Attendance Policy

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Created by: Mrs B Readey

1. Introduction

At Ashton Primary School, we believe that regular attendance is fundamental to children's education, wellbeing, safeguarding and future opportunities.

For children to gain the greatest possible benefit from their education, they should attend school regularly and punctually every day that the school is open unless there is a legitimate reason for absence.

Regular attendance enables pupils to:

- access the full curriculum;
- make good educational progress;
- develop positive relationships with their peers and adults;
- develop routines and a sense of belonging;
- benefit from wider opportunities provided by school; and
- be supported effectively with their wellbeing and safeguarding.

Absence can interrupt learning and make it more difficult for pupils to maintain relationships, routines and progress.

We recognise, however, that the reasons for absence can be complex. Where attendance becomes a concern, our first response will be to listen, understand and work with the pupil and their family to identify and address barriers to attendance.

Our approach will be supportive, individualised and proportionate while maintaining high expectations that every pupil should attend school regularly.

2. Statutory Framework

This policy has been developed with regard to current legislation and statutory guidance, including:

- the Education Act 1996;
- the Children Act 1989;
- the Equality Act 2010;
- the Education (Pupil Information) (England) Regulations 2005;
- the School Attendance (Pupil Registration) (England) Regulations 2024;
- the Education (Penalty Notices) (England) (Amendment) Regulations 2024;

- the Department for Education's *Working together to improve school attendance* statutory guidance, updated July 2026;
- *Keeping Children Safe in Education 2026*;
- DfE guidance concerning children who cannot attend school because of health needs;
- DfE guidance concerning mental health issues affecting attendance; and
- relevant Lancashire County Council attendance procedures and the local Penalty Notice Code of Conduct.

The school will keep its attendance arrangements under review to ensure that they continue to reflect current legislation and statutory guidance.

3. Our Approach to Attendance

Ashton Primary School follows the principles set out within the DfE's statutory attendance guidance.

Our approach is to:

Expect – establish high expectations for attendance and punctuality for all pupils.

Monitor – use attendance information to identify patterns, concerns and emerging difficulties as early as possible.

Listen and understand – speak with pupils and families to understand the reasons for absence and barriers to attendance.

Facilitate support – work with families and other professionals to remove barriers within school and support families to access appropriate help.

Formalise support – where concerns persist, use appropriate formal arrangements to make expectations and support clear.

Enforce – where support is unsuccessful, is not engaged with or is not appropriate, consider statutory intervention to protect the pupil's right to education.

Support and challenge will be balanced according to the individual circumstances.

4. Attendance Expectations

We expect pupils to:

- attend school every day that they are required to attend;
- arrive punctually;

- attend every morning and afternoon session;
- remain in school for the full school day unless there is an authorised reason to leave; and
- engage positively with support offered to improve attendance.

We expect parents and carers to:

- ensure their child attends school regularly and punctually;
- ensure their child arrives ready to learn;
- contact school promptly when their child cannot attend;
- provide an accurate reason for absence;
- work with school where attendance concerns arise;
- attend meetings relating to attendance where requested;
- engage with support intended to remove barriers to attendance;
- avoid arranging appointments during school hours wherever reasonably possible;
- avoid taking holidays during term time; and
- keep the school informed of changes to contact information and circumstances that may affect attendance.

5. Legal Responsibilities of Parents

Under section 7 of the Education Act 1996, parents have a duty to ensure that a child of compulsory school age receives an efficient full-time education suitable to their age, ability, aptitude and any special educational needs they may have, either through regular attendance at school or otherwise.

Where a child of compulsory school age is registered at a school, parents have a legal responsibility to ensure that the child attends regularly.

For attendance purposes, the legal definition of a **parent** includes:

- biological parents, whether married or not;
- any person who has parental responsibility for the child; and
- any person who has care of the child.

More than one person may therefore have legal responsibility for a child's attendance.

