

ATTENDANCE POLICY

Statement

The school seeks to ensure that all our pupils receive a full-time education which maximises opportunities for each pupil to realise her potential. Pupils will achieve this by attending school every day.

Aims

This policy aims to maximise the attendance and punctuality of all pupils.

Objectives

- To ensure that clear expectations of attendance and punctuality are set for pupils, teachers and parents.
- To ensure a robust system of registration, monitoring and enforcement of attendance is consistently maintained.

This policy should be read in conjunction with the school Safeguarding Policy particularly in reference to Pupils Missing from Education, the Supervision of Pupils Policy and the Lower School and Senior School Missing Child Policies.

The following guidance is also relevant;

School attendance

<https://www.gov.uk/government/publications/school-attendance>

Keeping Children Safe in Education September 2021

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Expectations

1. All pupils are expected to attend every session of school.
2. We recognise that sometimes pupils will be unwell and that they will be unable to attend school. Parents are asked to use their discretion but the school retains the right to ask for medical evidence if a pupil is judged to have excessive illness.
3. As far as is reasonably possible, appointments, for example, dentists, should be arranged outside school hours.
4. Term time holidays will only be authorised in exceptional circumstances. Parents who wish to request a term time holiday must write to the headmistress explaining the exceptional circumstances. A code of H will be entered for family holiday agreed. If permission is not given and the pupil does not attend school, this will be recorded as unauthorised absence code O.

Absence

1. Parents are asked to contact the school by 8.30 on the morning of their daughter's absence giving an indication of the problem and when they expect her to return.
2. Absence must be notified on all subsequent days if the parent is unable to give a clear indication of the day of return.
3. Parents can do this by completing the form on the website or by calling the school telephone number.

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4. Details of the absence will be entered on PASS by the office staff. If the reason for absence is deemed appropriate, a code of M for medical absence or D for medical appointment will be entered as appropriate.
5. Any pupil unaccounted for by the end of period 1 (10.30) will trigger a call from the office staff. If no contact is made, the code O for Unauthorised absence will be used.
6. It is the responsibility of the individual pupil to ensure they collect missed work and complete it before the next lesson with their teacher.
7. If there will be an extended period of absence, parents should contact the Head of Year to agree an approach to completing the work that would be missed.

Punctuality

1. Pupils must be in their form rooms by 8.40 am (Senior School) / 8.50am (Lower School). for morning registration.
2. If a girl is late for school she must go straight to the school office and sign in using the Signing in book. Lower school pupils should be signed in by their parent or guardian. The pupil will get code L for late as her registration mark. In exceptional circumstances where the likelihood of lateness has been communicated in advance or where school buses are late, a code of U unavoidably late will be used.
3. If a girl is going to a club or peripatetic lesson and so will not be going to form time, she must go to the school office before going to her club/lesson and sign in using the Signing in book. She will receive a present register mark (code \). If she does not sign in, she will receive a code L late mark.
4. Pupils are expected to be punctual for all lessons. All Senior School lessons are registered and a girl will receive a late mark if she is late to a lesson.
5. Afternoon registration will take place in the afternoon at the beginning of period 4.
6. Pupils up to Year 11 must not leave the school premises until the final bell of the day, unless they have specific written permission to do so and have signed out at the office.
7. As a general rule, repeated lateness to school (more than one occasion) will result in a conversation between the form tutor and pupil (Senior School) or parent (Lower School). Repeated lateness to lessons will result in a conversation between the class teacher and pupil or parent.
8. (Senior School only) A further occasion of lateness to school will lead to a conversation between the head of Year or Key Stage. A further occasion of lateness to lessons will lead to a conversation between the Head of Department (or Head of Year if Head of Department is also class teacher) and the pupil.
9. Any further occurrences of lateness to school or to lessons will lead to an email or phone call to parents from the Head of Year or Key Stage.
10. If lateness then persists, parents will be asked to attend a meeting with the Head of Year or Key Stage or Headmistress if circumstances suggest this is necessary.

