



JAMEAH ACADEMY

ATTENDANCE AND PUNCTUALITY POLICY

2026 – 2027

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1. Aims

Jameah Academy aims to meet its obligations with regards to school attendance by:

- promoting good attendance and reducing absence, including persistent absence
- ensuring every pupil has access to full-time education to which they are entitled
- acting early to address patterns of absence.
- Making reasonable adjustments for pupils with disabilities to support their attendance
- Working in partnership with families and external agencies to overcome barriers to attendance
- Ensuring that our attendance policies and practices do not discriminate against pupils with protected characteristics

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

Good attendance is strongly linked to better outcomes for children in school; good attendance enables pupils to keep up with their work and take advantage of learning opportunities for both academic subjects and personal development.

We recognise that some pupils may face particular barriers to attendance due to special educational needs, disabilities, medical conditions, or other circumstances. We are committed to working with these pupils and their families to identify and address barriers, make reasonable adjustments where appropriate, and support them to achieve the best possible attendance.

2. Legislation and guidance

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

- The Education Act 1996
- The Education Act 2002
- The Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- Equality Act 2010 (including duties regarding reasonable adjustments for pupils with disabilities)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Children Missing Education August 2024
- School Attendance (Pupil Registration) (England) Regulations 2024
- Working Together to Improve School Attendance August 2024
- Keeping Children Safe in Education (KCSIE) 2025
- SEND Code of Practice: 0 to 25 years 2015
- Children and Families Act 2014

This policy also refers to the DfE's document 'Working Together to Improve School Attendance (August 2024)' which outlines statutory guidance and legal duties upon schools to ensure high level of attendance within schools. The guidance is statutory from the 19th of August 2024 and this policy has been updated to reflect this guidance.

This policy also takes account of:

Paragraph 56 of 'Working Together to Improve School Attendance' regarding supporting pupils with SEND

Paragraph 58 regarding reasonable adjustments under section 20 of the Equality Act 2010

Paragraph 87 regarding working with multi-agency partners

3. School procedures

3.1 Admissions Register

3.1.1 Register Format

Jameah Academy will keep an electronic copy of the admissions and attendance registers. A back-up copy will be made monthly in electronic form on the school's backup server.

3.1.2 Contents of the Admission register

Jameah Academy will ensure that the name of each pupil at the school is entered in the school's admission register on the pupil's starting day, before or at the beginning of the first school session on that day. The Admission Register will contain the following information about each registered pupil:

- (a) full name;
- (b) name that the pupil uses at school;
- (c) sex;
- (d) address;
- (e) the full name and address of each of the pupil's parents;
- (f) which of the pupil's parents, if any, the pupil normally lives with and at least one telephone number that each such parent can be contacted with in an emergency;
- (g) day, month and year of the pupil's birth;
- (h) day, month and year of the pupil's starting day at the school;
- (i) name and address of the last school the pupil attended, if any.

If a parent of a registered pupil has told Jameah Academy that the pupil will in the future normally live with a parent at a specified address (in addition to or instead of any address where the pupil currently normally lives) the proprietor must ensure that the admission register contains:

- (a) the address;
- (b) the full name of each parent the pupil will normally live with;
- (c) the date when the pupil will start normally living there.

If Jameah Academy is aware that a registered pupil is or will be attending another school (in addition to or instead of the school) in the following circumstances:

- (a) a person with control of the pupil's attendance at the other school has told the proprietor that the pupil is or will be attending that school; or
- (b) the proprietor is a person with control of the pupil's attendance at the other school and is requiring or will require the pupil to attend that school.

Then, Jameah Academy will ensure that the admission register contains:

- (c) the name of the other school;
- (d) the date when the pupil started or will start attending that school.

If any of the details of a registered pupil mentioned changes Jameah Academy will ensure that the Register is amended accordingly as soon as reasonably possible.

3.1.3 Expected First Day of Attendance

Each school enters pupils on the Admissions Register and Attendance Register from the beginning of the first day on which the pupil attends the school. For most pupils the expected first day of attendance is the first day of the school year.

If a pupil fails to attend on the agreed or notified date, the school will seek to establish the reason for the absence and mark the attendance register accordingly.

Jameah Academy will notify the local authority within five days of adding a pupil's name to the Admissions Register and will provide the local authority with all the information held within the Admissions Register about the pupil.

3.1.4 Pupils Moving to a New Address and/or School

Where the parent of a pupil notifies the school that the pupil will live at another address, Jameah Academy will record the following in the Admissions Register:

- (a) the full name of the parent with whom the pupil will live
- (b) the new address, and
- (c) the date from when it is expected the pupil will live at this address.

Where a parent notifies the school that the pupil is registered at another school or will be attending a different school, the school will record the following in the Admissions Register:

- (a) the name of the other school, and
- (b) the date of when the pupil first attended, or is due to start attending, that school.

3.1.5 Amendments to the Admissions Register and Attendance Register

Every amendment made to the Admissions Register and the Attendance Register must include: the original entry; the amended entry; the reason for the amendment; the date on which the amendment was made; and the name and position of the person who made the amendment. This amendment will be made as soon as reasonably possible.

3.1.6 Grounds for Deletion from Admission Register

Jameah Academy will make reasonable efforts with the Local Authority (LA) to find out the pupil's location and circumstances before deleting them from the register, if the pupil has been absent for ten school days after a leave of absence or continuously absent for twenty school days.

A pupil's name will be removed from the register if they are over compulsory school age.

Detailed reasons for deleting the name of a pupil of compulsory school age are available in The DfE's 'Working Together to Improve Attendance (August 2024)'.

3.1.7 Preservation of the Admission Register and Attendance Register

Every entry in the Admissions Register and Attendance Register must be preserved for a period of six years after the date on which the entry was made. Additionally, every back-up copy of the register will be kept for six years after the end of the school year to which it relates.

3.2 Attendance Register

By law, all schools (except those where all pupils are boarders) are required to keep an Attendance Register, and all pupils must be placed on this register.

The Attendance Register will be taken at the start of the first session of each school day and once during the second session using the correct codes (see appendix 1).

Where Code 'N' is recorded for a pupil, the school will take reasonable steps to establish the circumstances and amend the register within five days in accordance with the following guidelines:

If it is established that the pupil attended the school after the taking of the register ended but before the end of the session and the circumstances of their absence during the taking of the register are established as any of those listed in Table 2 or any row of Table 3 (appendix 1) other than the final two rows, the code N is to be replaced with the appropriate code; otherwise, the code N is to be replaced with the code U.

In any other case if the circumstances of the pupil's absence have been established, the code N is to be replaced with the appropriate code as specified in Table 2 or Table 3 (see appendix 1). However, if the circumstances have not been established, the code N is to be replaced with the code O.

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 and position of the person who made the amendment.

See appendix 1 for the DfE attendance codes.

Every entry in the attendance register will be preserved for 6 years after the date on which the entry was made.

3.2.1 Registers being open and closed

Jameah Boys Academy

The school doors will open at 7:45am on each school day. Pupils are expected to be in class by 7:55am.

The register for the first session will be taken promptly at 7:55am and will be kept open until 8:25am.

The register for the second session will be taken at 1:00pm and will be kept open until 1:30pm (*this may change based on the timetabling for the academic year and may differ for different year groups*).

Jameah Girls Academy

Pupils must arrive in school by 7:55am on each school day.

The register for the first session will be taken at 8:00am and will be kept open until 8:30am. The register for the second session will be taken at 12.10pm for KS1 pupils and by 1.15pm for the remaining year groups (*this may change based on the timetabling for the academic year and may differ for different year groups*). The register will be kept open for half an hour.

The Attendance Officer will mark in any pupil that arrives after the Attendance Register is closed.

3.3 Unplanned absence

Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 8.30am or as soon as practically possible (see also section 6).

Parents must notify the school by ringing the school office on the relevant number:

Jameah Boys Academy:

0116 292 77 46

Jameah Girls Academy:

0116 262 77 45

Absence due to illness will be authorised unless the school has a genuine concern about the authenticity of the illness.

If the authenticity of the illness is in doubt, the school may ask parents to provide medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

For pupils with known medical conditions or disabilities that affect their attendance, we will:

- Accept parental explanation of absence without requiring medical evidence for every occasion
- Request medical evidence only where we have genuine concerns about the pattern or frequency of absence
- Work with medical professionals to understand the pupil's needs and appropriate attendance expectations
- Consider medical advice when setting attendance targets and expectations

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

3.4 Medical or dental appointments

Missing registration for a medical or dental appointment is counted as an authorised absence; advance notice is required for authorising these absences.

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

We recognise that some pupils with medical conditions or disabilities may need to attend regular appointments during school hours. For these pupils, we will:

- Work with families to minimise disruption to education
- Consider whether adjustments to the school day or timetable would help the pupil manage appointments and maintain good attendance
- Liaise with medical professionals where appropriate to understand the necessity and frequency of appointments
- Not penalise pupils for absence related to their medical condition or disability

Parents may notify the school of a planned absence for a medical or dental appointment by writing a note in their child's planner, via Class Dojo, or by ringing the school office, or by presenting an appointment card or text message to the school office.

Applications for other types of absence in term time must also be made in advance. Information relating to whether the school can authorise such absences can be found in section 4.

3.5 Lateness and punctuality

A pupil who arrives late but before the register has closed will be marked as late, using the appropriate code (L).

A pupil who arrives after the register has closed will be marked as absent, using the appropriate code (U).

Jameah Academy has a Punctuality and Late Collection Policy, which can be found following this Attendance Policy

3.6 Following up absence

Jameah Academy will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use. We ensure that a telephone call is made to the home each morning that a child is absent where a reason for the absence has not already been given by a parent.