6. School Responsibilities

Ashton Primary School will:

- develop and maintain a whole-school culture that promotes good attendance;
- maintain high expectations for attendance and punctuality;
- maintain accurate attendance and admission registers;
- monitor attendance regularly;
- analyse individual and group attendance patterns;
- identify emerging attendance concerns early;
- communicate effectively with parents and carers;
- listen to pupils and families;
- seek to understand barriers to attendance;
- provide appropriate support;
- work with other agencies where necessary;
- pay particular attention to pupils who are vulnerable or at greater risk from absence;
- maintain appropriate safeguarding responses to absence;
- work with Lancashire County Council;
- consider formal and legal intervention where appropriate; and
- ensure that attendance practice complies with statutory requirements.

7. Senior Attendance Champion

The school's Senior Attendance Champion is Laura Butterworth.

The Senior Attendance Champion will:

- provide strategic leadership for attendance;
- establish a clear vision for improving and maintaining attendance;
- ensure effective attendance systems are established and followed;
- have a detailed understanding of school attendance data;
- monitor attendance at individual, group and whole-school level;
- identify trends and patterns;

- ensure vulnerable pupils receive appropriate attention;
- evaluate the impact of attendance strategies;
- ensure appropriate support is provided;
- work with pupils, parents, staff and external agencies;
- communicate attendance expectations to the school community; and
- report to senior leaders and governors.

8. Day-to-Day Attendance Arrangements

Diane Kaley is the school's principal contact for:

- notification of pupil absence;
- day-to-day attendance enquiries;
- recording attendance information; and
- first-day absence procedures.

Parents can contact school regarding attendance through the school office.

The Senior Attendance Champion will become involved where attendance concerns require more significant support, strategic oversight or intervention.

9. Responsibilities of All Staff

All staff have a role in improving attendance.

Staff should:

- create a welcoming and inclusive environment;
- promote positive relationships and a sense of belonging;
- maintain high expectations;
- recognise attendance as everybody's responsibility;
- complete registers accurately where this forms part of their role;
- identify changes or patterns in attendance;
- recognise that absence may indicate an unmet need;
- recognise that absence can be a safeguarding indicator;

- listen to pupils who express difficulty attending school;
- raise concerns promptly;
- implement agreed adaptations and support; and
- welcome pupils positively when they return following absence.

Pupils should not be made to feel embarrassed or punished simply because they have returned following a period of absence.

10. Governing Body Responsibilities

The Governing Body will:

- recognise attendance as an important aspect of school improvement and safeguarding;
- ensure that the school complies with its statutory attendance responsibilities;
- ensure there is a named Senior Attendance Champion;
- review and approve this policy;
- receive appropriate information about attendance;
- monitor attendance trends;
- consider persistent and severe absence;
- consider attendance among vulnerable pupil groups;
- hold leaders to account for the effectiveness of attendance arrangements; and
- ensure that attendance support is appropriately resourced.

11. Registration

The school maintains its attendance register electronically and uses the national attendance and absence codes.

There are two compulsory registration sessions each day.

Morning registration: 8:50am–8:55am
School day begins: 8:55am
Morning register closes: 9:20am

Afternoon registration: 1:00pm–1:05pm
Afternoon register closes: 1:30pm

School day finishes: 3:20pm

Registers must be completed accurately and promptly.

12. Late Arrival

Pupils arriving after 8:55am must enter school through the main entrance and report to the school office.

Where a pupil arrives after the register has been taken but before it closes, they will normally be recorded using **Code L – Late before the register closes**.

Where a pupil arrives after the register has closed without an authorised reason, they will normally be recorded using **Code U – Late after the register has closed**.

Code U is an unauthorised absence for that session even though the pupil subsequently arrives at school.

Persistent lateness will be monitored and addressed with parents.

13. Punctuality

Regular punctuality is an important part of school attendance.

Arriving late can:

- cause a pupil to miss important teaching;
- make it harder to settle into the school day;
- interrupt learning;
- affect routines;
- cause anxiety or embarrassment; and
- contribute to wider patterns of absence.

Where punctuality becomes a concern, school will contact parents and seek to understand the reasons.