Attendance

Attendance statistics are affected by the stage of the school year and number of school sessions that have taken place. An attendance report is issued on a Friday afternoon. It is the form tutor's responsibility to check the report and follow up on individual absences or lateness. This is particularly the case where a pupil is recorded as having an unauthorised absence meaning that no

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reason for the absence has been supplied by the parent. Where reviewing patterns of absence or lateness, form tutors should consider the following factors before contacting home:

- Time period covered by the absence statistics - short periods of absence may push a pupil into low or persistent absence if it is early in the academic year or they started at Queen's mid-year.
- Authorised long-term absence (such as a severe medical condition or surgery that prevented a pupil from attending for good reason).
- Whether the absence has been COVID-related.

Authorised absences for sporting or other commitments

The school wishes to ensure that pupils who are participating in sport, musical, drama or other activities at a high level are supported in doing so. The school is willing to authorise absences for training or participation where the absences are judged to be proportional. Pupils are expected to ensure that they have all the work they need in advance of a planned authorised absence and all work must be completed in the pupil's own time. This will be monitored by the Head of Year/Head of Key Stage. If concerns are raised about the pupil from a wellbeing or academic perspective, parents will be contacted and it may become necessary for the school to limit future authorised absences.

Emotionally based school non-attendance (EBSN)

The school follows the local authority guidance on EBSN. It is recognised that a high proportion of children and young people not attending school may be experiencing underlying emotional needs such as fear, anxiety, unhappiness and despair, which result in them not feeling able to attend school. Emotionally Based School Non-Attendance (EBSN) is a term used in CWaC to describe the needs of this group of children and young people. These children and young people may be reluctant to leave home and can present high levels of distress in response to parents' attempts to get them to attend school.

There are two fundamental components of children and young people not attending school because of emotionally based reasons:

- a pattern of absence from school which may, over time, result in a prolonged period of non-attendance
- anxiety or fear which presents as reluctance or refusal to go into school or in some cases to remain in school.

See appendix 2 for the model approach to EBSN that underpins the attendance framework detailed here.

Attendance framework

NB this attendance framework applies to all absence monitoring not just those with a suspected EBSN element unless otherwise specified. Please note this is not prescriptive and the approach will be tailored to the individual pupil need.

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	Actions
	<ul style="list-style-type: none"> Form tutor/Head of Year/Head of Key stage monitor the weekly attendance report Form tutor ensures awareness of reason for all absences and deals with unauthorised absences in line with appendix 3. If pupil attendance drops below 95%, the form tutor will have a conversation with the pupil and note this on 3sys. Form tutor may send a follow up email to the parent – consult with Head of Year or Head of Key Stage.
Phase 1: Identify well-being/attendance concerns Usually after 3 days absence (not necessarily continuous)	<ul style="list-style-type: none"> Emotional health/well-being concerns identified and discussed with key staff member/s (this may come through the monitoring of weekly attendance where attendance drops below 95% or via other observations) Identify a 'Key Adult' in school (usually form tutor or Head of Year/Head of Key Stage) who has a positive relationship with the child, to; <ol style="list-style-type: none"> Elicit pupil's views using appropriate tools and respond accordingly Request a 'round robin' to gain a wider understanding of concerns/needs and strengths across school For absence for more than 3 days, arrange a 'welcome back/catch up' discussion with the pupil and/or parents. This is an opportunity to: welcome them back; ensure the pupil is well emotionally; share and address any concerns in relation to school and home; check they are up to date with work; identify any support needed. Ensure a compassionate and supportive approach is taken. Provide additional support as needed in conjunction with the pastoral team. Consider moving to Phase 2 if there are concerns the pupil may be at risk of future non-attendance/EBSN.
Phase 2: Identification of need Phase reached if parents inform school of concerns regarding the child's emotional wellbeing or getting them to attend, or school identifies the same concerns.	<ul style="list-style-type: none"> Identify Key Adult/s to build a positive relationship with pupil and parents and elicit views using appropriate tools (usually form tutor, with the support of Head of Year/Head of Key Stage) Identify possible reasons for attendance / emotional wellbeing concerns with parent and pupil Analyse all information from parents, staff and pupil prior to Support and Attendance Meeting Arrange Support and Attendance Meeting/s with parent, pupil and Key Adult/s Agree personalised action plan with parents and pupil. Agree reasonable adjustments and specific strategies / interventions to support CYP / and parents. Regularly review / update action plan (within 2 to 4 weeks). Adjust plan as necessary and agree next steps with review date. It is recommended that this take place at least twice before escalation to Phase 3. Request medical evidence from parents for non-attendance/health needs as appropriate. School may consult with / seek advice from the Education Welfare Service.