3.7 Reporting to parents

Jameah Academy reports to parents on their child's attendance twice a year, in written mid-year and end of year reports.

4. Authorised and unauthorised absence

4.1 Granting approval for term-time absence

Headteachers may not grant any leave of absence to pupils during term time unless they consider there to be 'exceptional circumstances'. The Headteacher is unable to authorise holidays during term time as detailed in 'Working Together to improve Attendance (August 2024).

Any leave of absence must be requested to the Headteacher in writing by using an 'Absence Request Form'. This can be found in in Appendix 2.

Jameah Academy will ask parents to provide an explanation of the reason for making a request for absence, the address of the destination to which they are travelling, and details of a person whom the school may contact (or who may contact the school) in case the family's travel plans change. The school may ask for travel documents in order to make safeguarding checks to ascertain the veracity of stated travel destinations.

The school evaluates each application for term-time absence on an individual basis, considering the specific facts, circumstances, and context of the request. Factors such as behaviour, effort, academic progress, ability, examination and test periods, and proximity to scheduled holidays are taken into consideration. Additionally, your child's attendance record and absence requests from previous years will also be reviewed.

A leave of absence is granted entirely at the Headteacher's discretion.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments – as explained in sections 3.2 and 3.3
- Absence related to a pupil's disability or medical condition (where supported by medical evidence or professional advice)
- Job or educational interviews or for admission to another educational institution
- Public examinations
- For the purpose of employment involving taking part in a regulated performance or regulated employment abroad
- 'Exceptional circumstances' such as bereavement and serious, sudden illness of a family member
- Fardh Hajj – where the family would like to take children on *Fardh* (obligatory) Hajj. Jameah Academy will authorise up to ten school days (twenty sessions) of absence for *Fardh* (obligatory) Hajj
- Absence related to a pupil's disability or medical condition (where supported by medical evidence or professional advice)

All absences should be requested in advance by a parent who the pupil normally lives with, which includes a parent or the pupil if they are over compulsory school age.

The following are not considered as 'Exceptional Circumstances'

- Availability of cheap holidays/trips
- Availability of desired accommodation
- Poor weather during school holidays
- Overlap with another family member's holiday dates
- Family celebrations such as birthdays or weddings (unless there are exceptional mitigating factors)
- Employment commitments of parents/carers

Unauthorised absence include:

- Parents/carers keeping children off school unnecessarily

- Absences that have not been properly explained
- Pupils who arrive after the register has closed without a valid reason
- Shopping trips, birthdays, or day trips
- Term-time holidays that have not been authorised by the Headteacher

In cases where absence has been authorised due to exceptional circumstances, this is usually only given for a maximum of ten days (20 sessions). If there are any sessions where the child has still not returned to school beyond the days which were authorised, and which extend beyond ten days of continuous absence, the school will notify the local authority of this period of absence.

The Attendance Officer at each school keeps a register of all pupils who have requested a leave of absence during their time at the school. Previous attendance of a pupil and any previous requests of absence are considered when the Headteacher decides whether an absence can be authorised.

4.2 Year 11 Study Leave

Pupils in Year 11 are given timetables and clear guidance as to when they are expected to be in school and when they are expected to be on Study Leave, during their GCSE exam period. Pupils in Year 11 who do not attend when they are expected to, will have their attendance recorded as unauthorised; similarly, the school will only admit Year 11 pupils when they are expected to be onsite, as it is only for these times that supervision arrangements will have been made for them.

4.3 Personalised Learning Plans

In exceptional circumstances, where a pupil has additional needs, the school may make a Personalised Learning Plan for them. The terms of expected attendance to school, including days and times during which they are expected to be onsite, will be made clear in that plan.

Personalised Learning Plans may be appropriate for pupils who:

- Have SEND or disabilities that affect their ability to attend full-time
- Are returning to school after a period of absence and need a phased reintegration
- Have medical or mental health needs that require adjustments to their timetable
- Are receiving support from external agencies

Personalised Learning Plans will:

- Be developed in consultation with the pupil, parents/carers, SENCO, and relevant external professionals
- Set out specific, individualised attendance expectations
- Identify barriers to attendance and strategies to overcome them
- Include reasonable adjustments to be made
- Have clear review dates (typically every 4-6 weeks)
- Include a plan for building towards full-time attendance where appropriate
- Be time-limited and regularly reviewed

See Section 8 for more details on supporting pupils with SEND and Section 9 for information on reasonable adjustments.

4.4 Unauthorised term-time holidays - breach of contract

Taking a pupil out of school for a holiday without the school's prior written authorisation constitutes a material breach of the parent contract.

This is a serious matter that may result in:

- Formal warnings
- Parental meetings
- Formal attendance contracts with clear expectation and review dates
- Termination of the contract and removal of the pupil from the school roll

Jameah Academy places great emphasis on the Tarbiyah, academic progress and achievement of our pupils. Where a child incurs an unauthorised absence from the school, they will be required to attend ten after-school Compulsory Learning Recovery Sessions immediately over ten days from the first day of return. The cost of these sessions will be **£200.00** to be paid in the office on the morning of the first day of return. The Head Teacher has the discretion to reduce the sessions to five consecutive days taking into consideration a number of factors. Should a child's after-school Compulsory Learning Recovery Sessions be reduced by the Head Teacher, this will be communicated by the end of the first five days and a refund of **£100.00** will be issued thereafter.

It is a condition of remaining at the school that you and your child comply with the school rules. In addition, you must ensure that your child attends school punctually. Multiple breaches of the school's terms and conditions may be seen by the school as 'breach of contract' and may lead to termination of the contract and removal of the pupil from the school roll.

4.5 Special considerations for pupils with disabilities:

When considering contractual termination for any reason (including unauthorised holidays or persistent absence), the Headteacher will give particular consideration to whether:

- **The pupil has a disability as defined by the Equality Act 2010**
- **The absence is related to or arises from the pupil's disability**
- **Reasonable adjustments have been made or could be made to support attendance**
- **Terminating the contract would constitute disability discrimination**
- **There are safeguarding concerns related to the pupil's disability or SEND**

The school will not terminate a contract where absence is disability-related unless all reasonable adjustments have been exhausted and the decision is proportionate and reasonable.

Before making a final decision, the Headteacher will:

- Review all previous communications and warnings
- Consider the following factors:
- The length and timing of each unauthorised absence
- The pupil's overall attendance record

- Any mitigating circumstances presented by the family
- The pupil's academic progress and engagement with school
- The impact on the pupil's education
- Any equality considerations (e.g., protected characteristics under the Equality Act 2010)
- Any safeguarding considerations
- Whether the decision is reasonable and proportionate
- Invite parents/carers to a final meeting to:
- Explain that the school is considering terminating the contract
- Allow parents to make representations
- Provide any additional information or mitigating circumstances
- Consult with the Designated Safeguarding Lead regarding any safeguarding implications
- Seek external advice where appropriate
- Consult with the SENCO if the pupil has SEND or a disability
- Review any Personalised Learning Plans, Individual Healthcare Plans, or Education, Health and Care Plans (EHCPs)
- Consider advice from external specialists (e.g., educational psychologists, medical professionals)

If the decision is made to require withdrawal:

Written notice of termination will be issued in accordance with the school's Terms and Conditions, giving 30 school days' notice

The letter will clearly explain:

- The reasons for the decision
- The effective date of termination
- That fees remain payable in full during the notice period
- The right to appeal through the school's complaints procedure
- The timeframe for submitting an appeal

Support during notice period:

- The school will work with the family and Local Authority to identify appropriate alternative educational provision where possible
- The pupil will continue to be supported pastorally and academically during the notice period
- The pupil will be welcomed and included in all school activities during the notice period

Fees: All fees remain payable in full during the notice period as per the Terms and Conditions

5. Strategies for promoting attendance

Jameah Academy uses a combination of rewards, sanctions, ongoing monitoring, and parental engagement and dialogue to encourage good attendance.

The Attendance Officer / Parent Liaison Officer explain our attendance policy to parents verbally prior to any absence requests being given to parents. This policy is made available on our school website or to our parents, on request, by contacting the school office.

We also ensure that parents of pupils with SEND or disabilities understand:

- How we will support their child to achieve good attendance
- The reasonable adjustments available
- How to access support from our SENCO and external agencies
- That we will work in partnership with them to address barriers to attendance

Pupils are rewarded for good attendance in order to promote and celebrate good attendance. Pupils receive a certificate to celebrate 100% attendance for each term. Certificates are also given at the End of Year Awards Ceremony for pupils who have achieved 100% attendance during the whole school year.

For pupils with SEND or disabilities who may not be able to achieve 100% attendance due to their condition, we will:

- Celebrate improvement in attendance
- Recognise effort and engagement despite barriers
- Set individualised attendance targets and celebrate when these are met
- Ensure that our rewards system does not disadvantage pupils with disabilities

6. Attendance monitoring and thresholds for Persistent Absentees.

The Attendance Officer monitors pupil absence daily and parents are expected to call the school by 8.30am in the morning if their child is going to be absent due to ill health (see section 3.2) and on each subsequent day the child is ill.

Where a parent fails to contact the school by 8.30am, the school will make contact with the parent to regarding the child's absence.

The school's minimum expected attendance level is 95%.

As outlined in the Working Together to Improve Attendance (August 2024) guidelines, the Persistent Absence threshold is 10%. If a pupil's individual overall absence rate is greater than or equal to 10%, the pupil will be classified as a 'Persistent Absentee'. Attendance data is updated daily and is used to track attendance of individual pupils and also year groups.

