processes.

- Watch list – pupils with identified vulnerabilities may be included on the school's internal vulnerability list. Their attendance is monitored daily and concerns are shared promptly with the appropriate safeguarding or pastoral lead.
- Daily contact – where appropriate, the attendance team will contact parents/carers and relevant professionals, including social workers, when a vulnerable pupil is absent or at risk of persistent or severe absence.
- Dual registration – the school retains responsibility for checking that a dual-registered pupil is attending the agreed provision and progressing with their education.

4.3 Pupils with SEND and physical or mental health needs

Attendance expectations remain ambitious for all pupils, but the school recognises that some pupils with SEND, disabilities or physical or mental health needs face additional barriers. We will take an individual, support-first approach and will:

- Work with the pupil and parents/carers to understand the interaction between the pupil's needs and attendance, avoiding assumptions and considering the pupil's voice.
- Make and regularly review reasonable adjustments in line with the Equality Act 2010, including adjustments to attendance routines, communication, the learning environment or support plans where appropriate.
- Involve the SENDCo, DSL, pastoral staff, health professionals and the Local Authority as relevant, with consent where required, so that support is coordinated.
- Ensure that provision in an education, health and care plan remains accessible, and seek an early review with the Local Authority if needs or provision have changed.
- Consider a time-limited, carefully planned phased return or temporary part-time timetable only where this is in the pupil's best interests, with clear objectives, review dates and a plan to return to full-time education.
- Avoid blanket requirements for medical evidence. Evidence will be requested only where there is genuine and reasonable doubt, or where information is needed to understand needs and plan support for prolonged, repeated or complex absence.

- Monitor attendance and the impact of support for pupils with SEND or health needs as a group and individually, while recognising that legal duties and reasonable adjustments may affect what is appropriate in each case.

5. Recording attendance

5.1 Attendance register

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

We will take our attendance register at the start of the first session of each school day and at the start of the second session (immediately after lunch). It will mark whether every child is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances.

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made.
- The name of the person who made the amendment.

See appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity if a child is attending an approved educational activity.
- The nature of circumstances where a child is unable to attend due to exceptional circumstances.

In the morning if the child has not arrived in school and we have not been informed of a reason, the following action will be taken:

- A same-day telephone call will be made to establish where the pupil is and the reason for absence.

If no appropriate response is received:

- The attendance team and DSL will assess the pupil's vulnerability and decide whether a home visit, contact with other emergency contacts or liaison with another professional is required.

The school will repeat contact on each day that an absence remains unexplained and will escalate its response in line with the assessed safeguarding risk.

A home visit may take place sooner where risk is elevated; the school will not wait for a fixed number of days where there is a welfare or safeguarding concern.

For a pupil subject to a child protection plan, or otherwise assessed as being at high risk, the DSL will follow the individual safeguarding plan and contact the allocated social worker or Children's Social Care on the first day of unexplained absence.

The school will continue to take reasonable and proportionate steps to see the pupil and establish a reasonable explanation for the absence, working with relevant agencies in the pupil's best interests.

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

5.2 Absence and punctuality

Parents are required to contact the school as soon as possible to inform us if a child is to be absent or late on EACH day that the child is eligible to attend.

This can be done via;

1 Telephone: 01926 929022
2 Email: MytonGardens@stowevalley.com
3 MCAS App

Pupils are late if they are not present for registration by 8.55am.

The attendance team and class teachers will monitor lateness and punctuality. The following supportive process applies:

- Staff will ask parents/carers for the reason for lateness on arrival where possible.
- The number of minutes late and the reason for lateness will be recorded on Bromcom.

- The Attendance Lead will monitor punctuality patterns and identify pupils with repeated late arrivals.
- Where lateness is persistent, parents/carers will be contacted to discuss concerns.
- A meeting may be arranged to explore barriers to punctuality and agree strategies and support to improve attendance and punctuality.

If punctuality does not improve, further action may be considered in line with this policy. Where a parent/carer reports an absence each day, the following explained-absence process applies:

Day 1 – the parent/carer contacts the school, explains the absence and gives an expected return date where possible.

Each subsequent day – the parent/carer provides an update unless a different arrangement has been agreed with the attendance team.

Early check-in – where absence continues or there is a pattern of absence, the school may contact the family to understand barriers, discuss support and help plan the pupil's return.