Support will be offered where barriers exist.

Persistent unauthorised lateness may contribute towards the national threshold for considering a Penalty Notice.

14. Reporting Absence

If a child is unable to attend school, parents/carers must inform school **as soon as possible and no later than 8:30am on the first day of absence**.

Parents should telephone the school on:

01772 728052

Parents should provide:

- the pupil's name;
- class;
- reason for absence; and
- where possible, the expected date of return.

Parents should continue to keep school informed where an absence continues.

15. First-Day Response

If a pupil is absent and school has not received an explanation, school will make contact with the parent/carer on the first day of absence.

Where contact cannot be established, school may:

- contact other parents/carers;
- contact emergency contacts;
- send messages;
- make further telephone calls;
- undertake a home visit;
- make enquiries with relevant professionals; and/or
- take further safeguarding action where there are concerns about the child's welfare or whereabouts.

Home visits may be unannounced.

The response will be proportionate to the circumstances and the school's knowledge of the pupil and family.

16. Attendance and Safeguarding

Attendance is a safeguarding matter.

Changes in attendance, unexplained absence or repeated absence can sometimes be an indicator of:

- neglect;
- abuse;
- exploitation;
- family difficulties;
- mental health concerns;
- bullying;
- unmet SEND;
- medical difficulties;
- difficulties at school; or
- other safeguarding concerns.

Staff must follow the school's Child Protection and Safeguarding Policy where absence gives rise to a safeguarding concern.

The school will not wait for attendance to reach a particular percentage before responding to a safeguarding concern.

17. Authorised and Unauthorised Absence

Every absence must be recorded using the appropriate national attendance code.

An **authorised absence** is an absence which meets one of the circumstances in which absence can lawfully be authorised.

An **unauthorised absence** is an absence which does not meet the criteria for authorised absence or where sufficient information has not been provided to establish that an authorised absence code applies.

It is the school, not the parent, that determines how an absence is recorded.

Providing a reason for absence does not automatically mean that the absence will be authorised.

18. Illness

Where a pupil is genuinely too unwell to attend school, absence will normally be authorised using the appropriate illness code.

Parents should inform school of the nature of the illness.

Schools are not expected routinely to request medical evidence for every illness-related absence.

However, where school has genuine and reasonable concerns about the authenticity or frequency of illness-related absence, further information may be requested.

Any request for evidence will be reasonable and proportionate. Parents should not routinely be expected to obtain unnecessary medical appointments or GP letters simply to prove illness.

Where illness is frequent or prolonged, school will work with the family to understand the pupil's needs and determine whether additional support is required.

19. Medical and Dental Appointments

Routine medical and dental appointments should be arranged outside school hours wherever reasonably possible.

Where an appointment must take place during the school day, parents should inform school in advance.

Pupils should attend school before and/or after the appointment wherever practicable rather than missing the whole day.

School may request appropriate confirmation of the appointment.

20. Pupils with Medical Conditions

The school recognises that some pupils with physical or mental health conditions may experience additional barriers to attendance.

We will work collaboratively with:

- pupils;
- parents/carers;
- health professionals;
- the local authority; and
- other relevant professionals.

Support may include:

- reasonable adjustments;
- an Individual Healthcare Plan;
- adaptations to the environment;
- adjustments to routines;
- support with medication;
- reintegration arrangements;
- pastoral support;
- SEND support; and
- other individualised arrangements.

Children should not be unnecessarily prevented from accessing education because of a medical condition.

21. SEND, Disability and Attendance

Ashton Primary School recognises that pupils with SEND and/or disabilities may experience particular barriers to attendance.

The school will maintain the same ambition for attendance while ensuring that expectations and interventions are sensitive to individual needs.

Where attendance is affected by SEND or disability, the school will consider:

- whether needs are being appropriately identified;
- whether agreed provision is being delivered;
- whether reasonable adjustments are required;
- whether the learning environment creates barriers;
- sensory needs;
- communication needs;
- anxiety;
- transitions;
- transport;
- medical needs;
- the suitability of support; and

- advice from professionals.