Special considerations for pupils with SEND or disabilities:

For pupils with SEND or disabilities where attendance is affected by their condition, we will:

- Set individualised attendance targets in consultation with parents, the pupil, our SENCO, and relevant specialists
- Consider reasonable adjustments to our attendance expectations

- Not apply standard sanctions where absence is disability-related
- Focus on removing barriers to attendance rather than punitive measures
- Work with external agencies to provide appropriate support
- Record the reasons for absence accurately, distinguishing between disability-related absence and other absence
- These pupils will still be monitored closely, but our response will be tailored to their individual circumstances and needs. We will work proactively with families and external agencies to support attendance rather than applying a purely sanctions-based approach.

Where a child's attendance falls close to the school's minimum expected attendance of 95%, the school will send a letter home to parents to inform them of the drop in the attendance rate.

For pupils with known SEND or disabilities, this letter will:

- Acknowledge any disability-related absence
- Invite parents to discuss any barriers to attendance
- Offer to review reasonable adjustments
- Signpost to support from the SENCO or external agencies

Where attendance of an individual pupil drops below 95% in the year, the school will notify parents and arrange a meeting with the Attendance Officer to discuss strategies to improve attendance.

For pupils with SEND or disabilities, this meeting will also involve:

- The SENCO
- Discussion of whether the absence is related to the pupil's SEND or disability
- Review of any reasonable adjustments currently in place
- Consideration of whether additional adjustments or support are needed
- Development or review of a Personalised Learning Plan if appropriate
- Referral to or liaison with external agencies if needed

If after contacting parents a pupil's attendance continues to drop to 90% or below, we will consider monitoring attendance from a safeguarding perspective, if we feel that parents/carers are not doing enough to ensure their child's regular attendance at school.

However, we recognise that for some pupils with SEND or disabilities, attendance below 90% may be unavoidable despite all reasonable efforts by the family and the school. In these cases:

- We will not automatically treat this as a safeguarding concern
- We will work with medical professionals and external agencies to understand the pupil's needs
- We will focus on supporting the pupil to attend as much as they are able
- We will consider alternative provision or adjustments to the school day
- We will ensure the pupil continues to receive an appropriate education

Threshold for attendance	Approximate No of Days	Consequence	Person responsible
97% – 95%	5 – 8	Letter sent home to parents/carers notifying them of the drop in the attendance rate. For pupils with SEND/disabilities, letter will also offer support and review of adjustments.	Attendance Officer / SENCO (for SEND pupils)
94% – 91%	10 – 15	Meeting with parent/carer and Attendance Officer. For pupils with SEND/disabilities, SENCO will also attend and meeting will focus on identifying barriers and support needs.	Attendance Officer / SENCO (for SEND pupils)

90% and below	17 and below	Monitoring of attendance from a safeguarding perspective, if deemed necessary. For pupils with SEND/disabilities, focus will be on multi-agency support and reasonable adjustments rather than sanctions.	Attendance Officer / HT / DSL / SENCO (for SEND pupils)
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There may be cases where a child is unable to attend regularly due to genuine and ongoing health concerns, which are being supported and managed with the help of health services. In such cases, we would endeavour to support families with integrating children into school life as well as they can manage and support children with any additional needs they may present with.

We will work with:

- The School Nursing Service
- Hospital education services
- Child and Adolescent Mental Health Services (CAMHS)
- Community Paediatricians
- Occupational Therapy
- Other relevant health professionals
- to ensure that the pupil receives appropriate support and that our attendance expectations are realistic and achievable given their medical needs.

Pupil-level absence data is collected each term. We compare our attendance data to the national average and share this with governors.

We also monitor:

- Attendance of pupils with SEND separately to identify any patterns or concerns
- The effectiveness of reasonable adjustments and support for pupils with disabilities
- Engagement with external agencies
- Outcomes for pupils with SEND compared to their peers

7. Roles and responsibilities

7.1 The governing body

The governing body is responsible for monitoring attendance figures for the whole school on at least a termly basis. It also holds the headteacher to account for the implementation of this policy. The headteacher reports attendance figures to the governing body as part of the regular reporting cycle.

The governing body will also:

- Monitor attendance of pupils with SEND and disabilities
- Ensure the school is meeting its duties under the Equality Act 2010
- Ensure reasonable adjustments are being made where appropriate
- Review the effectiveness of multi-agency working
- Challenge and support leaders on attendance strategies for vulnerable groups

7.2 The Head Teacher

The Head Teacher is responsible for ensuring this policy is implemented consistently across the school, and for

monitoring school-level absence data and reporting it to governors.

The Head Teacher will also:

- Ensure that reasonable adjustments are made for pupils with disabilities
- Ensure that the school's attendance policies and practices do not discriminate against pupils with protected characteristics
- Oversee multi-agency working to support pupils with complex needs
- Make final decisions on Personalised Learning Plans and part-time timetables
- Ensure staff are trained on SEND, disability discrimination, and reasonable adjustments

The Head Teacher also supports other staff in monitoring the attendance of individual pupils and issues notices to parents to indicate their child has been removed from the school roll, where necessary.

7.3 The Attendance Officer

The Attendance Officer:

- Rigorously monitors attendance data at the school and individual pupil level
- Rings parents daily if needed, if parents have not given the school a reason for their child's absence.
- Reports concerns about attendance to the Head Teacher which include any emerging patterns or where a child has persistent or severe absence as outlined in the Working Together to Improve School Attendance (August 2024)
- Liaise with the Local Authority and Education Welfare Officers to tackle persistent absence
- Intervene as early as possible and arranges calls and meetings with parents to discuss attendance issues and put in place an action to support families and pupils
- Advises the head teacher when to issue notices to parents where children will be taken off roll.
- Liaises with the SENCO regarding pupils with SEND or disabilities who have attendance concerns
- Ensures that disability-related absence is recorded accurately
- Coordinates multi-agency meetings where appropriate
- Maintains records of reasonable adjustments made for individual pupils
- Works with external agencies to support pupils with complex needs

7.4 The Special Educational Needs Coordinator (SENCO)

The SENCO will:

- Work with class teachers and the Attendance Officer to identify pupils with SEND who are experiencing attendance difficulties
- Assess whether absence is related to the pupil's SEND
- Identify appropriate reasonable adjustments and support strategies
- Liaise with external specialists (e.g., educational psychologists, occupational therapists, medical professionals)
- Ensure that Education, Health and Care Plans (EHCPs) include appropriate attendance support where needed

- Develop and monitor Personalised Learning Plans for pupils with SEND
- Attend meetings with parents where SEND is a factor in attendance
- Coordinate support from external agencies
- Monitor the effectiveness of interventions and adjustments
- Provide training and support to staff on supporting pupils with SEND to attend
- Report to the Head Teacher and governors on attendance of pupils with SEND

7.5 Form tutors and class teachers

Form tutors (AM register) and class teachers (PM register) are responsible for recording attendance daily.

The Attendance Officer checks the register once they have been completed.

Class teachers and form tutors will also:

- Be alert to pupils who may be struggling to attend due to SEND or other needs
- Report concerns to the Attendance Officer and SENCO
- Implement reasonable adjustments as agreed in Personalised Learning Plans
- Welcome pupils back after absence and help them catch up
- Provide work for pupils who are absent due to medical needs where appropriate

7.6 Office staff

Office staff are expected to take calls from parents about absence and ask the Attendance Officer to record it on the school system.

Office staff will also:

- Be aware of pupils with known medical conditions or disabilities that affect attendance
- Pass on relevant information to the Attendance Officer and SENCO
- Treat all families with sensitivity and respect

7.7 School Attendance Champion (SAC)

The school recognises the importance of good attendance and that improving attendance is a leadership issue. As such, the school has appointed a member of the Senior Leadership Team as a School Attendance Champion who will liaise with pupils, parents and external agencies as well as staff members and the attendance officer, where needed.

The School Attendance Champion will:

- set a clear vision for improving and maintaining good attendance and will establish and maintain effective systems to tackling absence as a collective effort.
- regularly monitor and evaluate progress, including the efficacy of the school's strategies and processes.
- have a strong grasp of absence data
- work in partnership with families to find supportive routes to improve attendance which may include 'attendance contracts'
- ensure that reasonable adjustments are made for pupils with disabilities

- coordinate with the SENCO to support pupils with SEND
- liaise with external agencies to provide coordinated support
- ensure that attendance policies and practices comply with the Equality Act 2010
- champion the needs of vulnerable pupils, including those with SEND and disabilities
- lead on multi-agency working for complex cases

The School Attendance Champions are as follows:

Jameah Boys Academy

Mr. Hanzalah Adam
Head Teacher

Jameah Girls Academy

Ms. Safiya Nanabawa
Parent Liaison Officer

8. Supporting Pupils with Special Educational Needs and Disabilities (SEND)

8.1 Our commitment to pupils with SEND

We recognise that disability is a 'protected characteristic' under the Equality Act 2010 and we cannot legally discriminate against people with that characteristic. As part of this, we must make 'reasonable adjustments' to minimise disadvantages to pupils with disabilities.

We are committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), can access education and achieve regular attendance. We understand that some pupils with SEND may face particular barriers to attendance, and we will work proactively with families and external agencies to address these.

8.2 Understanding disability under the Equality Act 2010

A person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

'Substantial' is defined as 'more than minor or trivial' and 'long-term' is defined as 'a year or more'.

This includes pupils with:

- Physical disabilities
- Sensory impairments
- Mental health conditions (such as anxiety, depression, or school-related anxiety)
- Autism Spectrum Condition (ASC)
- ADHD
- Medical conditions that have a substantial and long-term impact
- Other conditions that meet the definition above

8.3 Reasonable adjustments for pupils with disabilities

Under the Equality Act 2010, we must make 'reasonable adjustments' for pupils with disabilities. Where something the school does places a pupil with disabilities at a disadvantage compared to other pupils, the school must take reasonable steps to try to avoid that disadvantage.