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<p>Phase 3: Continued concerns and identification of need If concerns persist</p>	<p>In addition to above;</p> <ul style="list-style-type: none"> Consider engaging further early help Consider engaging parents and other agencies identified in a Team Around the Family Consult with/seek advice from EWS to discuss next steps. Good practice is for school to alert EWS if a pupil's attendance is of concern and interventions by the school have had no impact, regardless of % attendance. Arrange a home visit to revisit and discuss factors which might be contributing to pupil's non-attendance/ EBSN Key Adult to meet with pupil at least weekly
<p>Phase 4: Multi-agency action plan and review If concerns persist, or the child/ family present multiple needs</p>	<p>In addition to above;</p> <ul style="list-style-type: none"> Ensure pupil's additional needs are effectively identified and met through appropriate multi-agency assessment and targeted interventions. Consider all advice and recommended interventions. Consider further referrals/consultation with relevant services, as appropriate, to ensure effective identification and intervention of the pupil and family's needs. It is likely that a TAF will be initiated
<p>Phase 5: Continued non-attendance due to EBSN If, despite all interventions implemented through Support and Attendance Plan and TAF, pupil is still unable to attend school and is in a period of non-attendance that extends beyond 15 school days</p>	<p>In addition to above;</p> <ul style="list-style-type: none"> Consider referral to Education Access Team for support under Medical Needs. Prior to a referral being submitted, it is advised to contact the service to discuss the case. A referral to the Education Access Team must be discussed with parents, initiated by school and supported by a medical Consultant who is leading the treatment plan for the CYP.

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Unauthorised absence

No pupil is allowed to be absent from school without an acceptable explanation from a parent. Where no acceptable reason is received, this is regarded as an unauthorised absence. Please see Appendix 3 for the flow chart of how unauthorised absences are addressed.

Sixth form study periods

1. Sixth form pupils are expected to attend form time every day as per the guidelines for the rest of senior school, even if their first period is a free.
2. Sixth form pupils are able to leave the school during the school day. They must sign out and back in using the Signing in book in the school office.
3. We recognise that many of our pupils in the Sixth form will begin driving lessons during Year 12. Pupils are asked to arrange lessons outside of the school day as far as possible. If this is not possible, they must have permission from the Head of Sixth Form or Deputy Head of Sixth form in advance of the driving lesson. Lessons must not be taken during school lessons. This includes PSHE, Quest and Queen's Baccalaureate lessons.
4. Sixth form students are allowed to sign out at 12.40 to work from home if they do not have scheduled lessons. An S register code is used.

After school club

1. Lower School – All pupils who are staying in after school club should sign in at the end of the school day. Infants are accompanied to the club by a member of staff.
Year 7-10- All pupils who are staying to work in after school club must sign in by 4pm at the latest in the office. After school club takes place in F4 and F7. Once pupils have signed in they must go straight to the allocated rooms. Pupils must remember to sign out when they leave.
2. Any girl staying for an after school activity must be at the specified location by the club start time unless told otherwise by the staff member running the club.
3. No girl in year 7-10 is allowed to go into the city centre between the end of school at 3.45 and the start of after school club or activity.
4. Year 11- pupils staying for after school study will be allowed to leave school for 45 minutes only. The arrangement will be that a pupil will sign out at reception leaving her mobile number (to be used in case of emergency or lateness). Pupils must then sign back in when they return to school and be in the after school rooms by 4.30pm. See also Missing Child policy.

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Register codes

The following table shows the register codes and how they are counted towards attendance.

