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1. Policy statement and principles

- 1.1. Improving attendance is everyone's business.
- 1.2. At Cowes Enterprise College we will develop and maintain a whole school culture that promotes the benefits of high attendance.
- 1.3. We aim for an environment which enables and encourages children to enjoy and excel in their education.
- 1.4. We recognise that some children find it harder than others to attend school therefore the academy will build strong and trusting relationships with children and parents to:
- 1.5. promote good attendance and remove any barriers to attendance.
- 1.6. act early to address patterns of absence.
- 1.7. Successfully treating the root causes of absence and removing barriers to attendance requires the academy and local partners to work collaboratively with, not against families.
- 1.8. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education.
- 1.9. Where a child is registered at this academy, parents have an additional legal duty to make sure their child attends regularly.
- 1.10. We will **expect** high standards of attendance, **monitor** attendance data, **listen** to children and parents to **understand** barriers, facilitate **support**, formalising it when necessary, and **enforce** attendance through statutory intervention when all other avenues have been exhausted.

2. Why regular attendance is important

- 2.1. Good attendance is essential for children to get the most out of their school experience, including their well-being and wider life chances.
- 2.2. Regular and punctual attendance is essential for effective learning; children with poor attendance achieve less in both primary and secondary age groups.
- 2.3. For the most vulnerable children, regular attendance is also an important protective factor.

3. Safeguarding

- 3.1. Safeguarding and promoting the welfare of children is everyone's responsibility.

- 3.2. Difficulties with attendance and lateness may be signs that something is worrying a child and they and/or their family are in need of early help and support.
- 3.3. Lack of, or erratic attendance, persistent absence or children missing education are safeguarding issues and must act as a warning sign to a range of concerns including neglect, sexual abuse, child sexual or child criminal exploitation, and serious violence. They may also be an indication of child-on-child abuse including bullying and sexual harassment or significant mental ill health concerns. They must not be seen as purely isolated attendance concerns.
- 3.4. Where children have or have had a social worker or are in need of safeguarding support, this will inform decisions about attendance issues.
- 3.5. More information on safeguarding and the protection of children can be found in the academy's Child Protection and Safeguarding Policy.

4. Vulnerable children

- 4.1. It is important for parents/carers/social workers to let the academy know of any specific vulnerability in relation to their child or home circumstances. If uncertain about what would be considered a vulnerability, parents should contact Roger Lyon via the school office.

5. Context

5.1. The law relating to attendance and safeguarding

5.1.1. Section 7 of the Education Act 1996 states that:

“the parent of every child of compulsory school age shall cause him/her to receive efficient full-time education suitable:

(a) to age, ability and aptitude and

(b) to any special educational needs he/she may have

either at school or otherwise”

5.2. Compulsory school age

5.2.1. A child must start full-time education once they reach compulsory school age. This is on 31 December, 31 March or 31 August following their fifth birthday - whichever comes first.

5.2.2. A child can leave school on the last Friday in June if they will be 16 by the end of the summer holidays. (See attendance coding guide in 'School attendance Guidance for maintained schools, academies, independent schools and local authorities').

5.2.3. They must then do one of the following until they are 18:

- stay in full-time education, for example at a college.
- start an apprenticeship or traineeship.
- spend 20 hours or more a week working or volunteering, while in part-time education or training

5.3. Safeguarding

5.3.1. Section 175 of the Education Act 2002 places a duty on local authorities and governing bodies to have regard to guidance issued by the Secretary of State with regard to safeguarding and promoting the welfare of children and children under the age of 18.

5.4. Other relevant guidance/advice

- Keeping Children Safe in Education Sept 2023 - statutory guidance for schools
- Working together to safeguard children – statutory guidance for safeguarding partners.
- The Special Educational Needs and Disabilities Code of Practice 0-25 years
- The Education (Pupil Registration) (England) Regulations 2006
- Working together to improve school attendance May 2022
- Looked After Children
- Ensuring a good education for children who cannot attend school because of health needs Statutory guidance for local authorities January 2013
- Children Missing Education Statutory Guidance for Local Authorities Sept 2016
- Gypsy, Roma and Traveler Children: supporting access to education.
- General information and advice for academies can also be found in the Government's publication Missing Children and Adults – A Cross government strategy.
- Statutory Guidance on Children who run away or go missing from home or care.
- Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation Department for Education
- NSPCC Protecting children from sexual exploitation.
- Elective home education guidance for local authorities April 2019

- Elective home education – a guide for parents April 2019
- Alternative Provision Statutory guidance for local authorities Jan 2013
- For relevant LA information, please follow the following link [Isle of Wight Council \(iow.gov.uk\)](http://www.iow.gov.uk)
 - LSCB – children missing from home or care protocols
 - LA guidance on Gypsy Roma and Traveler attendance,
 - CSE/CCE protocols

5.5. Related academy policies

- Child Protection and Safeguarding
- Admissions
- Suspension and Exclusion
- Anti-bullying
- Behaviour
- Supporting Children with Medical Needs
- Special Educational Needs and Disabilities (SEND)