Examples of reasonable adjustments we may make to support attendance include:

For pupils with medical conditions:

- Flexible attendance arrangements during periods of illness or medical treatment
- Part-time timetables with clear review dates and plans to return to full-time attendance
- Allowing rest breaks or access to medical facilities during the school day
- Providing work to complete at home during necessary absences
- Accepting medical evidence from parents without requiring GP notes for every absence
- Liaison with hospital education services for pupils receiving medical treatment

For pupils with mental health needs:

- Phased return to school following absence
- Reduced timetables with a clear plan to build back to full-time attendance
- Safe spaces or access to pastoral support during the school day
- Flexibility with arrival times to reduce anxiety
- Regular check-ins with a trusted adult
- Referral to mental health services and working with their recommendations
- Adjustments to reduce anxiety triggers (e.g., avoiding busy corridors, alternative lunch arrangements)

For pupils with autism or sensory needs:

- Adjustments to the school environment (e.g., quiet spaces, reduced sensory input)
- Visual timetables and preparation for changes to routine
- Social stories or transition support
- Allowing additional time for transitions between lessons
- Flexibility with uniform requirements where sensory issues are present
- Provision of sensory equipment or resources

For pupils with physical disabilities:

- Accessible transport arrangements
- Adjustments to the school day to accommodate medical appointments or therapy
- Physical adaptations to the building
- Provision of specialist equipment
- Personal care support where needed

8.4 Deciding what is 'reasonable'

Factors we will take into account when deciding what adjustments are reasonable include:

- Our resources and the availability of financial or other assistance
- The extent to which taking any particular step would be effective in overcoming the substantial disadvantage experienced by a pupil with a disability
- The effect of the disability on the individual
- Health and safety requirements
- The interests of other pupils and prospective pupils

What is considered reasonable will depend on the individual circumstances of each case. We will work with parents, the pupil, our SENCO, and external specialists to identify appropriate adjustments.

8.5 Discrimination arising from disability

We cannot discriminate against someone because of something that arises from their disability, and we may have to treat them differently. We may, and often must, treat pupils with disabilities more favourably than those without disabilities, so that they can access and benefit from the service we provide to the same extent as everyone else.

This means:

- We will not penalise pupils for absence that arises from their disability
- We will not apply our usual attendance thresholds and sanctions where absence is disability-related
- We will work with families to understand the link between the disability and absence
- We will make adjustments to our attendance expectations where appropriate

For example:

- A pupil with chronic fatigue syndrome may need a reduced timetable and flexible attendance
- A pupil with severe anxiety may need a phased return to school with gradual increases in attendance
- A pupil with a medical condition requiring regular hospital appointments will not be penalised for these absences
- A pupil with autism who finds transitions difficult may need a later start time or alternative arrangements

8.6 Working with our SENCO

Our Special Educational Needs Coordinator (SENCO) plays a key role in supporting pupils with SEND to achieve good attendance. The SENCO will:

- Work with class teachers and the Attendance Officer to identify pupils with SEND who are experiencing attendance difficulties

- Assess whether absence is related to the pupil's SEND
- Identify appropriate reasonable adjustments and support strategies
- Liaise with external specialists (e.g., educational psychologists, occupational therapists, medical professionals)
- Ensure that Education, Health and Care Plans (EHCPs) include appropriate attendance support where needed
- Monitor the effectiveness of interventions and adjustments
- Attend meetings with parents where SEND is a factor in attendance

8.7 Part-time timetables and personalised learning plans

In some cases, a part-time timetable or personalised learning plan may be an appropriate reasonable adjustment for a pupil with SEND.

When we may use a part-time timetable:

- As a short-term measure to support reintegration after a period of absence
- To support a pupil with medical needs who cannot yet manage a full school day
- To support a pupil with mental health needs while they are receiving treatment
- As part of a planned, graduated return to full-time education

Our approach to part-time timetables:

- They will only be used with the agreement of parents/carers
- They will have a clear start date and planned end date (or review date)
- They will include a plan for gradually increasing attendance to full-time
- They will be regularly reviewed (at least every 4-6 weeks)
- They will be recorded using the appropriate attendance code (C2)
- They will be time-limited and not used as a long-term solution
- We will work towards full-time attendance as quickly as possible while being realistic about the pupil's needs

Personalised Learning Plans may include:

- Specific attendance targets appropriate to the pupil's needs
- Identified barriers to attendance and strategies to overcome them
- Reasonable adjustments to be made
- Support from external agencies
- Regular review dates
- Named staff responsible for monitoring and support
- Transition activities to support return to school
- Academic catch-up support

See Appendix 4 for our Attendance Reintegration Plan template.

8.8 Medical evidence

Where a pupil has a known medical condition or disability that affects their attendance, we will:

- Accept parental explanation of absence without requiring medical evidence for every occasion
- Request medical evidence only where we have genuine concerns about the pattern or frequency of absence
- Work with medical professionals to understand the pupil's needs and appropriate attendance expectations
- Consider medical advice when setting attendance targets and expectations
- Liaise with hospital education services for pupils receiving medical treatment

8.9 Safeguarding pupils with SEND

We recognise that pupils with SEND may be more vulnerable and may face additional barriers to reporting concerns. We will:

- Remain alert to safeguarding concerns for all pupils, including those with SEND
- Consider whether absence may indicate that a pupil is at risk of harm
- Not assume that attendance issues are solely due to SEND without exploring other possibilities
- Make appropriate referrals to children's social care where safeguarding concerns are identified
- Work with external agencies to ensure the pupil's safety and welfare
- Be particularly vigilant for signs of neglect, abuse, or exploitation of pupils with SEND

9. Reasonable Adjustments Under the Equality Act 2010

9.1 Our duty to make reasonable adjustments

Under the Equality Act 2010, we must make 'reasonable adjustments' to minimise disadvantages to pupils with disabilities. If an adjustment is reasonable, we must make it.

This duty applies to all aspects of school life, including attendance expectations and procedures.

9.2 The three requirements of the reasonable adjustments duty

Our duty to make reasonable adjustments includes three requirements:

1. **Changing policies, criteria or practices** that put pupils with disabilities at a disadvantage
 - Example: Adjusting our attendance thresholds for pupils whose disability affects their ability to attend regularly
2. **Providing auxiliary aids or services** to help pupils with disabilities access education
 - Example: Providing assistive technology, specialist equipment, or additional support staff
3. **Making physical alterations** to overcome physical barriers
 - Example: Installing ramps, accessible toilets, or hearing loops

9.3 How we apply reasonable adjustments to attendance

We will consider reasonable adjustments for attendance when:

- A pupil has a disability that affects their ability to attend school regularly or punctually
- Our standard attendance expectations or procedures would place the pupil at a disadvantage
- There are adjustments we could make that would reduce or remove that disadvantage

Examples of reasonable adjustments for attendance:

- Accepting that a pupil with a chronic health condition may have a lower attendance target than 95%
- Not applying sanctions for absence that is directly related to a pupil's disability
- Allowing flexible start times for a pupil with a disability that makes mornings particularly difficult
- Providing a phased return to school following a period of absence related to disability
- Adjusting our communication methods for parents with disabilities (e.g., providing information in alternative formats, using sign language interpreters at meetings)
- Allowing a pupil to arrive after registration but before the register closes without penalty
- Providing rest breaks or quiet spaces during the school day
- Adjusting expectations around PE or other activities that may be difficult for the pupil

9.4 Anticipatory duty

Our duty to make reasonable adjustments is anticipatory, which means we must think in advance about what people with a range of impairments might reasonably need and make adjustments accordingly.

This means we will:

- Proactively consider the needs of pupils with disabilities when developing our attendance policies and procedures
- Not wait for a specific request before considering adjustments
- Regularly review our policies and practices to ensure they do not disadvantage pupils with disabilities
- Consult with pupils, parents, and external

10. Monitoring arrangements

This policy will be reviewed annually by the Head Teacher. At every review, the policy will be shared with the governing body.

11. Children at Risk of Missing Education

11.1 Safeguarding procedures

Jameah Academy pays due regard to the statutory guidance 'Keeping Children Safe in Education' when making arrangements to safeguard and promote the welfare of children.

Jameah Academy puts into place appropriate safeguarding responses for children who go missing from school, particularly on repeat occasions. Where reasonably practicable, for every pupil, we hold two emergency contact numbers for each pupil on roll. Emergency contact numbers are provided and updated by the parent with whom the pupil normally resides. This goes beyond the legal requirement but is good practice. Doing so provides schools with additional options for making contact with a responsible adult when a child is missing school and is also identified as a welfare and/or safeguarding concern.

Where school staff have concerns about a child, they should use their professional judgement and knowledge of the individual pupil to inform their decision as to whether welfare concerns should be escalated, and concerns passed onto a Designated Safeguarding Lead.

Local authorities have a duty to put in place arrangements for identifying (as far as it is possible) those children of compulsory school age in their area who are not school registered or receiving suitable education otherwise than at a school. Local authorities should trace those children and ensure that they receive full-time education.