Support planning – reasonable adjustments, pastoral support, liaison with health professionals or a reintegration plan may be agreed according to the pupil's circumstances.

Prolonged absence – a member of the attendance team will maintain contact and may arrange a meeting or home visit to discuss welfare, remove barriers and support a successful return.

Safeguarding – the timing of welfare checks or home visits will be determined by risk and individual circumstances, not by an automatic day-count trigger.

An absence does not become unauthorised solely because it reaches a sixth consecutive day. The school will decide the appropriate attendance code from the available information and the individual circumstances. Genuine ongoing illness, including a hospital admission, may continue to be authorised. Where information is insufficient or there is genuine and reasonable doubt, the school will discuss this with the family, request proportionate evidence if needed, consider support and notify parents/carers before recording the absence as unauthorised. During prolonged absence, the school will maintain appropriate contact with the pupil and family and plan for a supported return.

5.3 Unplanned absence, including illness

The pupil's parent/carer must notify the school of the reason for an unplanned absence on the first day, as soon as practicable, by telephoning the school office, emailing mytongardens@stowevalley.com or using MCAS (see section 5.2).

Absence due to physical or mental illness will normally be authorised where the school is satisfied that the pupil is not well enough to attend.

The school will not routinely require evidence for illness. It may request proportionate evidence where there is genuine and reasonable doubt about the reason given, or where information is needed to understand and support prolonged, repeated or complex absence. Acceptable evidence may include appointment information, prescriptions, care plans, correspondence with a health professional or other information appropriate to the circumstances; a doctor's letter is not automatically required.

If, after discussion and consideration of the available information, the school is not satisfied that the absence should be authorised, parents/carers will be told the reason before the absence is recorded as unauthorised.

5.4 Planned absence and appointments

Attending a medical or dental appointment will be counted as authorised as long as the child's parent/carer notifies the school in advance of the appointment by emailing the school admin team or by calling in.

The school may request appointment information where this is needed to apply the correct code or where there is genuine and reasonable doubt. Evidence will be considered flexibly and absence will not be made unauthorised automatically because a particular document is unavailable.

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

We advise that if a child's sibling(s) is taken out of school unnecessarily due to medical/dental appointments, which are not for them, their absence will be marked as unauthorised.

The pupil's parent/carer must apply for other types of term-time absence as far in advance as possible. See section 6 for the circumstances in which leave of absence may be authorised.

5.5 Following up unexplained absence

Where a pupil we expect to attend does not arrive, or stops attending, without an explanation, the school will:

- Contact the child's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- 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.
- Contact the parent/carer on each day that the absence remains unexplained and take proportionate safeguarding action. This may include a home visit or liaison with Family Connect and other professionals. Police contact is not a routine attendance response and will be considered only where there is an immediate welfare or safety concern, a suspected crime, an emergency, or the pupil cannot be located and the DSL's risk assessment indicates police assistance is necessary. In an emergency the school will call 999; otherwise it will follow local safeguarding and police procedures.

5.6 Reporting to parents/carers

The school will regularly inform parents/carers about their child's attendance and absence levels via termly written reports. On a termly basis, the school will communicate with all parents where their child/children's attendance falls into one of the following categories:

The child's attendance is 90-91%. The attendance support team will send a letter to parents notifying them that their child's attendance is 'at risk' of falling below 90% and being classed as persistent absence.

The child's attendance is below 90% and classed as 'persistent absence'. If the reason for this persistent absence is unknown to the school or there is a sporadic pattern of absence, the attendance support team will send parents a letter and invite them to attend a Connection Meeting. An attendance support plan will be considered to overcome any barriers.

The child's attendance is below 50% and classed as 'severely absent'. The attendance team will make direct contact with parents, and a plan of support will be put in place.

See Appendix 2 & 3 for further information about the school's Attendance Roadmap and an example letter.

6. Leave of absence requests

6.1 Approval for term-time absence

Parents/carers do not have any entitlement to take their children on holiday during term time. The headteacher will only grant a leave of absence to a child during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted entirely at the headteacher's discretion, including the length of time the child is authorised to be absent for.

The fundamental principles for defining 'exceptional circumstances' are that they are 'rare, significant and unavoidable'. The school considers each application for term-time absence individually, considering the specific facts, circumstances and relevant context behind the request.

'Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.' – DfE Working Together to Improve School Attendance

6.2 Leave of absence

The law states a leave of absence may only be granted by a school if an application is made in advance and if it considers there are exceptional circumstances relating to the application.

6.3 Expectations and decision-making

A leave of absence is granted entirely at the school's discretion. Permission for a Leave of Absence from a school may only be given by a person who the school's proprietor has authorised to do so (an authorised person).

Schools must judge each application individually considering the specific facts and circumstances and relevant background context behind each request.

Generally, a need or desire for a holiday or other absence for the purpose of leisure and recreation would not constitute an exceptional circumstance.

Where a leave of absence is granted, the school will determine the number of days a pupil can be absent from school.

When making an application for Leave of Absence, the resident parents are advised to give a minimum of 14 school days to allow the headteacher the opportunity to consider the application and to notify the parents of their decision. The school may also request further information on the application and supporting documentation where appropriate.

It is advised that if the resident parent has not received notification or a response regarding the leave of absence application, it is their responsibility to ascertain if the leave is authorised prior to the start of the leave.

The school can only consider applications for Leave of Absence which are made by the resident parent. i.e. the parent with whom the child normally resides.

Where applications for Leave of Absences are made in advance and refused, the child is expected to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an "unauthorised" absence.

Where a leave of absence is requested but additional days are taken before or after the requested period, those days may be considered as part of the leave of absence.

Leave of Absences which are not made in advance cannot be authorised in line with legislation. This will result in the absence being recorded as 'unauthorised'.

Where unauthorised absence meets the national threshold, the school will consider the individual circumstances, support already offered, engagement and the Local Authority code of conduct before deciding whether a penalty notice referral or another course of action is appropriate. A penalty notice is not automatic.

If a penalty notice is issued and is not paid within the period stated on the notice, Warwickshire County Council may consider prosecution under section 444 of the Education Act 1996.

6.4 Penalty notices and the national framework

The national threshold is 10 sessions of unauthorised absence within a rolling period of 10 school weeks. The sessions may be consecutive or non-consecutive, may arise from any combination of unauthorised absence and may span different terms or school years.

Reaching the threshold prompts consideration; it does not require an automatic penalty notice. The school and Local Authority will consider the case individually and whether support is appropriate. Where support would be suitable, a Notice to Improve will normally be used before a penalty notice unless the circumstances make this inappropriate.

First penalty notice for the same parent and same child within a three-year rolling period: £160 if paid within 28 days, reduced to £80 if paid within 21 days.

Second penalty notice for the same parent and same child within that three-year period: £160, payable within 28 days, with no reduced rate.

A maximum of two penalty notices may be issued to the same parent for the same child within a three-year rolling period. If the national threshold is met for a third time, another penalty notice will not be issued and the Local Authority will consider alternative action, which may include prosecution.

Penalty notices are issued per parent, per child. Where two parents are liable for two children, this may result in four separate notices.

Any request should be submitted as soon as it is anticipated and, where possible, at least two weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

6.5 Other authorised absence

Valid reasons for authorised absence may include:

- Illness, including mental health-related illness, and medical or dental appointments (see sections 5.3 and 5.4).
- Religious observance – code R is used for a day that is exclusively set apart for religious observance by the religious body to which the pupil's parent/carer belongs. The school will discuss requests respectfully with families and seek advice from the relevant religious body only where clarification is needed. If the religious body sets apart one day and the family requests additional time, the extra absence will be considered individually as a leave-of-absence request under the exceptional-circumstances test; it will not be treated as automatically unauthorised. The school will consider appropriate support for learning missed during authorised observance.
- Traveller children travelling for occupational purposes – this applies where a family is known to be travelling for occupational purposes and has agreed arrangements with the school. The statutory code will be applied only where its conditions are met; otherwise the appropriate attendance code will be used.

7. Strategies for promoting attendance

The school regularly promotes the benefits of good attendance in school newsletters and through other communication to parents/carers. The school may organise incentives throughout the year, ensuring that all pupils who show good attendance/engagement have an opportunity to receive rewards.

8. Attendance monitoring

The school monitors attendance on an ongoing basis. Any concerns regarding attendance are raised immediately with members of the attendance support team. The attendance support team meets on a half-termly basis to analyse attendance and absence data to identify children, families or cohorts that require support with their attendance. The school tailors the attendance support that it offers dependent on the context and needs of particular families or children.

8.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual child level.
- Identify whether or not there are particular groups of children whose absences may be a cause for concern.