6.Roles and responsibilities

6.1. People with responsibility for attendance

Role	Name	Contact details
Principal	Rachel Kitley	01983 203103
Senior Leader with responsibility for attendance	Roger Lyon	01983 203103
Academy Attendance Officer	Paula Mursell	01983 203103
Designated Safeguarding Lead	Roger Lyon	01983 203103
Academy SENCo	Claire Slade-Palmer	01983 203103
Academy Mental Health Lead	Danielle Godfrey	01983 203103

Academy LAC Coordinator	Roger Lyon	01983 203103
Local authority named officer for the education of children with additional health needs	Rachael Williams	01983 823151
Local authority named officer for SEND	Nick Mobley	01983 821000
Local authority named officer for elective home education	Louise Tatton	01983 821000
Local Authority Virtual School Head	Rosie Lister	01983 814680

6.2. Roles and responsibilities: all children

Trustees/Governors	Academies	Parent/carer
<p>Recognise the importance of attendance and promote it across the academy's ethos and policies</p> <p>Take an active role in attendance improvement, support the academy to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Regularly review attendance data; supporting and challenging leaders to focus improvement efforts on individual children or cohorts who need it most</p>	<p>Adhere to the guidance in 'Working together to improve school attendance'</p> <p>Ensure strong relationships with families are formed to understand and remove barriers to attendance</p> <p>Has a coordinated, holistic approach which focuses on the individual needs of each child and ensures that all key staff i.e., DSL, SENCo, Mental Health Lead and LAC Coordinator are involved in attendance support</p> <p>Monitor and analyse weekly attendance and trends looking</p>	<p>Ensure their child attends every day the school is open except when a statutory reason applies.</p> <p>Notify the school as soon as possible when their child has to be unexpectedly absent (e.g., sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>

<p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Ensure school staff receive training on attendance, ensuring key attendance staff also receive bespoke safeguarding training to support their role</p> <p>Ensure that all governors have familiarised themselves with at least sections 1-3 of 'Working together to improve school attendance'</p>	<p>at individual children, cohorts and groups</p> <p>Have a clear school attendance policy on the school website which all staff, children and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p> <p>Shares information and works collaboratively with other schools in the area, local authorities and partner agencies</p>	
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6.3. Roles and responsibilities: children at risk of becoming persistently absent (PA)

Trustees/Governors	Academies	Parent/carer
<p>Regularly review attendance data and help school leaders focus support on the children who need it</p>	<p>Proactively use data to identify children at risk of poor attendance.</p> <p>Work with each identified child and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>

	<p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners.</p> <p>Act as the lead practitioner where all partners agree that the school is the best placed lead service.</p> <p>Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	
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6.4. Roles and responsibilities: persistently absent children

Trustees/Governors	Academies	Parent/carer
<p>Regularly review attendance data and help school leaders focus support on the children who need it</p>	<p>Continued support as for children at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>

	<p>appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings</p>	
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6.5. Roles and responsibilities: severely absent children

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the children who need it	<p>Continued support as for persistently absent children and:</p> <p>Agree a joint approach for all severely absent children with the local authority.</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>

6.6. Roles and responsibilities: cohorts of children with lower attendance than their peers

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders	Proactively use data to identify cohorts with, or at risk of, low	Not applicable

<p>focus support on the children who need it</p>	<p>attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>	
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6.7. Roles and responsibilities: children with medical conditions or SEND with poor attendance

Trustees/Governors	Academies	Parent/carer
<p>Regularly review attendance data and help school leaders focus support on the children who need it</p>	<p>Maintain the same ambition for attendance and work with children and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the child's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>

6.8. Roles and responsibilities: children with a social worker

Trustees/Governors	Academies	Parent/carer
Regularly review attendance data and help school leaders focus support on the pupils who need it	Inform the child's social worker if there are any unexplained absences and if their name is to be deleted from the register.	Work with the school and local authority to help them understand their child's barriers to attendance. Proactively engage with the support offered.

7. Promoting regular attendance and punctuality

7.1. Helping to create a pattern of regular, punctual attendance is everybody's responsibility – parents/carers/social workers, children and all members of academy staff.

7.2. To help us all to focus on this we will:

- Provide parents / carers with details on attendance via the academy website
- Report to parents at least half-termly on their child's attendance and punctuality
- Celebrate improved attendance – this should be done sensitively and take into account individual children's circumstances
- Reward good or improving attendance through class competitions, certificates and outings/events - taking into account individual children's circumstances and barriers to attendance
- Run promotional events when parents, children and staff can work together on raising attendance levels across the school.

7.3. Admissions and attendance register ('the school roll')

7.3.1. The academy will keep an admission register and attendance register. The contents of which includes:

- All children on roll at the academy
- All children's personal details including full legal name
- At least two, and preferably three, telephone numbers for different trusted adults
- The date of admission (or re-admission)
- Information regarding parents and carers
- Details of the school last attended.

7.3.2. The academy will enter children on the admissions register at the beginning of the first day on which it has been agreed by the academy that the child will start, or the day that the academy has been notified that the child will attend the academy.