Jameah Academy notifies the local authority when a pupil's name is to be deleted from the admission register under any of the grounds prescribed in regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for removal is met and no later than three days after the pupil's name is removed from the register. This duty does not apply where the pupil's name is removed after they have completed the school's final year, unless the local authority requests for such information to be provided. Where the school notifies the local authority that a pupil's name is to be deleted from the admission register, the school provides the local authority with the following information:

- the full name of the pupil
- the full name and address of any parent with whom the pupil lives
- at least one telephone number of any parent with whom the pupil lives
- the full name and address of the parent who the pupil is going to live with, and the date the pupil is expected to start living there, if applicable
- the name of pupil's other or future school and the pupil's start date or expected start date there, if applicable, and
- the ground prescribed in regulation 8 under which the pupil's name is to be deleted from the Admissions Register.

Jameah Academy will inform the local authority of any pupil who has been absent without the school's permission for a continuous period of 20 days. The school will endeavour to inform the local authority of such an absence on the morning of the twentieth day of absence.

Further information can be found in the DfE's guidance on 'Children Missing Education' which sets out the expectations for schools and local authorities in respect of making reasonable efforts to find out a pupil's location and circumstances when children are missing education.

11.2 Home Educated Children

On receipt of written notification to home educate, schools must inform the pupil's local authority that the pupil is to be deleted from the admission register.

Jameah Academy will not seek to persuade parents to educate their children at home as a way of avoiding excluding the pupil or because the pupil has a poor attendance record.

Parents have a duty to ensure their child of compulsory school age receives suitable full-time education but this does not have to be at a school.

11.3 Returns to Local Authority (LA)

Jameah Academy will make a 'New Pupil Return' by the end of the fifth day after the day when the name of a registered pupil is entered in the admission register of a school giving all the information about the pupil that is entered in the admission register.

Jameah Academy will make a 'Deletion Return' when the name of a registered pupil is deleted from the admission register of the school giving the following information about the registered pupil from the admission register:

(a) full name; (b) address; (c) the full name and address of any parent the pupil normally lives with; (d) at least one telephone number that each such parent can be contacted with in an emergency; (e) the information entered in the admission register in accordance with regulation 8(3), if any; (f) the information entered in the admission register in accordance with regulation 8(4), if any; (g) which of the circumstances listed in regulation 9(1) or (3) are the basis for the deletion of the registered pupil's name.

Jameah Academy will make an 'Attendance return' to the Local Authority giving the full name and address of every registered pupil of compulsory school age who is not a boarder and who, since the last time an attendance return was made in relation to the school

(a) has failed to attend the school regularly, not counting any occasion on which they were— (i) absent with leave for the purpose of attending another school at which they were a registered pupil; (ii) attending a place, other than the school or another school at which they were a registered pupil, for educational provision arranged by a local authority under section 19(1) of the 1996 Act or section 42(2) or 61(1) of the 2014 Act; (iii) attending any other place for an educational visit or trip arranged by or on behalf of the proprietor and supervised by a member of school staff; or (iv) attending any other place for an approved educational activity within regulation 10(11); or

(b) has been absent from the school for a continuous period of at least ten school days in respect of which their absence is recorded in the attendance register exclusively using one or more of the following codes as set out in regulation 10 - (i) code G (absent without leave for the purpose of a holiday); (ii) code N (absent in circumstances not yet established); (iii) code O (absent in other circumstances); (iv) code U (absent at registration but arrived later).

Jameah Academy will make 'Attendance Returns' at whatever intervals it has agreed with the local authority or, in the absence of such an agreement, at whatever intervals the Secretary of State determines.

Jameah Academy will make a 'Sickness Return' to the Local Authority as soon as possible when the following conditions are met, giving the full name and address of a registered pupil of compulsory school age if:

(a) the pupil is recorded in the attendance register as absent using the code I (unable to attend because of sickness) as set out in regulation 10; and

(b) the proprietor has reasonable grounds to believe that the pupil— (i) will be unable to attend because of sickness for at least 15 consecutive school days; or (ii) will be, or will have been, unable to attend because of sickness for a total of at least 15 school days during the school year, whether consecutive or not.

12. Examination of Registers:

Jameah Academy will ensure that the admissions register and the attendance register are available for examination during school hours by any relevant office-holder. The school will ensure that a relevant office-holder is permitted to take extracts from the admission register and attendance register.

13. Links with other policies

This policy is linked to our child protection and safeguarding policy, and the admissions policy

14. Punctuality and Late Collection policy

1. Introduction and Rationale

Punctuality is an important life skill that supports both academic success and personal development. Being on time demonstrates organisation, respect for others, and good time management – skills that are valuable throughout education and professional life.

Regular and punctual attendance at school is essential for pupils to maximise their learning opportunities and achieve their full potential. This policy sets out our expectations for punctuality and the procedures we will follow to support families and address late arrival.

Benefits of good time management and punctuality include:

- Being able to meet deadlines for work
- Experiencing less stress and anxiety
- Having enough time to complete tasks with clarity
- Increased productivity with homework, revision and home responsibilities
- Having good routines that support eating, sleeping and relaxation
- Developing a positive reputation for reliability

We recognise that occasional lateness may be unavoidable, but persistent late arrival disrupts learning for the individual pupil and the whole class, and can indicate underlying issues that may require support.

2. Aims of this policy

This policy aims to:

- Promote excellent punctuality across the school
- Ensure pupils maximise their learning time
- Establish clear expectations for pupils, parents and staff
- Provide a supportive framework for addressing punctuality issues
- Ensure compliance with our safeguarding duties
- Work in partnership with families to overcome barriers to punctual attendance

3. Equality Statement

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

4. Roles and responsibilities

Attendance Officer:

- Monitor daily attendance and punctuality
- Record late arrivals accurately
- Communicate with parents regarding punctuality concerns
- Arrange meetings with parents as required
- Maintain records of interventions and meetings
- Report patterns and trends to the Senior Leadership Team

Senior Leadership Team:

- Oversee implementation of this policy
- Meet with parents in cases of persistent lateness
- Ensure appropriate support is offered to families
- Liaise with the Designated Safeguarding Lead where concerns arise
- Monitor the effectiveness of the policy

Designated Safeguarding Lead (DSL):

- Consider whether persistent lateness may indicate neglect or other safeguarding concerns
- Make referrals to external agencies where appropriate
- Ensure safeguarding procedures are followed

Class Teachers/Form Tutors:

- Complete registers accurately and on time
- Report concerns about individual pupils' punctuality to the Attendance Officer
- Support pupils in understanding the importance of punctuality
- Attend meetings with parents as required

Parents/Carers:

- Ensure their child arrives at school on time each day
- Support their child to develop good time management skills and routines
- Communicate with the school if there are difficulties affecting punctuality
- Attend meetings when requested to discuss punctuality concerns
- Work in partnership with the school to address any barriers to punctual attendance

Pupils:

- Take responsibility for their prompt arrival to school
- Develop effective time management skills and routines
- Communicate any difficulties to staff
- Follow the school's procedures when arriving late

5. Late arrival procedures**5.1 Registration times****Morning registration: 7:55am****Jameah Boys Academy**

Pupils arriving after 7:55am will be marked as late. Registers close at 8:25am. Pupils arriving after this time will be marked as having an unauthorised absence for the morning session, unless there is a valid reason for the late arrival.

Jameah Girls Academy

Pupils arriving after 8:00am will be marked as late. Registers close at 8:30am. Pupils arriving after this time will be marked as having an unauthorised absence for the morning session, unless there is a valid reason for the late arrival.

5.2 What pupils should do when arriving late

All pupils arriving late must:

- Report to the school office/reception
- Sign in using the late arrival register
- Provide a reason for their lateness

5.3 Recording late arrivals

The Attendance Officer will:

- Record all late arrivals accurately in the school's management information system
- Note the time of arrival and reason given
- Monitor patterns of lateness for individual pupils and groups
- Report trends to the Senior Leadership Team weekly

6. Responding to late arrivals

6.1 Occasional lateness (1-2 instances per term)

We recognise that occasional lateness may be unavoidable due to circumstances beyond the family's control (e.g., transport delays, medical appointments). No formal action will be taken for occasional late arrivals.

6.2 Graduated response to persistent lateness

Where a pupil arrives late regularly, we will take the following graduated approach:

Number of late arrivals in the academic year	Action	Person responsible
3	Written notification sent to parents via email/Class Dojo informing them of the school's concern regarding their child's punctuality and reminding them of school expectations	Attendance Officer
5	Primary: Lunchtime reflection session to discuss the importance of punctuality Secondary: 25-minute after-school reflection session This will take place on the same day as the 5th late arrival and for each subsequent late arrival until improvement is seen	Lunchtime Supervisor / After-school Supervisor
8	Meeting arranged with parents/carers, Attendance Officer and a member of the Senior Leadership Team to: - Understand reasons for persistent lateness - Identify any barriers or support needed - Agree an action plan for improvement - Set a review date	Attendance Officer / SLT
10	Review meeting with parents/carers and Senior Leadership Team to: - Review progress against action plan - Consider whether additional support is needed - Discuss potential consequences if lateness continues - Consider whether safeguarding concerns need to be raised with the DSL	Attendance Officer / SLT
12	Further review meeting with parents/carers and Senior Leadership Team Pupil may be subject to appropriate sanctions which could include: - Loss of privileges (e.g., representing the school at events) - Removal of house points - Report card to monitor punctuality daily	Attendance Officer / SLT
15	Final formal meeting with parents/carers and Headteacher to: - Review all interventions and support offered - Draw up a final agreement with clear expectations and timescales - Explain that continued lateness may result in referral to external agencies - Consider safeguarding referral if appropriate	Attendance Officer / Headteacher

18+	Referral to external support services (e.g., Education Welfare Service, Early Help) If safeguarding concerns have been identified, referral to children's social care or other appropriate agencies Continued monitoring and support	Attendance Officer / SLT / DSL
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6.3 Working with families experiencing persistent lateness

We recognise that persistent lateness may indicate that a family is experiencing difficulties. In meetings with parents/carers, we will:

- **Listen and understand:** Explore the reasons behind the late arrivals in a non-judgmental way
- **Identify barriers:** Work with the family to identify any practical, emotional or other barriers to punctual arrival
- **Offer support:** Signpost families to relevant support services, such as:
 - Local authority transport support
 - Early Help services
 - Family support services
 - Mental health support
 - Financial advice services
- **Problem-solve together:** Discuss practical strategies that might help, such as:
 - Establishing morning routines
 - Setting earlier alarm times
 - Preparing school items the night before
 - Identifying and addressing any anxieties the child may have about school
- **Be clear about expectations:** While offering support, make it clear that parents/carers are responsible for ensuring their child arrives at school on time
- **Agree an action plan:** Set clear, achievable targets with review dates
- **Maintain communication:** Keep in regular contact to monitor progress and offer ongoing support

7. Safeguarding considerations

Persistent failure to ensure a child arrives at school on time could constitute neglect. If we have concerns that a pupil may be suffering from neglect or other safeguarding issues, we will inform our Designated Safeguarding Lead (DSL). The DSL may make a formal referral to social services or to the police in line with our safeguarding and child protection policy.