Child-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.

It is the responsibility of school Governors to challenge and support the school regarding overall attendance, regular reports will be presented to this body. The governors will therefore examine closely the information provided for them and seek to ensure that our attendance figures are as high as can be.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify children or cohorts that need additional support with their attendance and use this analysis to provide targeted support to these children and their families.
- Look at historic and emerging patterns of attendance and absence and then develop strategies to address these patterns.

8.3 Using data to improve attendance

The school will:

- Provide regular attendance reports to class teachers and other school leaders, to facilitate discussions with children 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.

8.4 Reducing persistent and severe absence

Persistent absence is where a child misses 10% or more of school, and severe absence is where a child misses 50% or more of school.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence.
- Hold regular Connection Meetings with the parents/carers of children 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.

9. Monitoring arrangements

This policy will be reviewed annually, and sooner if legislation or statutory guidance changes, by the headteacher and attendance team. At each review, it will be approved by the full governing board. The next scheduled review is September 2027.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy
- Supporting pupils at school with medical conditions policy
- SEND policy and SEND information report
- Equality information and objectives

Appendix 1: Attendance Codes

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

Attending the school	
/ \	Present at the school / = morning session \ = afternoon session
L	Late arrival before the register is closed
K	Attending education provision arranged by the local authority
V	Attending an educational visit or trip
P	Participating in a sporting activity
W	Attending work experience
B	Attending any other approved educational activity
D	Dual registered at another school
Absent – Leave of absence	
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
M	Leave of absence for the purpose of attending a medical or dental appointment
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
S	Leave of absence for the purpose of studying for a public examination
X	Non-compulsory school age pupil not required to attend school
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable
C	Leave of absence for exceptional circumstance
Absent – other authorised reasons	
T	Parent travelling for occupational purposes
R	Religious observance
I	Illness (not medical or dental appointment)
E	Suspended or permanently excluded and no alternative provision made
Absent – unable to attend school because of unavoidable causes	
Q	Unable to attend the school because of a lack of access arrangements
Y1	Unable to attend due to transport normally provided not being available
Y2	Unable to attend due to widespread disruption to travel
Y3	Unable to attend due to part of the school premises being closed
Y4	Unable to attend due to the whole school site being unexpectedly closed
Y5	Unable to attend as pupil is in criminal justice detention
Y6	Unable to attend in accordance with public health guidance or law
Y7	Unable to attend because of any other unavoidable cause
Absent – unauthorised absence	
G	Holiday not granted by the school

N	Reason for absence not yet established
O	Absent in other or unknown circumstances
U	Arrived in school after registration closed
Administrative Codes	
Z	Prospective pupil not on admission register
#	Planned whole school closure

Appendix 2: Attendance Roadmap

ATTENDANCE ROADMAP

In line with the DFE statutory guidance we offer a supportive attendance process based on relational, needs-led, stepped approach. Our schools will offer a welcoming ethos with high expectations for all.

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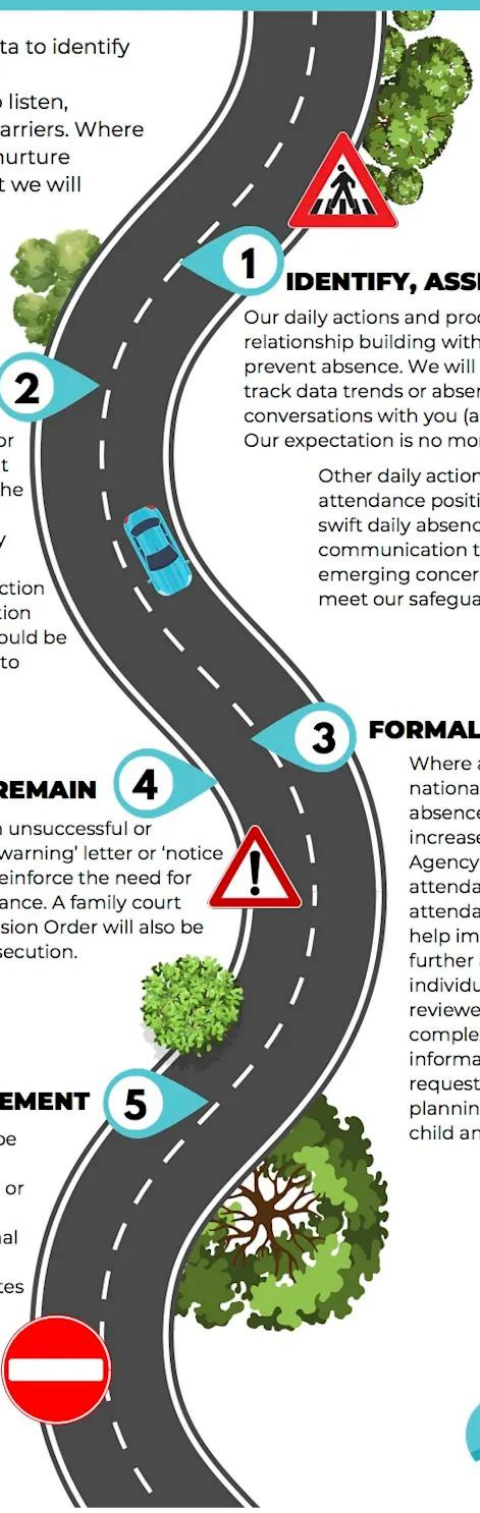
Expectations for all. We will assess data to identify absence trends and use preventation discussions/meetings with families to listen, understand and support to remove barriers. Where needed we will formalise support to nurture improvement and only as a last resort we will consider intensifying support &/or enforce legal action.