7.3.3. On each occasion, we will record children's attendance using the national codes. (For details of current national attendance codes see School attendance guidance)

7.3.4. A child's name can only be deleted from the admission register for a reason set out in regulation 8 of the Education (Pupil registration) (England) Regulations 2006 as amended.

7.4. Family contact details

7.4.1. In order to allow us to safeguard children it is important that parents and carers provide the academy with their current contact details and provide at least two, and preferably three, other contact numbers of trusted adults in case of emergency where possible.

8. The academy day

(NB. Academies MUST ensure their arrangements for the school day comply with paragraph 31 in Working together to improve school attendance)

8.1. The school day starts at 08:30 and we expect your child to be in class at that time. They should be on the premises by 08:25 to allow time for them to be in class before registers close.

8.2. Late arrival before registers close

8.3. Registers are marked by 08:30 and 12:45 and your child will receive a 'late' mark if they are not in by that time.

8.4. Late arrival after registers close

8.5. At 09:00 and 1:45 the registers will be closed. This will be no longer than 30 minutes after the start of the academy day.

8.6. If your child arrives after that time, they will receive an unauthorised absence mark that shows them to be on site but not counted as a present for statistical / legal purposes.

8.7. Children arriving late to the academy should report to the school office where a member of the office team will ensure that they have been registered as present at the academy.

8.8. Lateness

8.8.1. Poor punctuality is not acceptable. If a child misses the start of the day, they can miss work and do not spend time with their class teacher getting vital information / instructions and news for the day. Late arriving children also disrupt lessons. It can also be embarrassing for the child; this can encourage absence.

8.9. How we manage lateness

8.9.1. If your child has a persistent late record, you will be asked to meet with a member of the attendance team to identify what the barriers are and together seek a resolution.

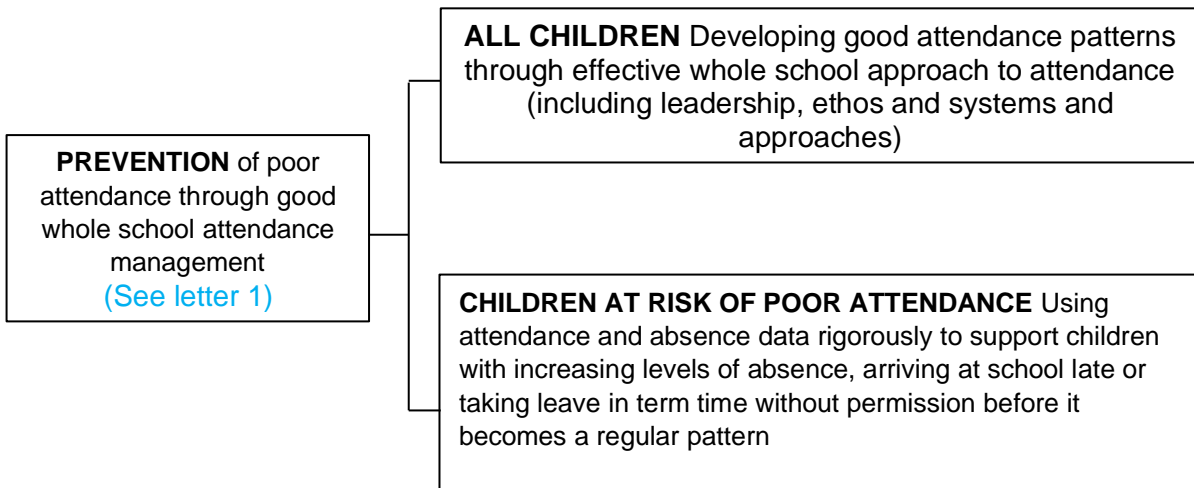
8.9.2. Please approach us at any time if you are having problems getting your child to school on time so that we can work with you. The earlier we identify a problem the more chance of success we can have.

9. Support and intervention

- 9.1. Whilst having the highest expectations of attendance, the academy recognises that the barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual children and families.
- 9.2. The academy will take into consideration the sensitivity of some of the reasons for absence and understand the importance of school as a place of safety and support rather than reaching immediately for punitive approaches.
- 9.3. We monitor attendance and punctuality throughout the year and understand that certain groups of children may be more at risk of poor attendance.
- 9.4. We will aim to build strong and positive relationships between the academy and families. The academy will treat all children and parents with respect and dignity, considering circumstances holistically.
- 9.5. Early intervention can prevent poor attendance.
- 9.6. We will, in the first instance, support children and parents by working together to address any in-school barriers to attendance.
- 9.7. Where barriers are outside of the academy control, the academy will work with the child, family and other partners to support them to access any support they may need voluntarily. This may include referrals to services and organisations that can provide support.
- 9.8. When absence intensifies, so will the support provided. The academy will work in tandem with the local authority and other relevant partners.
- 9.9. Where voluntary support has not been effective and/or has not been engaged with, the academy will work with the local authority to put formal support in place e.g., parenting contract or an education supervision order.
- 9.10. Where support would not be appropriate or has not been successful or engaged with, and it is likely to change parents' behaviour, a fixed penalty notice may be issued by the local authority.
- 9.11. The academy, working with the local authority may seek to intensify support through statutory children's social care involvement where there are safeguarding concerns, especially where absence becomes severe (below 50% attendance).
- 9.12. The academy, working with the local authority, may seek to prosecute parents where all other routes have failed or are not deemed appropriate.