Social services should make a decision about how to respond within 1 day of a referral. If a referral requires further assessment before a decision is reached, the assessment should be concluded within 45 working days from the point of referral.

If social services or the police fail to act on a referral by the school, and we feel our concerns aren't being adequately addressed, we will escalate the problem to a social services manager in the first instance, then a director.

8. Persistent Late Arrivals

Jameah Academy will make all reasonable effort to support parents and resolve any underlying issues causing late arrivals through the graduated response approach whilst working with parents and offering reasonable support, as outlined above. However, persistent late arrival to school constitutes a material breach of the parent contract.

This is a serious matter that may result in:

- Formal warnings
- Parental meetings
- Formal punctuality contracts with clear expectation and review dates
- Termination of the contract and removal of the pupil from the school roll

Before making a final decision, the Headteacher will make a range of considerations, as outlined in section 4.4.

9. Late collection policy

9.1 The importance of punctual collection

The impact on a child of not being picked up from school on time can leave the child feeling anxious and cause distress. Late collection also causes delays for staff members at the end of the school day and may impact on their wellbeing and work-life balance.

9.2 Collection times

Primary department: Parents/carers should arrive outside the school to collect their child at or before 4:20pm.

9.3 Expectations for parents/carers

Parents/carers must:

- **Arrive on time:** Be present to collect their child at the designated collection time
 - **Notify the school of delays:** Contact the school office as soon as possible if they are going to be late.
- Contact details:

Jameah Boys Academy:

0116 292 77 46

Jameah Girls Academy:

0116 262 77 45

- **Provide alternative contacts:** Ensure the school has up-to-date contact details for at least two authorised adults who can collect their child if the parent/carer is unable to do so
- **Update contact information:** Inform the school immediately of any changes to contact details or collection arrangements

9.4 What the school will do when a child is not collected on time

If a child has not been collected by 4:30pm:

1. The child will be taken to the school office where they will be supervised by school support staff
2. Staff will check for any messages about delays or changes to collection arrangements
3. Staff will attempt to contact the pupil's parents/carers using all available contact numbers
4. If parents/carers cannot be reached, staff will try any alternative or emergency contacts on file

If a child has not been collected by 5:15pm and we have been unable to contact parents/carers or alternative contacts:

5. We will follow our safeguarding procedures, which may include:
 - Contacting the police
 - Contacting children's social care
 - Contacting the local safeguarding team
 - If necessary, safely transferring the child to the care of the appropriate authority

Responsible staff: Office staff / Senior Leadership Team member on duty

9.5 Responding to persistent late collection

We understand that occasional late collection may be unavoidable. However, persistent late collection will be addressed through the following graduated approach:

Number of occasions of late collections	Action	Person responsible
1 st	Verbal reminder of the policy (with a record kept)	Attendance Officer / SLT
2 nd	Letter sent inviting parents/carers to meet with class teacher and/or senior leader to: - Understand reasons for late collection - Identify any support needed - Agree expectations going forward	Attendance Officer / Head Teacher
3 rd	Letter sent inviting parents/carers to meet with the Headteacher to: - Review previous discussions - Explore underlying issues - Agree a formal action plan - Explain potential consequences of continued late collection	Attendance Officer / Head Teacher
Subsequent	- Formal warning letter - Referral to social services if safeguarding concerns are identified	Attendance Officer / Head Teacher / DSL

At present, the school does not charge for late collection. However, we reserve the right to introduce charges in future if late collection becomes a persistent issue. Any such charges would be clearly communicated to parents in advance and set out in our charging and remissions policy.

10. Communication and awareness

10.1 Making parents/carers aware

We will ensure parents/carers are aware of this policy by:

- Including it in our parent information pack for new families
- Publishing it on the school website (JGA)
- Sending reminders to parents via Class Dojo
- Referencing it in our home-school agreement
- Discussing it at induction meetings for new pupils

10.2 Making staff aware

We will ensure all staff understand their roles in implementing this policy by:

- Including it in staff induction
- Providing copies to all staff
- Sending reminders to staff via Teams
- Covering key points in staff meetings
- Ensuring relevant staff receive training on recording attendance and managing late arrivals

11. Monitoring and review

11.1 Monitoring

The Attendance Officer will:

- Monitor punctuality data weekly
- Report trends and patterns to the Senior Leadership Team
- Identify groups of pupils who may need additional support
- Track the effectiveness of interventions

The Senior Leadership Team will:

- Review punctuality data termly
- Evaluate the effectiveness of this policy
- Identify any necessary changes or additional support needed

11.2 Review

This policy will be reviewed annually by the Senior Leadership Team and Governing Body.

Appendix 1: Attendance codes

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

Code	Definition	Scenario
Table 1: Attendance		
/	Present (am)	The session is a morning session and the pupil is present at the school when the attendance register begins to be taken
\	Present (pm)	The session is an afternoon session and the pupil is present at the school when the attendance register begins to be taken
L	Late arrival	The pupil is absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended
Table 2: Attendance		
K	Attending education provision arranged by the local authority	The pupil is attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by a local authority
V	Attending an educational trip or visit	The pupil is attending a place, other than the school or another school at which they are a registered pupil, for an educational visit or trip arranged by or on behalf of the proprietor and supervised by a member of school staff
P	Participating in a sporting activity	The pupil is attending a place for an approved educational activity within paragraph (11) of School Attendance (Pupil Registration) (England) Regulations 2024, that is a sporting activity
W	Attending work experience	The pupil is attending a place for an approved educational activity within paragraph (11) of School Attendance (Pupil Registration) (England) Regulations 2024, that is work experience provided under arrangements made by a local authority or the proprietor as part of the pupil's education
B	Attending any other approved educational activity	The pupil is attending a place for any other approved educational activity within paragraph (11) of School Attendance (Pupil Registration) (England) Regulations 2024
Table 3: Absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	The pupil is absent with leave for the purpose of participating in a regulated performance or undertaking regulated employment abroad
M	Medical/dental appointment	The pupil is absent with leave for the purpose of attending a medical or dental appointment
J1	Interview	The pupil is absent with leave for the purpose of attending an interview for employment or for admission to another educational institution
S	Study leave	The pupil is absent with leave for the purpose of studying for a public examination
X	Not required to be in school	The pupil is not of compulsory school age and is absent with leave because their timetable does not require them to attend
C2	Part-time timetable	The pupil is of compulsory school age and is absent with leave because, in accordance with an agreement between a parent who they normally live with and the proprietor that the pupil should temporarily be educated on a part-time basis, their timetable does not require them to attend
D	Dual registered	The pupil is absent with leave for the purpose of attending another school at which they are a registered pupil

C	Exceptional circumstances	The pupil is absent with leave for any other purpose
T	Parent travelling for occupational purposes	The pupil is a mobile child, their parent is travelling in the course of their trade or business and the pupil is travelling with that parent
R	Religious observance	The day is exclusively set apart for religious observance by the religious body to which a parent of the pupil belongs
I	Illness (not medical or dental appointment)	The pupil is unable to attend because of sickness
Q	Lack of access arrangements	The pupil is unable to attend because of a lack of access arrangements for them within paragraph (12) or (13) of School Attendance (Pupil Registration) (England) Regulations 2024
Y1	Transport not available	The pupil is unable to attend because the school is not within walking distance of the pupil's home and the transport to and from school that is normally provided for the pupil by the proprietor or a local authority is not available
Y2	Widespread disruption to travel	The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Part of the school premises is unavoidably out of use and the pupil is one of those who the proprietor thinks cannot practicably be accommodated in those parts of the premises that remain in use
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	The pupil is unable to attend because they are in criminal justice detention within paragraph (14) of School Attendance (Pupil Registration) (England) Regulations 2024
Y6	Public health guidance or law	The pupil's travel to or attendance at the school would be: (a) contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care or any body or authority exercising equivalent functions in relation to Scotland, Wales or Northern Ireland; or (b) prohibited by any enactment relating to the incidence or transmission of infection or disease or any instrument made under such an enactment
E	Suspended or excluded	The pupil is excluded from the school for any other reason
Y7	Any other unavoidable cause	The pupil is unable to attend because of any other unavoidable cause
G	Holiday not granted by the school	The pupil is absent without leave for the purpose of a holiday
N	Reason for absence not yet established	The circumstances of the pupil's absence have not yet been established
O	Absent in other or unknown circumstances	None of the other rows of this table applies, or this code is required to be used by paragraphs (7) and (9)(b) of School Attendance (Pupil Registration) (England) Regulations 2024
U	Arrived in school after registration closed	If it is established under paragraph (7) that the pupil attended the school after the taking of the register ended but before the end of the session— (a) if the circumstances of their absence during the taking of the register are established as any of those listed in Table 2 or any row of Table 3 other than the final two rows, the code N is to be replaced with the appropriate code; (b) otherwise, the code N is to be replaced with the code U.