The school will comply with its duties under the Equality Act 2010 and the Children and Families Act 2014.

Attendance intervention must not discriminate against a pupil because of disability.

22. Attendance and The Burrow

Pupils within **The Burrow** remain subject to the school's high expectations for attendance.

However, because pupils within The Burrow may have significant and complex SEND, the school will ensure that attendance concerns are considered in the context of each pupil's individual needs.

This may include consideration of:

- sensory regulation;
- communication;
- medical needs;
- sleep;
- anxiety;
- transitions;
- transport;
- routines;
- physical needs;
- specialist appointments; and
- other SEND-related barriers.

Staff will work closely with families, the SENCo and relevant professionals to identify and remove barriers wherever possible.

23. Emotionally Based Barriers to Attendance

The school recognises that some pupils may experience significant emotional barriers which make attendance difficult.

The school will not simply accept non-attendance without exploring the underlying causes.

Where a pupil is experiencing anxiety, distress or other emotionally based barriers, staff will seek to understand:

- what the pupil is experiencing;
- when difficulties occur;
- possible triggers;
- whether there are SEND needs;
- whether bullying or peer relationships are involved;
- whether curriculum or environmental factors contribute;
- whether there are difficulties at home;
- and what adjustments or support may enable attendance.

An individual plan may be developed with the pupil and family.

External professional support may be sought where appropriate.

24. Persistent Absence

A pupil is considered **persistently absent** when they miss **10% or more of their possible school sessions**, regardless of whether the absence is authorised or unauthorised.

Persistent absence is therefore broadly equivalent to attendance of 90% or below.

School will monitor pupils approaching this threshold so that support can begin before absence becomes entrenched.

Where a pupil is persistently absent, the school will:

- investigate the causes;
- listen to the pupil and family;
- identify barriers;
- consider appropriate support;
- develop an attendance plan or contract where appropriate;
- involve external agencies where necessary;
- monitor progress closely; and
- consider further action where support is unsuccessful or not engaged with.

25. Severe Absence

Particular attention will be given to pupils who are **severely absent**, meaning they miss **50% or more of school**.

Severe absence represents a significant educational and safeguarding concern.

For severely absent pupils, the school will work intensively with the family and relevant services.

This may involve:

- the Senior Attendance Champion;
- the DSL;
- SENCo;
- local authority attendance services;
- Early Help;
- children's social care where appropriate;
- health professionals;
- SEND services; and
- other relevant agencies.

The school will seek to establish a coordinated plan to improve access to education.

26. Children with a Social Worker and Other Vulnerable Pupils

The school will pay particular attention to attendance among pupils who:

- have a social worker;
- have previously had a social worker;
- are looked after or previously looked after;
- have SEND;
- have an EHCP;
- are disadvantaged;
- are young carers;
- experience mental or physical ill health;
- are subject to safeguarding concerns; or

- face other significant barriers.

Attendance information may be shared appropriately with relevant professionals to support safeguarding and coordinated intervention.

27. Working with Families

Positive relationships with families are central to improving attendance.

When attendance concerns emerge, school will seek to:

1. identify the concern early;
2. communicate with the family;
3. listen to the pupil and parents;
4. understand the barriers;
5. identify what school can change;
6. identify what support the family may require;
7. agree clear actions;
8. monitor progress; and
9. review whether support is working.

Attendance conversations should be respectful and solution-focused.

Parents are expected to engage constructively with support offered by school.

28. Attendance Support

Depending upon need, support may include:

- conversations with the pupil;
- meetings with parents;
- support from the class teacher;
- pastoral support;
- SEND support;
- reasonable adjustments;
- support from the SENCo;

- Early Help;
- support from health services;
- local authority attendance support;
- referrals to appropriate external agencies;
- attendance plans or contracts;
- reintegration support;
- support with routines;
- support addressing bullying or relationships;
- targeted pastoral interventions; and
- other individualised support.

Support will be proportionate to the needs and barriers identified.