9.13. Where a child or family needs support we will endeavour to ensure the best placed person in the academy works with them and remains their key point of contact.

9.14. Effective school attendance and management

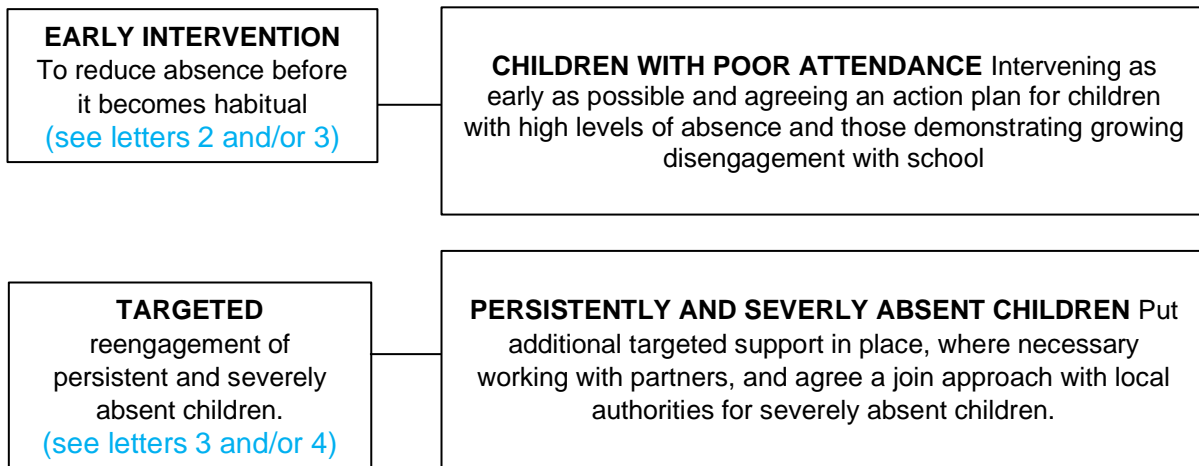


10. Types of absence

10.1. Every half-day absence from school is classified by the academy (not by the parents), as either **authorised** or **unauthorised**. This is why information about the cause of any absence, is always required, preferably in writing.

10.2. Severely absent

10.2.1. A child is considered to be severely absent (SA) if they miss 50% or more of their schooling across the school year for whatever reason.



10.2.2. These children will be given top priority for more intensive support across a range of partners.

10.2.3. All our SA children and their parents will be supported through an action plan. The plan may include:

- Allocation of additional support through a mentor,
- Individual incentive programmes
- Participation in group activities around raising attendance
- Other supportive measures as appropriate to your child's needs

10.2.4. All SA cases are also automatically made known to the local authority to agree a joint approach.

10.2.5. The data in relation to SA cases will also be made known to the academy's education director and the governing body.

20.9. To support children with medical conditions or special educational needs and disabilities who cannot attend, the academy will:

- put in place a comprehensive health care or similar plan which addresses medical, educational, social, emotional and mental health needs, which has been contributed to by the child, where appropriate, and parents/carers
- for children already on other plans this can be an addendum to the existing plan where appropriate to avoid duplication of plans
- ensure that cases are regularly reviewed and escalated if necessary through: ([Escalation Policy iow.gov.uk](#)) Records of decisions taken and the rationale for them should be recorded
- where children have an EHC plan 'work with the local authority to deliver any provision specified on an EHC Plan.'
- liaise with appropriate medical professionals to ensure minimal delay in arranging appropriate provision for the child
- have a designated member of staff who will be responsible for the child and act as the main point of contact
- liaise with the local authority to monitor that the child receives full time education, which is of good quality, (as defined in the statutory guidance Alternative Provision (2013) which allows them to take appropriate qualifications, prevents them from slipping behind their peers in school and allows them to reintegrate successfully back into school as soon as possible (*full time is not defined in law but should equate to what the child would normally have in school- unless it would not be in the child's best interests, e.g. in KS4 this would be 25hrs a week*)
 - DfE Statutory Guidance: *Ensuring a good education for children who cannot attend school because of health needs*, January 2013
- liaise with any alternative provision to ensure the child is safeguarded and carry out due diligence checks

21. Alternative provision

21.1. All professionals have a statutory responsibility to safeguard and promote the welfare of children. The tracking and reporting of attendance at alternative provision is an essential component in achieving this.

21.2. Children at alternative provision are additionally vulnerable and will be closely monitored. The attendance ambition for children at alternative provision will be the same as they are for any other child.

21.3. The senior leader with responsibility for alternative provision is Roger Lyon

21.4. Most children at alternative provision will be D coded (dual registered at another school) and the academy is ultimately responsible for ensuring their safety and well-being, including home visits when necessary i.e., in the case of non-attendance.