Event type	Event Category	Description	Register mark	Absence	I
ATTEND	PRESAM	Present (AM)	/	Present	
ATTEND	PRESPM	Present (PM)	\	Present	
ATTEND	DUALRG	Medical appointment	D	Authorised	
ATTEND	EXCLUD	Official Excluded	E	Authorised	
ATTEND	HOLID	Family holiday (agreed)	H	Authorised	
ATTEND	LATE	Late	L	Present	
ATTEND	APPNT	Illness	M	Authorised	
ATTEND	UNAUTH	Unauthorised absence	O	Unauthorised	
ATTEND	SPORT	Approved sporting/music/drama activity	P	Approved Education Activity	
ATTEND	STUDY	Study leave	S	Approved Education Activity	
ATTEND	AFTREG	Unavoidably Late	U	Present	
ATTEND	TRIP	Educational visit or trip	V	Approved Education Activity	
ATTEND	WORKEK	Work experience	W	Approved Education Activity	
ATTEND	ENFCLS	Enforced closure	Y	Ignored	
ATTEND	NOTREQ	Attendance Not Required	Q	Ignored	
ATTEND	AUTHO	Authorised Absence	A	Authorised	
ATTEND	INSET	Inset Day	K	Ignored	

Recorded as in attendance

- Present
- Approved Education Activity

Recorded as absence;

- Medical appointments
- Exclusions
- Holiday
- Illness
- authorised absence
- unauthorised absence

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Appendix 1: COVID-19 Supplementary information

The guidance and expectations regarding attendance, absence and punctuality as detailed in the Attendance policy, remain in place with the following caveats during this period;

1. It is expected that any pupil who is unwell, whether showing signs of COVID-19 or otherwise unwell, whether diagnosed or not, that the parents will not bring the pupil to school and will immediately contact school if there is suspicion of COVID-19 symptoms or exposure. All absences must be notified in the usual way.
2. If a pupil is self-isolating but is well enough to engage in lessons, they are allowed to Zoom in. In this instance, the correct register code is S.
3. The school will follow the most current guidance regarding isolation for close contacts.

Further guidance can be found:

<https://www.gov.uk/government/publications/school-attendance>

<https://www.gov.uk/government/publications/school-attendance/addendum-recording-attendance-in-relation-to-coronavirus-covid-19-during-the-2021-to-2022-academic-year>

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Appendix 2 model for EBSN from CWaC

An EBSN framework to assist schools in early and effective identification and intervention of children and young people (CYP) who struggle to cope in / attend school is outlined below. Each phase includes protocols and suggested actions / strategies.

Note: actions / strategies are not exclusive to each phase and may be considered at different stages of intervention.

The implementation of the framework should be tailored to suit the individual context.

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Phase 1: Identify well-being / attendance concerns

Responsibility: School to monitor and gather evidence

- **Emotional health / well-being concerns** identified* and discussed with key staff member/s (eg. Classteacher, Head of Year, Safeguarding Lead, SENCO, Pastoral Support, FSW). Share and gather additional information in a coordinated way and agree next steps.
- **Attendance / punctuality monitoring** (including absence due to ill health) - at least weekly, to identify patterns in late or non-attendance. Named person has responsibility for this (ie. Attendance Lead).
- **Attendance / punctuality concerns** identified* and discussed with key staff member/s (as above) to share and gather additional information and coordinate next steps. *NB. Government guidelines indicate attendance below 95% requires early intervention.*
- Identify a '**Key Adult**' in school who has a positive relationship with the CYP, **to elicit CYP's views** using appropriate tools and respond accordingly (see Appendix C for tools / activities). *NB. CYP views may be different to parents' views.*
- Request a '**round robin**' (updates from key staff / all subject teachers) to gain a wider understanding of concerns / needs and strengths of CYP across school (eg. subject progress, friendship issues, activity during unstructured times, emotional well-being / health). This will help to build a picture of what is working well / less well.
- For CYP absent for more than 5 days, arrange a '**welcome back / catch up meeting**' with parents, CYP and CYP's identified Key Adult (eg. Classteacher / Form Tutor, Head of Year, ELSA, Pastoral Support, FSW). This is an opportunity to: welcome the CYP back; ensure CYP is well emotionally; share and address any concerns in relation to school and home; check CYP is up to date with work; identify any support needed. Ensure a compassionate and supportive approach is taken. Provide additional support for the CYP and parents as needed.
- Consider **emotional and social needs and possible barriers to learning**, including unidentified SEND. Liaise

A targeted, systematic and co-ordinated approach is essential for early and effective identification and intervention.

Actions / Strategies

- **Gain CYP's views using appropriate tools and activities (Appendix C)**
- Meet and greet with an identified staff member / Key Adult each morning (and end of day, as needed)
- Complete a One Page Profile with CYP to identify strengths, what is important and how best to support them. With CYP's permission, share with all necessary staff.
- Identify a Key Adult / Worker for the CYP who will meet with them on a regular basis (at least weekly).
- Key Adult to touch base with CYP throughout the day.
- Colour coded / traffic light termly attendance reports for parents.
- Home-school communication diary/ email contact.