Appendix 2: Absence request form



ABSENCE REQUEST FORM

This form must be completed before the Head Teacher can consider your application for extended absence. You must complete all sections of this application and you may be asked to show your tickets or other proof of travel dates. A separate application must be completed for each child.

On receipt of the completed form, the Head Teacher will look at your child's previous attendance record, and exams or assessments that will be missed before making any decision. A copy of this form, showing the Head Teacher's decision will be sent to you.

Child's name:

.....

Year Group:

Date of Birth:

Do you have a child in JBA/JGA for whom you have also requested this leave of absence for? If yes, please provide details below:

.....

.....

First day of absence from school:	Date of return to school:

I request absence for my above named child to accompany me on a visit to (full address of destination):

.....

.....

.....

Reason for visit: (The Head Teacher is unable to consider your request unless you provide a reason).

.....

.....

.....

.....

I will arrange for the following friend/relative to notify the school if there are any changes to my travel arrangements which may affect my date of return and understand that you may contact that person in the event of my child not returning to school on the agreed date.

Name of friend/relative:	
Address:	
Contact Number:	

I understand that:

1. The law does not say that parents have an automatic right to take their child out of school for holidays during term-time.
2. Jameah Academy's policy only allows absence to be authorised in **exceptional circumstances** such as a bereavement or serious urgent illness of a close family member.
3. The Head Teacher will not authorise more than one period of absence while my child is on roll at Jameah Academy.
4. All absences will be unauthorised, unless agreed by the Head Teacher **prior** to booking travel.

Name:			
Relationship to child:			
Contact number:			
Signature:		Date:	

Head Teacher's decision:

☐ **PERMISSION GRANTED**

☐ **AUTHORISED** from to..... (..... sessions)

☐ **PERMISSION NOT-GRANTED**

☐ **UNAUTHORISED** from to (..... sessions)

☐ Any absences that occur within the unauthorised period of your request will result to your child's enrolment at the school to be placed under consideration. Therefore, you will have to **re-apply for the new academic year** and **will not** be automatically enrolled.

☐ Previous extended absence in

☐ Attendance for current year.....

☐ Pupil in
KS2

☐ Pupil in
KS3

☐ Pupil in KS4

Comment:

Signed Head Teacher

Date:

IMPORTANT: Please read carefully the information below.

WARNING: If you take your child on holiday in term time without prior approval of the school, your child may lose their place at the school.

As a parent/carer, you can demonstrate your commitment to your child's education by, whenever possible, taking your holiday during school holidays.

THE FACTS	THE LAW
We recognise that it is often expensive to take a holiday during school breaks and that is why some parents may ask for term- time leave for their child. However, it is important that parents carefully consider the implications of taking their child out of school during term time. Research suggests that children who are taken out of school may never catch up on the work they have missed. This may affect test results and can be particularly harmful if the child is studying for final year examinations. Children who struggle with English and Mathematics may also find it even harder to cope when they return to school, while younger children may find it difficult to renew friendships with their classmates. WHAT YOU SHOULD CONSIDER There are times during a school year when a child may experience particular problems because of term time leave such as : • Closeness to exams or tests • During GCSE, and other examination courses • During the first year at a new school • At the beginning of a new school term If the school refuses a request for term- time leave and the child is still taken out of	The law does not say that parents have an automatic right to take their child out of school for holidays during term-time. However, in exceptional circumstances school may authorise, in advance, requests for periods of leave of no more than ten days in total in any year. The request for leave must come from a parent with whom the child normally resides, and must be for the purpose of a family holiday. If a child is away from school for a total of four weeks or more, the school may have to remove the child off roll unless there is a good reason for the continued absence, such as illness. In these circumstances it is up to the parent to inform the school as once removed from roll, there is no guarantee that the child will regain a place at the school. Advice from the Department for Child, Schools and Families in March 2008 states that schools can only approve absence for family holidays if they consider there are special circumstances. Holiday prices, and the fact that parents have booked a holiday before checking with the school, are not special reasons.

school, this will be recorded as unauthorised.	
Other absence from school will be authorised if it is for the following reasons: ☐ Genuine illness ☐ Unavoidable medical/dental appointments (but try to make these out of school hours if possible) ☐ Exceptional circumstances, such as bereavement ☐ External examinations ☐ Fardh Hajj (Compulsory Pilgrimage)	Other absence from school will not be authorised: ☐ For any type of shopping ☐ Looking after brothers, sisters or unwell parents ☐ Minding the house ☐ Resting after a late night ☐ Relatives visiting or visiting relatives ☐ Family weddings
Please contact the Head Teacher if you wish to discuss this issue. We hope that when you have read this leaflet you will consider that your child's education is too important to take holidays during term time.	

Pupil has not returned on expected date:

Telephone call: 1			
Date:		Time:	
Call made by:		To:	
Result:			

Telephone call: 2			
Date:		Time:	
Call made by:		To:	
Result:			

Telephone call: 3			
Date:		Time:	
Call made by:		To:	
Result:			

Appendix 3: Reasonable Adjustment Request Form



REASONABLE ADJUSTMENTS REQUEST FORM

For Pupils with Disabilities or Special Educational Needs

This form should be completed by parents/carers who wish to request reasonable adjustments for their child under the Equality Act 2010. The school is committed to making reasonable adjustments to support pupils with disabilities to access education and achieve good attendance.

SECTION A: PUPIL INFORMATION

Pupil's name:

Year Group: Date of Birth:

School: ☐ Jameah Boys Academy ☐ Jameah Girls Academy

Form Tutor/Class Teacher:

SECTION B: PARENT/CARER INFORMATION

Name of parent/carer completing this form:

.....

Relationship to pupil:

Contact telephone number:

Email address:

Preferred method of contact: ☐ Telephone ☐ Email ☐ Class Dojo ☐ Other:

SECTION C: DISABILITY OR SPECIAL EDUCATIONAL NEED

1. Does your child have a diagnosed disability or special educational need?

☐ Yes ☐ No ☐ Diagnosis pending

2. Please provide details of your child's disability or special educational need:

(Include the diagnosis, when it was made, and any relevant medical or professional reports)

.....

.....

.....

.....

3. Does your child have an Education, Health and Care Plan (EHCP)?

☐ Yes ☐ No ☐ Application in progress

If yes, date of most recent EHCP review:

4. Which professionals are currently involved in supporting your child?

(Please tick all that apply and provide names/contact details where possible)

☐ GP:

☐ Paediatrician:

☐ Educational Psychologist:

☐ Occupational Therapist:

☐ Speech and Language Therapist:

☐ CAMHS (Child and Adolescent Mental Health Services):

☐ School Nurse:

☐ Other (please specify):

SECTION D: IMPACT ON ATTENDANCE

1. How does your child's disability or special educational need affect their ability to attend school?

(Please describe specific difficulties, e.g., medical appointments, fatigue, anxiety, physical access issues)

.....

.....

.....

.....

2. Are there specific times of day, days of the week, or situations that are particularly difficult?

.....

.....

.....

3. Has your child had periods of absence related to their disability/SEND?

☐ Yes ☐ No

If yes, please provide approximate dates and duration:

.....

.....

SECTION E: REASONABLE ADJUSTMENTS REQUESTED

Please describe the reasonable adjustments you are requesting to support your child's attendance:

(You may wish to discuss this with the SENCO before completing this section. Examples might include: flexible start times, part-time timetable, rest breaks, quiet space, adjustments to PE/uniform, access to medical facilities, etc.)

Adjustment 1:

.....

.....

How would this help your child?

.....

Adjustment 2:

.....

.....

How would this help your child?

.....

Adjustment 3:

.....

.....

How would this help your child?

.....

Additional adjustments or information:

.....

.....

.....

SECTION F: SUPPORTING EVIDENCE

Please attach any supporting evidence, such as:

Medical reports or letters from healthcare professionals

Educational Psychology reports

Occupational Therapy assessments

EHCP or draft EHCP

Letters from CAMHS or other mental health services

Any other relevant professional advice

☐ I have attached supporting evidence (please list documents attached):

.....

.....

☐ I do not have supporting evidence at this time, but I consent to the school contacting the professionals listed in Section C to request information.

SECTION G: CONSENT

I consent to:

☐ The school sharing this information with relevant staff members (SENCO, class teachers, Attendance Officer, Senior Leadership Team) to support my child

☐ The school contacting external professionals involved in my child's care to discuss reasonable adjustments

☐ The school storing this information in accordance with data protection legislation

☐ The school reviewing and monitoring the effectiveness of any reasonable adjustments put in place

I understand that:

The school will consider this request carefully and will arrange a meeting to discuss it further

The school will assess whether the requested adjustments are 'reasonable' based on various factors including resources, effectiveness, and the needs of other pupils

The school is committed to making reasonable adjustments but cannot guarantee that all requested adjustments will be implemented

Any adjustments agreed will be reviewed regularly to ensure they remain appropriate and effective

I can request a review of the adjustments at any time if circumstances change

SECTION H: DECLARATION

I confirm that the information provided in this form is accurate to the best of my knowledge.