29. Attendance Contracts

Where attendance concerns persist, the school may use an **attendance contract**.

An attendance contract is a formal written agreement between the parent and school and/or local authority intended to improve attendance.

It may identify:

- barriers to attendance;
- support being provided;
- actions for school;
- actions for parents;
- actions for the pupil where appropriate;
- involvement of other agencies;
- attendance expectations;
- review arrangements; and
- consequences where attendance does not improve.

An attendance contract is not itself a punishment. Its purpose is to formalise support and expectations.

30. Reintegration Following Absence

Returning to school after a prolonged period of absence can be difficult for some pupils.

The school will seek to make reintegration positive and supportive.

Where appropriate, this may include:

- a named adult;
- a return-to-school meeting;
- adaptations;
- pastoral support;
- SEND support;
- catch-up arrangements;
- communication with parents;
- consideration of peer relationships;
- a phased plan where appropriate and lawful; and
- regular review.

Staff should welcome pupils back and avoid approaches that may increase anxiety or make future attendance more difficult.

31. Leave of Absence During Term Time

Parents do **not** have an automatic right to take their child out of school during term time.

The Headteacher may grant a leave of absence only where the applicable statutory criteria are met.

Requests should be made **in advance** by a parent with whom the pupil normally lives.

Parents should provide sufficient information to enable the Headteacher to consider the circumstances.

Each request will be considered individually.

Where leave is granted, the Headteacher will determine the number of days for which leave is authorised.

32. Holidays During Term Time

Holidays during term time will not normally be authorised.

The availability of cheaper travel, family convenience, work patterns or the availability of accommodation does not in itself create an entitlement to term-time leave.

Parents should not book travel or accommodation before receiving a decision from the school.

Where a pupil is taken out of school without authorised leave, the absence will be recorded as unauthorised using the appropriate national attendance code and may result in a request for a Penalty Notice or other legal intervention.

33. Religious Observance

Absence may be authorised where the day is exclusively set apart for religious observance by the religious body to which the parent belongs.

Parents should inform school in advance wherever possible.

Where additional time is requested beyond that which meets the statutory criteria for religious observance, this will be considered separately under the appropriate leave-of-absence arrangements.

34. Performances and Activities

Where a pupil participates in a regulated performance or activity requiring absence from school, the school will follow the relevant legislation and licensing arrangements.

Where applicable, the school will liaise with Lancashire County Council regarding child performance licences.

Authorised absence will be recorded using the appropriate national attendance code.

35. Sporting Activities

Requests for absence associated with sporting activities will be considered according to the nature of the activity and applicable attendance regulations.

Where a pupil is participating in an approved educational activity supervised by a person authorised by the school, the appropriate attendance code will be used.

Routine coaching or training should normally be arranged outside school hours.

36. Temporary Reduced Timetables

All pupils of compulsory school age are entitled to a full-time education.

A temporary reduced timetable must **not** be used to manage behaviour or as a long-term solution to attendance difficulties.

It may only be used in exceptional circumstances where it is in the pupil's best interests and forms part of a planned approach towards returning to full-time education.

Where used:

- parents must be involved;
- the reasons must be clear;
- safeguarding implications must be considered;
- the arrangement must have a clear purpose;
- there must be regular review;
- there must be an intended end date;
- the aim should normally be reintegration into full-time education; and
- the local authority will be informed as required.

The appropriate national attendance code will be used for sessions the pupil is not required to attend under the agreed temporary reduced timetable.

37. Alternative Provision

Where a pupil receives education away from Ashton Primary School, the school will ensure that the arrangement is lawful and appropriate.

The school will maintain oversight of:

- where the pupil is expected to attend;
- safeguarding arrangements;
- attendance;
- the quality and suitability of provision;
- communication with the provider; and
- the pupil's progress.

The correct attendance code will be used according to the nature of the provision.

The school will follow statutory requirements where an off-site direction is used.