**Wellbeing and attendance / punctuality concerns can be identified by any staff member, as well as the member of staff responsible (i.e Attendance Lead, Classteacher).*

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with SENCO / Pastoral Support to assess / identify need, as appropriate.

- Consider completing the **Identification Tool** (Appendix B) if you have concerns the CYP may be at risk of future non-attendance / EBSN. Identify appropriate Key Adult to complete with parents.

Phase 2: Identification of need

Responsibility: School, Parents / Carers

Phase reached if parents inform school of concerns regarding their child's emotional wellbeing or getting them to attend, or school identifies the same concerns.

- Identify **Key Adult/s to build a positive relationship** with CYP and parents, and **elicit views** using appropriate tools. **Identify possible reasons** for attendance / emotional wellbeing concerns with parent and CYP (*Key Adult may be different for CYP and parents eg. ELSA and FSW*).
- Complete **Identification Tool** (Appendix A) with parents and staff for CYP at risk of EBSN. Identify factors contributing to attendance / wellbeing concerns. *Use this information to inform an action plan (see below).*
- **Key Adult to elicit CYP's views** prior to Support and Attendance Meeting. Respond to views accordingly.
- *If CYP not attending school, complete a home visit to build / maintain a positive relationship and complete CYP voice activities.*
- **Analyse all information** from parents, staff and CYP prior to Support and Attendance Meeting, to identify: push and pull factors contributing to non-attendance; strengths / what is working well to promote engagement and attendance; what motivates and interests the CYP; emotional/ social skills which need support / intervention?
- Arrange **Support and Attendance Meeting/s** with parent, CYP and Key Adult/s; CYP may attend for part of the meeting with preparation and support (*see Appendix D: Support and Attendance Plans*). All views to be shared - CYP's views are essential to these meetings.
- Agree **personalised action plan with parents and CYP**. Agree reasonable adjustments and specific strategies / interventions to support CYP / and parents. The plan

Actions / Strategies

- **Gain CYP's views using additional tools/ activities e.g. card sort, laddering, scale my school day...**
- Identify a 'safe base' / quiet area in school CYP can access at specific times or as needed (eg. break/ lunchtimes, specific lessons etc.).
- Time-in cards / regulation breaks.
- Peer Mentoring (linking CYP with an older peer).
- Assessment of emotional and social needs (eg. SDQ, emotional literacy & social skills) to inform targeted intervention.
- ELSA / Learning Mentor to provide targeted intervention e.g. understanding and managing emotions / worry; positive coping strategies.
- Share EBSN leaflet with parents. Discuss strategies and how parents may best support their child i.e. maintain consistent routine; no computer games / mobile phone during school hours etc.
- Later starts / earlier finishes, as appropriate.
- If CYP is not attending, consider a re-integration timetable.
- Home visits and online video communications may take place to maintain positive connection & intervention.

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should be clear, holistic and robust with SMART outcomes and shared accountability of actions. Agree monitoring arrangements (*eg. daily monitoring of...by...*) and timely review date (within 2 to 4 weeks). See Appendix E: *example outcomes, targets and strategies*.

- **Regularly review / update action plan** (within 2 to 4 weeks). Adjust plan as necessary and agree next steps with review date. It is important to agree a clear plan of expectations and engagement *ie. If CYP is still not attending, ensure minimum daily expectation within the plan.*
- **At least two plan, do and review cycles are recommended prior to phase 3** (*unless significant change in circumstances or increased risk/ safeguarding concern*).
- **Liaise with SENCO** to discuss **emotional social needs and possible barriers to learning / unidentified SEND**. Consider tools to assess social communication, sensory processing, emotional and social needs including hidden social anxieties etc.
- Complete SEND Profile as necessary.
- Request **medical evidence** from parents for non-attendance / health needs as appropriate.
- School may consult with / seek advice from the EWS.
- Consider use of Pupil Premium to support (if not SEND).
- Consider if TAF is appropriate.

