



**Talbot**  
Specialist School

# **STUDENT ATTENDANCE POLICY 2025**

Signed: \_\_\_\_\_ Chair of Governors

Date ratified: 20<sup>th</sup> Nov 2025

Review: (annually) Nov 2026

**The senior leader responsible for the strategic approach to attendance in our school, is:**

Name Karen Halford

Email address or contact details: 0114 250 7394 or [khalford@talbot.sheffield.sch.uk](mailto:khalford@talbot.sheffield.sch.uk)

To report your young person as absent contact us on 0114 2507394 and press option 2 before 9.20am School cannot accept the reason for absence you share with the transport Team this needs to be reported directly to school.

**If as a parent, you are find it difficult to support your young person to attend and would like some support then please contact:**

Georgia Lowe Student Wellbeing Team

Email address or contact details: 0114 2507394 or [glowe@talbot.sheffield.sch.uk](mailto:glowe@talbot.sheffield.sch.uk)

## **Talbot Specialist School**

### **Student Attendance Policy**

#### **Introduction and Background**

*At Talbot Specialist School* we recognise that good attendance is essential in order for students to get the most of their school experience, including supporting them to make progress, have positive wellbeing and have opportunities to engage with the wider community.

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 either by attendance at a school or by education otherwise than at a school.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly, on time. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

The Department for Education (DfE) has produced statutory guidance for maintained schools, academies, independent schools, and local authorities. It is called "[Working together to improve school attendance](#)" and it includes a National Framework in relation to absence and the use of legal sanctions. Our School Attendance Policy reflects the requirements and principles of that guidance.

This policy is written with the above guidance in mind and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every student has access to the full-time education to which they are entitled;
- ensure that students succeed whilst at school;
- ensure that students have access to the widest possible range of opportunities at school, and when they leave school.

All schools follow the DfE's statutory safeguarding guidance, Keeping Children Safe in Education, which emphasises the importance of understanding the potential vulnerabilities of children who are missing or absent from education.

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

Our policy aims to raise and maintain levels of attendance by:

- Promoting a positive and welcoming atmosphere in which students feel safe, secure and valued;
- Raising and maintaining a whole school awareness of the importance of good attendance and punctuality;
- Ensuring that attendance is monitored effectively and reasons for absences are recorded promptly and consistently.

For our children to gain the greatest benefit from their education it is vital that they attend regularly and be at school, on time, every day the school is open unless the reason for the absence is unavoidable. **It is a rule of this school that students must attend every day, unless there are exceptional circumstances, and it is the *headteacher* who can authorise the absence.**

### **Promoting Regular Attendance**

At Talbot Specialist school, we believe in developing good patterns of attendance and set high expectations for attendance and punctuality for all our students from the outset. It is a central part of our school's vision, values, ethos and day to day life. We recognise the strong connections between attendance, attainment, safeguarding and wellbeing.

**The name and contact details of the Senior Attendance Champion (the senior leader responsible for the strategic approach to attendance in our school) is:**

Name Karen Halford

Email address or contact details: 0114 250 7394 or [khalford@talbot.sheffield.sch.uk](mailto:khalford@talbot.sheffield.sch.uk)

Helping to create a pattern of regular attendance is the responsibility of parents, students and all members of school staff.

To help us all to focus on this, we will:

- Submit a daily attendance return to the Department of Education, in line with the legal expectations placed on all schools;
- Build strong relationships and work jointly with families;
- Give parents/carers details on attendance;
- Promote the benefits of high attendance;
- Accurately complete admission and, with the exception of schools where all students are boarders, attendance registers and have effective day to day processes in place to follow-up absence as required by law;
- Celebrate excellent attendance Reward good or improving attendance;
- Work in partnership with families and our health partners to reduce or remove any barriers based on a young person's identified health needs.
- Report to parents/carers regularly on their child's attendance and the impact on their progress;
- Contact parents/carers should their child's attendance fall below what can reasonably be expected from your child and in relation to National Expectations.

### **We ask parents:**

- To contact school if their child is absent to inform us of the reason for the absence and anticipated length of time off if known.
- To inform school in advance, by telephone or letter, of any medical appointments which need to be taken in school time
- To request and complete a Term Time Leave Request Form for any planned absences from school with sufficient time for the Headteacher to consider it.