- 21.5. The arrangements for monitoring of attendance, contacting of parents and carrying out safe and well checks will form part of a written individual plan, agreed with the child, parents and alternative provider before the child begins their placement.
- 21.6. Alternative providers are required to contact the academy on the first day by 09:00 whenever the child is absent.
- 21.7. Attendance at off-site alternative provision will be monitored daily by the attendance team who will ensure that swift action is taken when a child does not attend their alternative provision place.
- 21.8. The academy will make regular visits to the alternative provision to meet the child, their link tutor and to check on their well –being, attendance and academic progress.
- 21.9. The senior leader with responsibility for alternative provision will ensure arrangements are in place to formally monitor, report on attendance at alternative provision to SLT on a weekly basis, liaising with the DSL, SENCo, Mental Health Lead, LAC coordinator or other key colleagues as necessary.
- 21.10. Children whose attendance falls below the academy’s target will receive support and intervention in line with this policy. The academy will work jointly with the alternative provision to put in place a comprehensive, regularly reviewed, written plan to support better attendance.
- 21.11. There is an expectation that any safeguarding concerns are raised with the designated safeguarding lead and that all alternative providers adhere to the child protection and safeguarding policies held by the academy.

22. Part-time timetables

- 22.1. All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Academies have a statutory duty to provide full time education for all children.
- 22.2. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a child’s individual needs. For example, where a medical condition prevents a child from attending full-time education and a part-time timetable is considered as part of a re-integration package.
- 22.3. A part-time timetable will not be treated as a long-term solution. Any individual support programme or other agreement will have a time limit by which point the child is expected to attend full-time or be provided with alternative provision.
- 22.4. A part-time timetable should not be used to manage a child’s behaviour.
- 22.5. Part time timetables will be in place for the shortest time necessary and last no longer than 6 weeks. Formal written reviews will take place at least fortnightly and will include the child, parents/carers and other professionals as appropriate.
- 22.6. There will be an identified lead person with responsibility for monitoring the part -time timetable.

22.7. A written agreement/plan between the academy, the child and the parent will be drawn up. It will record the details of the timetable, responsibilities for safeguarding and review dates. Records of all review meetings will be added to the plan.

22.8. In agreeing to a part-time timetable, an academy has agreed to a child being absent from the academy for part of the week or day and therefore must record it as authorised absence.

22.9. Safeguarding

22.9.1. The academy will ensure that the DSL has been consulted, a risk assessment carried out and suitably robust arrangements are in place to ensure the ongoing safeguarding of any child on a part time timetable.

23. School targets and initiatives

23.1. The school has targets to improve attendance, and everyone has an important part to play in meeting these targets. Targets for the school and for classes are displayed in the school and on the academy website.

23.2. The academy has set a whole school attendance target of 96% attendance and will keep parents/carers updated regularly about progress and how their child's attendance compares.

23.3. Details of academy absence levels are available from our attendance team.

23.4. The academy's target is to achieve better than this as good attendance is the key to successful schooling.

23.5. Information on any projects or initiatives that will focus on these areas will be provided through news articles on the academy website.

23.6. Academy leaders, governors and OAT education directors, DSL, SENCo, Mental Health Lead and LAC Coordinator ensure that attendance data, particularly for identified vulnerable groups is closely and regularly monitored identifying trends or patterns and assessing the impact of actions taken and that inclusive and non-discriminatory practices are employed.

24. Rewards

24.1. 100% attendance will be acknowledged in the following ways:

- Celebration assemblies and academy reward systems

24.2. Good/improving attendance and punctuality will be acknowledged in the following ways:

- Celebration assemblies and academy reward systems

25. Attendance codes

The academy will use the attendance codes as outlined in the Working together to improve school attendance guidance and will ensure any subsequent guidance is followed.

Appendix 1

Prevention letter template

Appendix 1

«salutation»

«address_block»

«date_of_printing»

Dear «salutation»,

I am writing with reference to «chosen_forename»'s recent absence(s) from the academy and to take this opportunity to give you some information regarding the provision we are able to make for children, should «chosen_forename» feel unable to attend in the future.

We understand that the barriers to accessing education are wide and complex, and that some children find it harder than others to attend. We would like to work with you to identify and remove any barriers.

Some of the support we can offer is:

If a child is feeling a little unwell in the morning, they may well improve during the day and therefore, it is usually better to send them to the academy and we can provide a quiet working area until they feel able to re-join their classes.

We also provide 'stationary' areas for children to work in, should mobility be an issue so that they do not have to move around the academy. We would also allow children to leave lessons early to avoid crowds should they have an injury.

We have a full time first aider at Cowes Enterprise College that can assess the condition and, with your authorisation, administer medication should «chosen_forename» feel unwell after arriving at the academy

We also have mentoring support for any children who have been absent due to sadness from a bereavement or other personal circumstances.

Heads of year are always willing to support children and therefore should «chosen_forename» have any problems or issues that may prevent «him_her» from wanting to attend, please contact (insert academy name) immediately so that these problems or issues can be resolved.