Phase 3: Continued concerns and identification of need

Responsibility: School, Parent / Carer, relevant services

If concerns persist:

- *Actions as outlined above, plus:*
- **Engage in reflection and supervision** with appropriate school staff to reflect on needs and how these are being met through the support plan: What is working well / less well? Are outcomes and actions realistic and achievable in given timescales? Is plan personalised to CYP's needs? Problem-solve barriers / what might need to be done differently? Adjust as appropriate, utilising small steps approach. Plan small daily outcomes / steps which can be achieved with appropriate support. Ensure plan is holistic, personalised and robust with SMART outcomes and

Further Actions / Strategies

- **Gain CYP's views using appropriate tools /activities (Appendix C)**
- Access to catch up sessions.
- Access to school resource base / learning support centre for educational provision...

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shared accountability of actions. Agree monitoring arrangements and prompt review date (within 1 to 2 weeks). *Short review cycles help to promptly address barriers and avoid potential drift.*

- **Liaise with SENCO** and relevant services to **assess emotional social needs and barriers to learning / unidentified SEND.**
- Complete / update **SEND Profile** as necessary.
- For CYP with an EHCP, an Interim Annual Review might be considered.
- **Discuss initiating TAF with parents** - identify appropriate TAF Lead (consider who has most contact / a positive relationship with the family).
- If TAF in place, consider referral to Early Help for emotional wellbeing / parenting support for CYP and families eg. Parental Mental Health Family Advice Service; Emotional Health and Wellbeing Service.
- **Consult with / seek advice from EWS** to discuss next steps. *Good practice is for school to alert EWS if a pupil's attendance is of concern and interventions by the school have had no impact, regardless of % attendance.*
- **Arrange a home visit** to gain CYP and parent views. A joint visit with identified **Key Adult** from school is recommended. Revisit and discuss factors which might be contributing to CYP's non-attendance/ EBSN (ref. to Identification Tool, CYP views activities etc.).
- **Key Adult to meet with CYP at least weekly** - whether attending school or not - **to build /maintain a positive and trusted relationship** and complete **targeted skills-based intervention**. This may take place in school, a neutral venue (eg. library) or home visit (refer to school policies on lone working). Sessions may focus on supporting wellbeing and emotional social skills.
- Arrange **Support and Attendance Meeting/s** with parents, Key Adult/s and relevant services – meeting may be held off site if CYP is more likely attend for part of the meeting with preparation and support, as appropriate. Alternatively, Key Adult to act as an advocate to share CYP's views and contributions towards their plan. Consider referrals to / consultation with relevant services (eg. Community Paediatrics, CEPS, CAMHS, Autism Service, YPS, Young

- Implement a programme of skills based intervention with CYP - *at home or a neutral community location if not in school.*
- Reduced timetable - **only to be used as a short term plan and if all persons agree it is appropriate** (NB. This is never a long-term solution. It should be time limited with a clear plan of how provision will be increased over time).
- Agree days / time for set work to be sent home and collected for marking (at least weekly).

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Carers). This may be incorporated as part of a TAF meeting, if appropriate.

- **Regularly review and update action plan** (within 1 to 2 weeks). Adjust plan as necessary, agree next steps and review date.
- School to **ensure a clear and flexible educational provision offer** remains in place for CYP not attending school eg. *to attend Form, breaktime or an identified session with a Key Adult.*

Phase 4: Multi-agency action plan and review

Responsibility: School, Parents / Carers, relevant services (e.g. CEPS, EAT, Autism Service, CAMHS, School Health, FSW, Early Help, Young Carers, YPS etc.); all parties involved in TAF

If concerns persist, or the child/ family present multiple needs:

- *Actions as outlined above, plus:*
- **Key Adult continues to meet with CYP (at least weekly)** -whether attending school or not - **to maintain regular positive contact / connection and targeted skills-based intervention.**
- **Ensure CYP is at the heart of all decision making.** Elicit CYP's views and involve them in contributing to their plan, as much as practicably possible. Key Adult may act as an advocate for the CYP if they are unable to attend meetings so that their views are listened to and inform their plan.
- **Ensure CYP's additional needs are effectively identified and met through appropriate multi-agency assessment and targeted interventions.** Consider all advice and recommended interventions.
- **Consider further referrals / consultation** with relevant services, as appropriate, to ensure effective identification and intervention of the CYP and family's needs.
- **TAF initiated** - assessment completed by appropriate Lead Professional, with input from all services. Consider a neutral venue for TAF meetings, as required. TAF Advisor can provide advice and support regarding obtaining parental consent, as needed.
- See TAF information & documentation via LiveWell website