38. Attendance at Approved Educational Activities

Where a pupil is attending an approved educational activity away from school, the school must be satisfied that:

- the activity meets the relevant statutory criteria;
- it is appropriately supervised;
- the school has approved the activity; and
- appropriate arrangements exist to confirm attendance.

The relevant national attendance code will be used.

39. Penalty Notices

Penalty Notices may be considered where unauthorised absence meets the national threshold.

The national threshold is:

10 sessions of unauthorised absence within a rolling period of 10 school weeks.

Ten sessions are normally equivalent to five school days.

The sessions do not have to be consecutive.

The 10-school-week period may span:

- different terms; and
- different school years.

Unauthorised absence may include:

- unauthorised holidays;
- other unauthorised absence; and
- lateness after the register has closed.

When the threshold is met, the school must consider whether a Penalty Notice is appropriate, taking account of the individual circumstances, support already provided and the applicable national framework and Lancashire County Council Code of Conduct.

40. Penalty Notice Charges

Under the national framework:

First Penalty Notice within a three-year rolling period

- £80 per parent, per child if paid within 21 days;
- rising to £160 if paid within 28 days.

Second Penalty Notice to the same parent for the same child within three years

- £160 per parent, per child;
- payable within 28 days;
- no reduced rate.

A maximum of **two Penalty Notices may be issued to the same parent for the same child within a rolling three-year period**.

Where the national threshold is met for a third or subsequent time within three years, other action will be considered, which may include prosecution.

Penalty Notices are issued by the local authority.

41. Notice to Improve

Where the national threshold has been met and support is appropriate, a **Notice to Improve** may be issued in accordance with the national framework and Lancashire County Council arrangements.

A Notice to Improve provides a final opportunity for parents to engage with support and improve their child's attendance before a Penalty Notice is issued.

A Notice to Improve is not required in every circumstance. For example, support may not be appropriate where unauthorised term-time holiday has been taken.

42. Other Legal Intervention

Where support has not been successful, is not engaged with or is not appropriate, the school and local authority may consider other legal interventions.

These can include:

- Penalty Notices;
- Education Supervision Orders;
- Parenting Orders;

- School Attendance Orders; and
- prosecution under the Education Act 1996.

Legal intervention will be considered in accordance with statutory guidance and Lancashire County Council procedures.

The purpose of legal intervention is to protect the child's right to receive an education.

43. Admissions Register

The school will maintain its admission register in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.

The school will notify the local authority of additions to and deletions from the admission register where required.

Pupils will only be removed from roll where a statutory ground for deletion applies.

44. Children Missing Education

Ashton Primary School recognises that children missing education may be at significant risk of harm.

Where a pupil stops attending and their whereabouts are unknown, the school will make reasonable enquiries jointly with the local authority.

This may include:

- contacting parents;
- contacting emergency contacts;
- home visits;
- checking information held by school;
- contacting relevant professionals;
- liaising with other schools;
- liaising with the local authority; and
- making a Children Missing Education referral where appropriate.

A pupil will not simply be removed from roll because they have stopped attending.

The school will comply with the statutory grounds for deletion from the admission register.

45. Local Authority Notifications

The school will provide required attendance information to Lancashire County Council.

This includes statutory notifications relating to pupils who:

- are added to or removed from the admission register where notification is required;
- fail to attend school regularly;
- have been absent without permission for the statutory continuous period;
- are placed on a temporary reduced timetable; or
- may be children missing education.

The school will work with Lancashire County Council's attendance services and participate in Targeting Support Meetings where appropriate.

46. Attendance Data

The school will use attendance data proactively rather than waiting until absence becomes entrenched.

Leaders will analyse:

- whole-school attendance;
- individual pupil attendance;
- persistent absence;
- severe absence;
- authorised and unauthorised absence;
- punctuality;
- year groups;
- SEND;
- pupils with EHCPs;
- disadvantaged pupils;
- pupils known to children's social care;
- pupils with medical needs;
- other vulnerable groups; and

- patterns relating to particular days, sessions or periods.

Data will be used to identify pupils requiring support and evaluate whether interventions are working.