We have a strong network of staff here at Cowes Enterprise College, and I am sure you will agree that whatever problem «chosen_forename» may encounter, there is support available to «him_her», to ensure regular attendance to the academy.

If you wish to discuss any concerns, please contact 01983 203103

With kind regards,

Appendix 2

Early intervention letter template

«salutation»

«address_block»

«date_of_printing»

«forename» «surname»

Dear «salutation»

I am writing with reference to «chosen_forename»'s recent absence(s) from the academy. We understand that the barriers to accessing education are wide and complex, and that some children find it harder than others to attend. We would like to work with you to identify and remove any barriers.

«forename»'s attendance is currently «percentage_attendance»%, which is a concern to us as this has a significant impact on «forename»'s learning.

If «forename» is going to receive the support he/she/they need to improve his/her/their attendance, it is essential that we work together to identify what the barriers are.

The academy is unable to authorise further absences without fully understanding the reasons and may need a doctor's note/medical note/hospital letter to explain them.

Please could you contact XXX to arrange a meeting to look at what support we can put in place to resolve any issues or concerns

Please feel free to bring a friend or family member with you to the meeting

If you have any access requirements, please let us know

Yours sincerely,

Appendix 3

Persistent absence letter template

«salutation»

«address_block»

Child - «forename» «surname» - «reg»

Dear «salutation»

I am writing with reference to «chosen_forename»'s continuing absence(s) from the academy.

«forename» attendance is currently «percentage attendance»% and we are now very concerned about this as it means they are at the threshold for persistent absence/ near the threshold for severe absence

Good attendance is essential for children to get the most out of their school experience. We understand that the barriers to accessing education are wide and complex, and that some children find it harder than others to attend. We would like to work with you to identify and remove any barriers together.

If «forename» is going to receive the support he/she/they need to improve his/her/their attendance, it is essential that we work together to identify what the barriers are, both in or out of school and avoid any legal action being taken.

Any absence xxx- child's name may now have, will be recorded as unauthorised and a doctor's note/medical certificate will be required to explain it

Section 444 of the Education Act 1996 makes it parents/carers responsibility to ensure their child's attendance at the academy which they are on roll. Whilst we want to continue to support «forename» and the family to improve this/her/their attendance, we will now be seeking additional advice from the local authority attendance team

Please can you come into the academy to meet with xxxx on xxxx at xxxx or contact us to arrange a suitable alternative to look at how we can help avoid any deterioration in «forename»'attendance. Child's «forename» will also be invited.

Please feel free to bring a friend or family member with you.

If you have any access requirements, please let us know

With kind regards,

Appendix 4

Severe absence concerns letter template

«salutation»

«address_block»

Child - «forename» «surname» - «reg»

Dear «salutation»

I am writing to let you know you that «forename»'s attendance is currently «percentage attendance»%. We are now very concerned about this as it means they are now close to/in the severe absence category.

Section 444 of the Education Act 1996 makes it parents/carers responsibility to ensure their child's attendance at the academy which they are on roll. Failure to do so may result in legal action being taken.

Whilst we want to continue to support forename and the family to improve this/her/their attendance, we will now be seeking additional advice from the local authority attendance team

As there are also safeguarding concerns for forename we will also be seeking statutory support from the local authority children's services

If «forename»'s attendance is going to improve, it is essential that we work together to identify what the barriers are, both in and out of school and put in place any support that is needed for «forename» or the family.

Please can you come into the academy on with «forename»'to meet with xxxx on xxxx at xxxx or contact us to arrange a suitable alternative to look at how we can help avoid any deterioration in «forename»'s attendance

The following will also attend the meeting (academy to name any LA/other professionals who will be at the meeting)

Please feel free to bring a friend or family member with you.

If you have any access requirements, please let us know

With kind regards

Appendix 5

EHE guidance

Definition of EHE	Elective Home Education (EHE) is a term used to describe a choice by parents to provide education for their children at home or in some other way they desire, instead of sending them to school full-time (DfE Elective Home Education – Guidance for Parents 2019)
Background and context	The House of Commons report on Home Education (January 2022 - https://researchbriefings.files.parliament.uk/documents/SN05108/SN05108.pdf) estimates that in October 2021 there were around 81,200 children nationally registered for home education. This number is only an estimate as there is no legal duty on parents/ carers to register their child if they are receiving home education. Data shows that in 2019 (pre-Covid19 pandemic) there were 60,500 children nationally registered for home education.
DfE Guidance	<p>EHE guidance stipulates:</p> <ul style="list-style-type: none"> ▪ Parents and guardians who choose to home-educate their children are responsible for ensuring that the education provided is efficient, full-time and suitable to the child’s age, ability, aptitude and any special educational needs they may have. ▪ They are not required to provide a broad and balanced curriculum and do not have to follow the National Curriculum. Home educating parents must be prepared to assume full financial responsibility, including the cost of any public examinations. ▪ Local authorities have no formal powers or duty to monitor the provision of home education. However, they do have duties to identify children not receiving a suitable education, and to intervene. ▪ The Department for Education (DfE) recommends that local authorities should contact people home educating their child on at least an annual basis, so they are aware of the suitability of the education being provided. ▪ There are two key DfE documents that provide guidance to Local Authorities and parents on EHE: <ul style="list-style-type: none"> ▪ Elective home education: departmental guidance for local authorities ▪ Elective home education: guide for parents
Reasons for Elective Home Education	<p>Local authority guidance states that parents may choose to Electively Home Educate (EHE) their child for several reasons:</p> <ul style="list-style-type: none"> ▪ Ideological or philosophical views ▪ Religious or cultural beliefs ▪ Dissatisfaction with the school system, or the school which the child attends ▪ Bullying of the child at school ▪ Health reasons, particularly mental health of the child ▪ As a short-term intervention for a particular reason ▪ A child’s unwillingness or inability to go to school. ▪ Special educational needs, or a perceived lack of suitable provision in the school system for those needs