Further Actions / Strategies

- **Gain CYP's views using appropriate tools / activities (Appendix C)**
- Arrange for educational provision in the home/ community location with an identified Key Adult / Worker who is to maintain a positive and trusted relationship with CYP. The longer-term aim is to transfer this into the school setting.
- Lesson 6 – access to a lesson after the school day.
- Telephone consultation with CAMHS.

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[TAF information and documentation | Early Help and Prevention News \(ies-news.info\)](#)
[Team around the family \(cheshirewestandchester.gov.uk\)](#)

- **TAF review meetings at least every 6 weeks.** If TAF is not progressing as expected, consult with a TAF Advisor for further advice. In addition, you may: request a Learning Conversation or MAGS through OWW; refer to Early Help for emotional wellbeing / parenting support for CYP and families
[Early help and prevention service \(cheshirewestandchester.gov.uk\)](#)
- In addition to TAF, **interim education meetings focussed on the CYP's educational provision within the plan** are recommended to ensure that educational provision is effectively planned, barriers are promptly identified and addressed and positive engagement is achieved.
- **Daily monitoring and timely reviews of the plan are essential:** identified Key Adult/s from school to monitor progress and arrange daily communication with parents as necessary, to maintain open lines of communication and support actions / strategies to be implemented as agreed. During reviews, adjust the plan as necessary, ensuring SMART outcomes are realistic and achievable.
- **Multiple review cycles** may be required. Initial progress can be slow. Setbacks are normal and temporary. Positivity and perseverance are key, with fresh starts and small steps forward.
- *If progress is not made and attendance and wellbeing concerns persist over time or worsen, despite appropriate support / intervention, consult with relevant services for further support (e.g. Early Help, Child and Educational Psychology Service, Education Access Team).*

Phase 5: Continued non-attendance due to EBSN

Responsibility: School, Parent / Carer, Local Authority and all relevant services; all parties involved in TAF

- Actions as outlined above, plus:
- If, despite all interventions implemented through Support and Attendance Plan and TAF, CYP is still unable to attend school and is in a period of non-attendance that extends

Multiagency reflection and supervision may be requested through OWW:

- [Learning Conversations – West Cheshire Children's Trust \(westcheshirechildrenstrust.co.uk\)](#)
- [Multi Agency Group Supervision – West Cheshire Children's Trust \(westcheshirechildrenstrust.co.uk\)](#)

Actions / Strategies

- **Gain CYP's views using appropriate tools / activities (Appendix C)**
- **Alternative Provision – Home Education Tutor, College or work placements (applicable to Key Stage).**

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beyond 15 school days (statutory guidelines), consider referral to **Education Access Team for support under Medical Needs**. Prior to a referral being submitted, it is advised to contact the service to discuss the case.

- **A referral to the Education Access Team must be discussed with parents, initiated by school and supported by a medical Consultant who is leading the treatment plan for the CYP.** For CYP experiencing EBSN, this may be a CAMHS Practitioner, supported by a Consultant Psychiatrist from the CAMHS Service.
- If appropriate, the Education Access Team will arrange educational provision for the CYP. This will be an intervention basis with the aim of supporting the CYP to return to school, as their health allows.
- **It is imperative that an identified Key Adult / Worker from school maintains regular positive contact with the CYP at least weekly** - to ensure the CYP sustains a positive link and connection with school. Explicit actions that communicate that the CYP is valued, accepted and thought about ('kept in mind') are essential, in addition to actions that promote their sense of belonging and inclusion within the school.
- **TAF review meetings to continue.**
- In addition, **ensure CYP's educational plan and provision continues to be closely monitored and reviewed regularly** (as specified in Phase 4, above).

- Access to an online learning package to support an alternative educational provision (e.g. Apricot Online, Nisai Learning, InterHigh).
- Identified Key Adult from school to maintain regular contact with CYP, **at least weekly**, and provide additional support and intervention as needed.

Appendix 3: Unauthorised absence flow chart

ATTENDANCE POLICY