- To try to arrange medical appointments out of school hours where this is possible
- To promote and encourage good attendance
- To notify school of any concerns or difficulties you have with getting your child to attend
- To support your child to attend school by working cooperatively with school, and other agencies where appropriate; by attending meetings and following agreed actions
- To support your child to be ready punctually for school and for collection by transport

### **We ask students:**

- To make every effort to be ready on time for school transport in the morning
- To come to school every day unless you are too ill to attend
- To talk to an adult in school if you have any concerns or worries about coming to school.

### **Understanding Types of Absence**

Any absence affects the routine of a child's schooling and regular absence will seriously affect their learning journey and ability to progress. Any student's absence or late arrival disrupts teaching routines and so may affect the learning of others in the same class. Ensuring a child's regular attendance at school is a parental responsibility and allowing absence from school, without a good reason, creates an offence in law and may result in prosecution.

Every half-day absence from school has to be classified by the school as either **authorised** or **unauthorised**. This is why information about the cause of any absence is always required. Each half-day is known as a 'session'.

**Authorised absences** are morning or afternoon sessions away from school for a genuine reason such as illness (although you may be asked to provide medical evidence for your child before this can be authorised), medical or dental appointments which unavoidably fall in school time, emergencies or other unavoidable cause.

**Unauthorised absences** are those which the school does not consider reasonable and for which no 'leave' has been granted. This type of absence can lead to the school referring to the Local Authority for penalty notices and/or legal proceedings.

Unauthorised absence includes, (however this list is not exhaustive):

- parents/carers keeping children off school unnecessarily e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U'. This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;

- their own or family birthdays;
- holidays taken during term time, not deemed 'for exceptional purposes' by the headteacher, including any arranged by other family members or friends;
- day trips;
- other leave of absence in term time which has not been agreed.

### **Persistent Absenteeism (PA) and Severe Absenteeism (SA)**

A student is defined by the Government as a '**persistent absentee**' when they miss 10% or more schooling across the school year for any reason; this can be authorised or unauthorised absence. Absence at this level will cause considerable impact on the student's progress and we need the full support and co-operation of parents to resolve this. All students who have attendance levels of 90% or below are considered to be persistent absentees.

A student who has missed 50% or more schooling is defined by the Government as '**severely absent**'. Students within this cohort may find it more difficult to be in school or face bigger barriers to their regular attendance and, as such, are likely to need more intensive support.

### **Absence Procedures**

To report your young person as absent contact admin on 0114 2507394 before 9.20am

We monitor and review all students' absence, and the reasons that are given, thoroughly.

#### **If a child is absent from school the parent must follow these procedures:**

- Contact the school on the first day of absence before *9.20 am, when our register closes*;
- The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please be aware that, if you leave a voicemail to report your child's absence, you may receive a call from the school so that we may discuss the absence before making a decision as to whether the absence is to be recorded as authorised;
- Contact the school on every further day of absence, again before *9.20 am unless you have specified a length of absence and this has been authorised; e.g. 48 hours after last episode of vomiting*
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence. Medical evidence may be requested where your child is having multiple periods of absence which are reported as being due to medical reasons. When determining whether a child is too ill to attend school, both parents and school staff can consider the advice contained within the NHS guidance or the Health and Safety Executive. Given the complexities of some of the young people's Health needs then school will also work in close partnership with our Health partners in making a decision to authorise an absence e.g. on hospital discharge.

#### **If your child is absent, we will:**

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, it is your responsibility to contact us.
- If we are unable to make contact with parents by telephone, we will telephone emergency contact numbers, send text messages or letters home and a home visit may be made, in the interests of safeguarding.
- A referral will be made to Local Authority if no contact has been made with parents by the 10<sup>th</sup> day of absence (or sooner if deemed appropriate), at which point your child will be considered to be “missing from education.”
- Under the DfE’s statutory guidance, schools are required to submit a sickness return to the Local Authority for all students who have missed/are likely to miss 15 or more school days (consecutive or cumulative) due to medical reasons/illness.
- See Annex A for summary tables of responsibilities for school attendance.

**If absence continues, we will:**

If your young person's absence 'causing concern' e.g. drops below 90% (excluding medical appointments and hospital admissions):

- You will receive a telephone call from an Assistant Head Teacher to arrange a meeting so that you may discuss what support could be offered to support attendance. The Assistant Head Teacher will record any actions taken to support and continue to monitor if interventions have had a positive impact on school attendance.
- If the Assistant Head Teacher identifies that attendance is not improving despite the support offered, then they will ask the Student Wellbeing Team attendance Champion or Senior Leader for attendance to join them in inviting you to a face-to-face meeting.
- At the meeting we will create a personalised action/support plan, to address any barriers to attendance and make clear each person’s role in improving the attendance patterns of your young person;
- We will offer signposting support to other agencies or services, if appropriate, eg health partners
- We may also refer the matter to the Local Authority for relevant legal sanctions, if attendance deteriorates following the above actions.