	<ul style="list-style-type: none"> ▪ Disputes with a school over the education, special needs or behaviour of the child, in some cases resulting in 'off-rolling' ▪ Familial reasons which have nothing to do with schools or education (e.g. using older children educated at home as carers) ▪ As a stop-gap while waiting for a place at a school <p>Although some local authorities run voluntary registration schemes, there is currently no legal obligation for a parent to register or inform a local authority that their child is being home educated</p> <p>NB: 19% of EHE in 2021 was attributed to Covid-19 and 19% attributed to philosophical/lifestyle choice. (the DfE does not currently collect EHE data, therefore this data only represents those parents that responded to their local LA with the reason for their decision to EHE their child).</p>
<p>Removing a child from the school admissions register</p>	<p>All schools must follow the statutory guidance to remove a child from their admissions register. The guidance states:</p> <ul style="list-style-type: none"> ▪ Where a child has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register after making reasonable enquiries to establish the whereabouts of the child. This can only be applied if the school does not have reasonable grounds to believe that the child is unable to attend because of sickness or other acceptable and unavoidable cause. ▪ Maintained schools have a safeguarding duty in respect of their children, and as part of this should investigate any unexplained absences. Academies and independent schools have a similar safeguarding duty for their children. ▪ All schools (including academies and independent schools) must notify their local authority when they are about to remove a child's name from the school admission register under any of the fifteen grounds listed in the regulations (The Education (Pupil Registration) (England) Regulations 2006 ▪ When removing a child's name, the notification to the local authority must include: (a) the full name of the child, (b) the full name and address of any parent with whom the child normally resides, (c) at least one telephone number of the parent, (d) the child's future address and destination school, if applicable, and (e) the ground in regulation 8 under which the child's name is to be removed from the admission register ▪ A child's name can only be removed from the admission register under regulation 8 if the school and the local authority have failed to establish the child's whereabouts after jointly making reasonable enquiries. Local authorities and schools should agree roles and responsibilities locally in relation to making joint enquiries.
<p>Special Educational Needs and Elective</p>	<ul style="list-style-type: none"> ▪ Parents' right to educate their child at home applies equally where a child has special educational needs (SEN), including if they have an Education, Health and Care (EHC)

<p>Home Education</p>	<p>Plan, but the education provided must be “suitable to the child’s age, ability, aptitude and SEN”.</p> <ul style="list-style-type: none"> ▪ Local authorities should work in partnership with parents to ensure that the SEND of these children are met when the LA already knows the children have SEN. LAs should fund the SEND needs of home educated children where it is appropriate to do so. ▪ In cases where LAs and parents agree that home education is the right provision for a child with an EHC plan, the plan should make clear that the child will be educated at home. If it does then the LA, under Section 42(2) of the Children and Families Act 2014, must arrange the special educational provision set out in the plan. ▪ In cases where the EHC plan gives the name of a school or type of a school where the child will be educated and the parents decide to educate at home, the LA is not under a duty to make the special educational provision set out in the plan provided it is satisfied that the arrangements made by the parents are suitable. The LA must review the plan annually to assure itself that the provision set out in it continues to be appropriate and that the child’s SEN needs continue to be met. If it is, the LA should amend the plan to name the type of school that would be suitable but state that parents have made their own arrangements under Section 7 of the Education Act 1996. ▪ Parents must notify the school in writing that their child is receiving education otherwise than at a school and the school must then remove the child’s name from the admissions register. If the school is a special school, the LA must give consent for the child’s name to be removed. ▪ If at any point a LA concludes that the home education for a child with an EHC plan does not meet the child’s needs, the LA is required to intervene through the school attendance order framework. This should be a step of last resort after all other avenues of support have been unsuccessful. ▪ Parents may also home educate children who have SEN but do not have EHC plans. LA should work with parents and consider whether to provide support in the home to help parents make suitable provision. ▪ Government SEND Code of Practice 0-25 (10.30 - 10.38)
<p>Ofsted</p>	<p>Ofsted undertook a study into Elective Home Education in 2019 Exploring moving to home education in secondary schools</p> <p>In this study Ofsted state their position with regards to Elective Home Education and how they will review this as part of the inspection process:</p> <ul style="list-style-type: none"> ▪ Our new education inspection framework explores how the school’s curriculum is helping disadvantaged pupils and those with special educational needs and/or disabilities (SEND) to overcome barriers to learning. ▪ We will carefully evaluate the reasons for pupils leaving when pupil movement is unusually high. Where off-rolling is found, we will continue to report on this clearly and are likely to judge leadership and management as inadequate.