Name:

Signature:

Date:

FOR OFFICE USE ONLY

Date received:

Received by:

Acknowledged to parent/carer: ☐ Yes Date:Meeting arranged: ☐ Yes Date: Time:

Attendees:

SENCO consulted: ☐ Yes Date:External professionals consulted: ☐ Yes Details:

.....

Decision:☐ Adjustments approved as requested☐ Adjustments approved with modifications (see notes below)☐ Alternative adjustments proposed (see notes below)☐ Request declined (reasons provided to parent/carer)☐ Further information/assessment required**Notes:**

.....

.....

.....

Decision made by:

Position:

Date:

Parent/carer informed: ☐ Yes Date: Method:Review date set: ☐ Yes Date:Personalised Learning Plan created: ☐ Yes ☐ No ☐ To be createdIndividual Healthcare Plan created/updated: ☐ Yes ☐ No ☐ N/A

Please return this completed form to the school office for the attention of the SENCO:

Jameah Boys Academy

33 Wood Hill

Leicester

LE5 3SQ

0116 292 77 46

Jameah Girls Academy

49 Rolleston Street

Leicester

LE5 3SD

0116 262 77 45

For queries, please contact the school's SENCO.

This form will be reviewed and a response provided within 10 working days of receipt.

Appendix 4: Attendance Reintegration Plan



ATTENDANCE REINTEGRATION PLAN

PUPIL INFORMATION

Pupil Name: _____

Year Group: _____

Date of Birth: _____

Form Tutor/Class Teacher: _____

School: ☐ Jameah Boys Academy ☐ Jameah Girls Academy

PLAN DETAILS

Plan Start Date: _____

Initial Review Date: _____

Plan Created By: _____

Plan Created On: _____

ATTENDANCE SUMMARY

Current Attendance %: _____

Number of sessions missed (current academic year): _____

Date of last attendance: _____

Length of most recent absence: _____

Reason for absence: _____

MEETING ATTENDEES

Name	Role	Signature
_____	Parent/Carer	_____
_____	Pupil (if appropriate)	_____
_____	SENCO	_____
_____	Attendance Officer	_____
_____	Class Teacher/Form Tutor	_____
_____	Senior Leadership Team	_____
_____	Other (specify):	_____

SECTION 1: UNDERSTANDING BARRIERS TO ATTENDANCE

What makes it difficult for this pupil to attend school?

(Identify specific barriers - be as detailed as possible. Consider physical, emotional, social, medical, family, school-based factors)

Barrier	Details	Impact on attendance
Example: Anxiety about entering school building	Pupil experiences panic attacks when approaching school gates, particularly in the morning when many pupils are arriving	Prevents pupil from arriving on time or at all; has resulted in 15 days absence this term
1.		
2.		
3.		
4.		
5.		

SECTION 2: PUPIL'S VOICE

What has the pupil said about their attendance difficulties?

(Record the pupil's own words where possible. What worries them? What would help?)

.....

.....

.....

.....

What does the pupil enjoy about school? What motivates them?

.....

.....

SECTION 3: PUPIL'S STRENGTHS AND INTERESTS

What are the pupil's strengths, skills, and interests that we can build on?

.....

.....

.....

SECTION 4: SEND/DISABILITY CONSIDERATIONS

Does the pupil have SEND or a disability that affects attendance?

☐ Yes ☐ No

If yes, please provide details:

Diagnosis/SEND:

EHCP in place? ☐ Yes ☐ No ☐ In progress

External professionals involved: _____

Reasonable adjustments already in place: _____

Additional reasonable adjustments needed: _____

SECTION 5: EXTERNAL AGENCY INVOLVEMENT

Which external agencies are involved or need to be involved?

Agency	Contact Name	Role	Actions/Support
Example: CAMHS	Dr. Sarah Ahmed	Therapist	Weekly therapy sessions; school to implement anxiety management strategies recommended by CAMHS

Lead professional coordinating support:

SECTION 6: REINTEGRATION PLAN

6.1 Attendance Target

Current attendance: %

Realistic attendance target for this plan:%

Target date to achieve this:

Long-term attendance goal: Full-time attendance by:

6.2 Phased Return Schedule

This plan covers the period from: to:

Note: This is a flexible plan and will be adjusted based on the pupil's progress and wellbeing.

Week	Days attending	Hours per day	Specific arrangements	Review notes
Week 1 (dates)	Example: Mon, Wed, Fri	Example: 9:00am - 12:00pm	Example: Arrive via side entrance; spend mornings in Learning Support; lunch at home	
Week 2 (dates)				
Week 3 (dates)				
Week 4 (dates)				
Week 5 (dates)				
Week 6 (dates)				

Attendance code to be used for agreed non-attendance: C2 (part-time timetable)

6.3 Detailed Daily/Weekly Arrangements

Arrival arrangements:

(e.g., specific entrance, who will meet the pupil, where they will go)

.....
.....

Lessons/activities to attend:

(Be specific about which lessons, or whether attending specific subjects only)

.....
.....

Break and lunch arrangements:

(e.g., quiet space available, eating in designated area, supervised by specific staff member)

.....
.....

Safe space/base:

(Where can the pupil go if they feel overwhelmed?)

.....

Trusted adult:

(Who is the pupil's key contact person in school?)

Name: Role:

Departure arrangements:

.....

SECTION 7: STRATEGIES AND ADJUSTMENTS

What specific strategies and reasonable adjustments will be put in place to support attendance?

Strategy/Adjustment	Who is responsible	When/How often	Success criteria
Example: Daily check-in with trusted adult	Ms. Patel (Learning Mentor)	Every morning at 8:30am	Pupil reports feeling calmer; attendance improves

SECTION 8: ACADEMIC SUPPORT

How will we help the pupil catch up on missed work and stay on track academically?

Subject/Area	Support needed	Who will provide	When

Additional resources/materials provided:

.....

SECTION 9: TRANSITION SUPPORT

What will help the pupil transition back to school?

Before return:

- ☐ Visit to school outside of school hours
- ☐ Meeting with key staff members
- ☐ Tour of any changes to the building/timetable
- ☐ Social story or visual timetable provided
- ☐ Contact with a peer/friend
- ☐ Other:

During early days of return:

- ☐ Reduced timetable (as detailed in Section 6.2)
- ☐ Access to quiet space
- ☐ Regular check-ins with trusted adult
- ☐ Flexibility with attendance times
- ☐ Modified curriculum/activities
- ☐ Other:

SECTION 10: COMMUNICATION PLAN

How will we keep everyone informed and maintain good communication?

Who	Method	Frequency	Responsible person
Parent/carer	Phone call/Class Dojo	Daily during first 2 weeks, then weekly	Attendance Officer
Pupil			
Form Tutor			
SENCO			
External agencies			

SECTION 11: MONITORING AND REVIEW

How will we monitor progress?

- ☐ Daily attendance tracking
- ☐ Weekly review of attendance data
- ☐ Regular check-ins with pupil (frequency:)
- ☐ Feedback from parents/carers (frequency:)
- ☐ Feedback from staff (frequency:.....)
- ☐ Monitoring of wellbeing/anxiety levels
- ☐ Academic progress tracking
- ☐ Other:

Review meetings scheduled:

Review Date	Attendees	Purpose	Outcome
		Initial review - assess progress in first 2 weeks	
		4-week review - adjust plan if needed	
		6-week review - plan next steps	
		Final review - evaluate overall success and plan for future	

SECTION 12: CONTINGENCY PLANNING

What will we do if the plan isn't working?

If attendance does not improve:

.....
.....

If the pupil's wellbeing deteriorates:

.....
.....

If new barriers emerge:

.....
.....

Escalation process:

- ☐ Urgent review meeting with all parties
- ☐ Referral to additional external agencies
- ☐ Request for further assessment (e.g., Educational Psychology, medical)
- ☐ Consider alternative provision
- ☐ Other:

SECTION 13: SUCCESS CRITERIA

How will we know this plan has been successful?

- ☐ Pupil is attending school regularly (target:% attendance)
- ☐ Pupil is arriving on time
- ☐ Pupil reports feeling happier/less anxious about school
- ☐ Pupil is engaging in lessons and making academic progress
- ☐ Pupil has re-established friendships/social connections
- ☐ Family reports improved wellbeing at home
- ☐ Pupil is managing full-time attendance
- ☐ Other:

SECTION 14: AGREEMENT

We agree to work together to implement this plan and support [pupil's name] to improve their attendance.

Name	Role	Signature	Date
		Parent/Carer	
		Pupil (if appropriate)	
		SENCO	
		Attendance Officer	
		Head Teacher/SLT	

REVIEW RECORD

Review 1 - Date:

Attendance since plan started:%

What's working well:

.....
.....

What needs to change:

.....
.....

Actions agreed:

.....
.....

Next review date:

Signed: Date:

Review 2 - Date:

Attendance since last review: %

What's working well:

.....
.....

What needs to change:

.....
.....

Actions agreed:

.....
.....

Next review date:

Signed: Date:

Review 3 - Date:

Attendance since last review: %

What's working well:

.....
.....

What needs to change:

.....
.....

Actions agreed:

.....
.....

Next review date:

Signed: Date:

Final Review - Date:

Overall attendance during plan period: %

Plan outcome:

- ☐ Successful - pupil now attending full-time
- ☐ Partially successful - attendance improved but ongoing support needed
- ☐ Unsuccessful - alternative approaches required

Summary of progress:

.....
.....
.....

Next steps:

- ☐ Continue with current arrangements
- ☐ Gradually reduce support as pupil becomes more confident
- ☐ Develop new plan with different approach
- ☐ Refer to additional external agencies
- ☐ Consider alternative provision
- ☐ Other:

Signed: Date:

This plan is a working document and should be reviewed and updated regularly based on the pupil's progress and changing needs.