**Lateness**

Good time-keeping is a vital life skill which will help children as they progress through their school life and out into the wider world. For our students it also provides routines and predictability to their day which a number of our young people and families know are important to them.

**The times of the start and close of the school day for all students at Talbot School are:**

Gates open: 9am

Registration starts: 9am

Registration closes: 9.30am

End of the school day: We start to escort students to transport at 3.00pm

## **How we manage lateness:**

The school day starts at **9am** when children can begin to come into school;

- Registers are taken at **9am**;
- At **9.30am** the registers will be closed. In accordance with the Regulations, if your child arrives after that time, they will receive a mark that shows them to be on site – ‘U’, but this will **not** count as a present mark, and it will mean that they have an unauthorised absence;
- The school may contact parents/carers regarding punctuality concerns; If this is a result of school transport then this will be recorded on the register and transport made aware.

## **Understanding barriers to attendance**

Whilst any child may occasionally have time off school because they are too unwell to attend, sometimes they can be reluctant to attend school. Any barriers preventing regular attendance are best resolved between the school, the parents and the child. If a parent thinks their child is reluctant to attend school, then we will work with that family to understand the root problem and provide any necessary support. We can use outside agencies to help with this, such as the School Nurse, Mental Health and Emotional Wellbeing support services, a Child and Family Support Worker or the relevant Local Authority team/s. Where outside agencies are supporting the family, you may be invited to attend a Team Around the Family meeting (TAF) to consider what is working well and what needs to improve. An individual support plan will be agreed and subsequently reviewed.

Some students face greater barriers to attendance than their peers. We know some of our students suffer from long-term medical conditions or all have special educational needs and disabilities, or other vulnerabilities. High expectations of attendance remain in place for these students; however, we will work with families and students to support improved attendance whilst being mindful of the additional barriers faced. We can discuss reasonable adjustments and additional support from external partners, where appropriate.

## **In School Support**

As a school, promoting student wellbeing is essential to the support we offer to young people and their families. We have a large team of HLTAs and TA3s who form the Student Wellbeing Team and Inclusion Team, who can offer support when you are finding it difficult for your young person to attend. If you would like to discuss what support, they could offer then contact:

Name: Georgia Lowe

Email address or contact details: 0114 2507394 or glowe@talbot.sheffield.sch.uk

## **Local Authority attendance support services**

Local Authority Attendance Specialists work strategically by offering support to schools, to reduce persistent absence and improve overall attendance. The school has a link Inclusion and Attendance Officer who works in partnership with the school and families to remove any barriers to school attendance. There is also an opportunity to work alongside an Attendance and Inclusion Complex Case worker if the Local Authority identifies this support, maybe useful.

Parents are expected to work with the school and Local Authority to address any attendance concerns. Parents should proactively engage with the support offered, aiming to resolve any problems together. This is nearly always successful. If difficulties cannot be resolved in this way, the school may consider more formal support and/or refer the child to the Local Authority. If attendance does not improve, legal action may be taken in the form of a Penalty Notice (see Annex B ) or prosecution in the Magistrates Court.

### **School Attendance and the Law**

New legislation was passed, The School Attendance (Student Registration) (England) Regulations 2024 which introduced a National Framework in England. By law all children of compulsory school age must receive an appropriate full-time education (Education Act 1996). Parents have a legal duty to ensure their child attends school regularly at the school at which they are registered.

Parents may be recognised differently under education law, then under family law. Section 576 of the Education Act 1996 states that a 'parent', in relation to a child or young person, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child.

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

### **National Framework for Penalty Notices**

There is now a single consistent national threshold for when a penalty notice must be considered by all schools in England, of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period. The 10 sessions of absence do not have to be consecutive and can be made up of a combination of any type of unauthorised absence (G, O and/or U coded within the school's registers). The 10-school week period can span different terms, school years or education settings.

Sanctions may include issuing each parent (for each child) with a Penalty Notice for £160, reduced to £80 if paid within 21 days (for the first offence). A second Penalty Notice issued within a three-year period will result in a fine of £160 per parent, per child. If a third offence is committed the matter may be referred to the local authority for consideration of prosecution via the Magistrates Court. If prosecution is instigated for irregular school attendance, each parent may receive a fine of up to £2500 and/or up to 3 months in prison. If a parent is found guilty in court, they will receive a criminal conviction.