	<ul style="list-style-type: none"> ▪ We will explore an inspection methodology that enables, where appropriate and where pupil movement into home education is very high, inspectors to take the views of parents who have moved their children into home education into their inspection evidence. <p>The Leadership and Management section of the Ofsted School Inspection Handbook, section 'Inclusion and off-rolling' 298, clearly details how inspectors will judge whether schools have an 'inclusive culture' School inspection handbook (www.gov.uk)</p>
OAT policy	<p>Guidance on EHE can be found in this OAT Attendance policy.</p> <p>Key points to note:</p> <ul style="list-style-type: none"> ▪ Parents must inform the academy in writing that they intend to educate their child at home. ▪ Once the letter of notification, written by the parent/carer, to home educate has been received, the academy will immediately notify the local authority elective home education officer (EHEO) ▪ The parent and child will be offered the opportunity to discuss their decision with the principal ▪ OAT academies will never seek to persuade parents to educate their children at home as a way of avoiding an exclusion or because the child has a poor attendance record or has a special educational need. In the case of exclusion, we will follow the relevant legislation and have regard to the statutory guidance
Approaches and strategies	<p>Below are a range of strategies to be employed by schools as part of the EHE process to avoid, whenever possible, a child being removed from roll and being electively home educated.</p> <ul style="list-style-type: none"> ▪ Key member of the senior team to be involved in initial parent meetings and conversations to establish the reasons for the preference to home educate ▪ DFE guidance to be shared with parents when the academy is informed of the preference to home educate ▪ Letter to be sent to parents outlining the safeguarding responsibilities and offering the opportunity to discuss their child's individual case. OAT template may be used, but this should not be a generic letter. ▪ The Local Authority EHE team representative to be invited to all parent meetings ▪ Local Authority EHE paperwork to be completed with relevant risk assessments for those learners that are deemed vulnerable. Academy SENCO to be involved in the referral process to ensure that additional needs are recorded and shared appropriately with the Local Authority ▪ All EHE discussions to be recorded onto CPOMS via the EHE category at the earliest possible opportunity ▪ From the point the parent first decides to EHE, to the point that the child is removed from roll, the child will be coded 'O' if they do not attend.(Unauthorised absence) ▪ The academy will accept the child back onto their roll if the decision to EHE is reconsidered by the parent. (Provided there is a place)

	<ul style="list-style-type: none"> ▪ All safeguarding checks, including home visits, will continue until the child is removed from roll. ▪ Staff training to be delivered to middle and senior leaders on additional safeguarding risks for children who are home educated ▪ Leaders should review EHE data and look for trends in EHE cases, particularly for children with SEND, Pupil Premium, behaviour concerns, and high numbers of exclusion.
<p>OAT support and guidance</p>	<p>Additional support and guidance can be obtained from the following:</p> <ul style="list-style-type: none"> ▪ Regional Director (for specific area) ▪ Director of Inclusion (Jane Nolan) ▪ OAT Deputy Safeguarding Manager (Stephanie Morley) ▪ LA Elective Home Education team ▪ Elective home education (www.gov.uk) ▪ Elective home education: guide for parents (www.gov.uk)

EHE letter template 1

(following initial conversation/meeting with parent)

Date:

Parent/carer

Address

Dear XXXXX,

Following our conversation/meeting, thank you for your letter confirming that you have taken the decision to electively home educate (EHE) child's name XXXXX.

As discussed, we strongly advise against this for the following reasons xxxxxxxxxxxxxxxxx.

We firmly believe that the best place for child's name is in school and sincerely hope that you will reconsider your decision.

- Guidance for parents can be found in Elective home education (www.gov.uk)

If you would like a hard copy, please contact the academy.

The local authority elective home education officer is xxxx and can be contacted at xxxxx

If you would like to discuss the matter further, please do not hesitate to contact YYYYYY

Yours sincerely,

EHE letter template 2

Following confirmation from parent to EHE and RD and LA that child can be removed from roll)

Date

Parent

Address

Dear XXXXX,

We are sad to see that you still wish to pursue elective home education for xxxx child's name We strongly advise against this but respect your right to take this course of action.

As a result, XXXXX child's name was/will be removed from the school roll on YYYYYY.

We wish xxxx child's name well and would be happy, at any time in the future, to discuss xxx's return to the academy.

Yours sincerely,

Appendix 6

Learning from serious case reviews

- CHSCB -Local Review Chadrack Report (chscp.org.uk)<https://chscp.org.uk/wp-content/uploads/2018/03/CHSCB-Local-Review-Chadrack-Report-FINAL.pdf>
- 2019 Nottinghamshire Child KN15 Overview (nspcc.org.uk)