47. Sharing Attendance Data

The school will comply with statutory requirements to share attendance information with the Department for Education and Lancashire County Council.

Attendance data will be handled in accordance with the school's Data Protection Policy and applicable data-protection legislation.

Information may also be shared with other professionals where this is necessary and lawful to support education, attendance or safeguarding.

Data protection legislation does not prevent appropriate information sharing for safeguarding purposes.

48. Communicating with Parents

The school will communicate attendance information clearly and sensitively.

Parents will receive information about:

- their child's attendance;
- punctuality;
- emerging concerns;
- the impact of absence;
- support available;
- actions required; and
- potential consequences of continued unauthorised absence.

Communication should focus on improving attendance rather than simply reporting percentages.

Where appropriate, the school will explain attendance in accessible terms so parents understand what the figures mean for their child's education.

49. Promoting Good Attendance

Ashton Primary School will promote a culture in which pupils **want to attend, feel that they belong and understand the importance of being in school**.

This will include:

- positive relationships;
- welcoming classrooms;
- engaging teaching;
- appropriate SEND provision;
- pastoral support;
- celebrating improvement;
- recognising positive attendance appropriately;
- communicating the benefits of attendance; and
- listening to pupils and families.

Any attendance recognition or reward arrangements will be inclusive and sensitive to pupils with SEND, disabilities, medical conditions or other legitimate barriers to attendance.

The school will avoid approaches that unfairly penalise pupils for absence outside their control.

50. Attendance Targets

The school aspires to the highest possible levels of attendance for all pupils.

Attendance data will be considered alongside current national and local information.

Individual pupils will be encouraged to achieve the best attendance reasonably possible in light of their circumstances.

The school will not allow a headline attendance target to override the need to consider individual circumstances, disability, medical needs or safeguarding.

51. Attendance and Equality

This policy will be applied fairly and consistently.

The school will have regard to its duties under the Equality Act 2010.

Where a pupil's disability creates barriers to attendance, reasonable adjustments will be considered.

Equal treatment does not always mean identical treatment. Some pupils may require additional or different support to enable them to attend and access education.

52. Attendance and Early Years

Regular attendance is important for children in Reception even where an individual child has not yet reached compulsory school age.

Good attendance supports:

- relationships;
- communication;
- routines;
- early learning;
- phonics;
- social development; and
- preparation for later schooling.

The school will work positively with Reception families to establish good attendance habits from the beginning of school life.

Legal attendance enforcement will only be used where the relevant statutory requirements apply.

53. Elective Home Education

Parents have a legal right to elect to educate their child at home, subject to the applicable legal framework.

Where a parent indicates that they are considering elective home education, the school will seek to understand the reasons and ensure that parents have appropriate information.

The school must not pressure or encourage a family to electively home educate as a means of addressing:

- poor attendance;
- behaviour;
- SEND;
- unmet need;

- risk of exclusion; or
- difficulties accessing school.

Where a pupil has an EHCP, additional statutory requirements may apply.

The school will follow Lancashire County Council procedures and current DfE guidance.

54. Monitoring and Review

Attendance will be monitored continuously throughout the academic year.

The Senior Attendance Champion and Headteacher will regularly evaluate:

- attendance levels;
- persistent absence;
- severe absence;
- attendance of vulnerable groups;
- punctuality;
- impact of interventions;
- effectiveness of support; and
- use of formal and legal measures.

Governors will receive appropriate attendance information and provide strategic challenge and oversight.

This policy will be reviewed **annually**, or sooner where legislation, statutory guidance or local authority procedures change.

55. Related Policies

This policy should be read alongside the school's:

- Child Protection and Safeguarding Policy;
- SEND Policy;
- SEND Information Report;
- Adaptations Policy;
- Supporting Pupils with Medical Conditions Policy;
- Asthma Policy;

- Behaviour Policy;
- Equality Policy;
- Accessibility Plan;
- Educational Visits Policy;
- Data Protection Policy;
- Children Missing Education procedures; and
- relevant Lancashire County Council attendance procedures.