1 IDENTIFY, ASSESS AND PREVENT

Our daily actions and processes aim to promote relationship building with children and families to prevent absence. We will monitor daily absences and track data trends or absence patters to inform our conversations with you (and your child where age allows). Our expectation is no more than 3 days missed

Other daily actions involve promoting attendance positively using praise and incentives, swift daily absence follow up, emails and letter communication to raise your awareness of emerging concerns and doing home visits to meet our safeguarding duties as required.

2 EARLY ABSENCE SUPPORT

We move to this step if the child's absence is near to the trust expectation for absence (6 sessions/three days) to prevent further absence occurring and reaching the national threshold. Discussions and meetings will be offered to identify if early support or reasonable adjustments are needed. This will be done by using connection discussions (student/parent) and connection meetings. An early support assessment could be initiated as a further form of intervention to support attendance improving.

3 FORMALISED SUPPORT

Where absence continues and the national threshold is met (10 sessions of absence) initial support needs to be increased school may offer: Multi Agency support plan, School attendance support plan or a formal attendance contract (AC). These are to help improve attendance and prevent further absences. Achievable and individual targets will be set and reviewed regularly. For long term and complex absences, medical information or evidence may be requested to support the school in planning the accurate support for the child and family at this time.

4 WARNINGS-CONCERNS REMAIN

Where step 2 or 3 support has been unsuccessful or attendance has declined, a 'formal warning' letter or 'notice to improve' letter will be issued to reinforce the need for immediate improvement in attendance. A family court order such as an Education Supervision Order will also be considered as an alternative to prosecution.

5 LEGAL ACTIONS-NO IMPROVEMENT

Legal Action (Fixed Penalty Notice) MAY be requested by the Local Authority if unauthorised term time absence is taken or your child's overall absence continues to occur and reachers or exceeds the National threshold for absence, despite STEPS 1-4 being attempted. Statutory guidance states a referral to Children's social Care for Children with severe absence (Less than 50%) should be considered to obtain 'intense support'.

Stowe Valley
MULTI ACADEMY TRUST

Appendix 3: Example Invite Letter to Connection Meeting

CONNECTION MEETING

Attendance is everyone's responsibility | Every day counts | Every child belongs

Stowe Valley MULTI ACADEMY TRUST

Date

Dear Parent/Carer,

Thank you for supporting your child's attendance. Regular attendance is vital to learning, development and wellbeing.

We review attendance regularly and work with families as soon as concerns arise.

Since our letter dated [insert date], your child's absence has increased and has reached Step Two of our Attendance Roadmap. We would like to meet with you to understand any barriers and agree suitable support.

In line with Working together to improve school attendance, we invite you to a:

Connection Meeting on Click or tap to enter a date.

This meeting will help us discuss your child's attendance and agree any support needed.

Please confirm by emailing mytongardens@stowevalley.com and state whether you prefer a face-to-face or virtual meeting. If you cannot attend, please contact us to arrange another time.

Thank you for your support and understanding.

Yours faithfully,

Come in to Connect