See Annex B

**There is no entitlement in law for students to take time off during the term to go on holiday or other absence for the purpose of leisure or recreation, or to take part in protest activity in school hours.** In addition, the Supreme Court has ruled that the definition of regular school attendance is "in accordance with the rules prescribed by the school."

The School Attendance (Student Registration) (England) Regulations 2024 set out the statutory requirements for schools. All references to family holidays and extended leave have been removed. The amendments specify that headteachers may not grant any leave of absence during term time unless there are "exceptional circumstances".

It is a rule for Sheffield Schools that a leave of absence shall not be granted in term time unless there are reasons considered to be exceptional by the headteacher, irrespective of the child's overall attendance.

Only the headteacher or his/her designate (not the Local Authority) may authorise such a request and all applications for a leave of absence must be made in writing, in advance, on the prescribed form provided by the school. The school will usually consider that the parent who has made the application is therefore allowing the leave of absence, and also that all parents who are on the holiday are allowing the leave. Where a parent removes a child after their application for leave was refused or where no application was made to the school, the absence will be recorded as unauthorised. It is likely that penalty notices will be requested, in line with the National Framework, in respect of each parent believed to have allowed the absence.

### **At Talbot Specialist School 'exceptional circumstances' will be interpreted as:**

... being of unique and significant emotional, educational or spiritual value to the child which outweighs the loss of teaching time (as determined by the headteacher). The fundamental principles for defining 'exceptional' are events that are "rare, significant, unavoidable and short". By 'unavoidable' we mean an event that could not reasonably be scheduled at another time, outside of school term time, regardless of who has planned or paid for the holiday or absence (including grandparents or other family or friends).

Please be aware that having a disability and special educational needs and therefore wanting to go on holiday when it is quieter is not considered to be 'exceptional circumstances.' If your young person would benefit from a quieter time, then please book holidays around school INSETS e.g. the first week in September or when Sheffield School holidays are at contrasting times to other Local Authorities e.g. Easter.

If you feel your request for Term Time Leave meets the criteria for 'exceptional circumstances' then please complete a Term Time Leave Form (**Annex C**) with **sufficient detail to allow the Head Teacher to make a decision.**

The headteacher/school may discuss the Request for Term Time leave of Absence request with other education settings and/or the Local Authority to determine any exceptional circumstances.

If leave of absence is authorised, the school will not provide work for children to do during their absence.

### **Deletion from Roll**

For any student leaving Talbot Specialist School, *other than at the end of year 11 or 14 parents must complete a 'Students moving from school' form* which can be obtained from the school

office. This provides school with the following information: Child's name, class, current address, date of leaving, new home address, name of new school, address of new school. This information is essential to ensure that we know the whereabouts and may appropriately safeguard all of our students, even those who leave us.

It is crucial that parents keep school updated with current addresses and contact details for the student and key family members, in case of emergency.

Under Student Regulations 2006, all schools are now **legally required** to notify their Local Authority of **every new entry** to the admission register **within five days** of the student being enrolled. In addition to this, **every deletion** from the school register must also be notified to the Local Authority, as soon as the ground for deletion has been met in relation to that student, and in any event no later than the time at which the student's name is deleted from the register. This duty does not apply when a student's name is removed from the admission register at a standard transition point – when the student has completed the final year of education normally provided by that school.

### **Absence data**

We use data to monitor, identify and support individual students or groups of students when their attendance needs to improve, and schools are required to submit student attendance data to the Department for Education on a daily basis Education (Information about Individual Students) (England) (Amendment) Regulations 2024. Persistently and severely absent students are tracked and monitored carefully. We also combine this with academic tracking, as increased absence affects attainment.

We share information and work collaboratively with other schools in the area, Local Authorities, and other partners, when absence is at risk of becoming persistent or severe.

# Annex A: DfE guidance Summary table of responsibilities for school attendance. From 19<sup>th</sup> August 2024

[https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary\\_table\\_of\\_responsibilities\\_for\\_school\\_attendance\\_applies\\_from\\_19\\_August\\_2024.pdf](https://assets.publishing.service.gov.uk/media/65e8ae343649a2001aed63aa/Summary_table_of_responsibilities_for_school_attendance_applies_from_19_August_2024.pdf)

## All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<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>Have a clear school attendance policy on the school website which all staff, pupils 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>Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share effective practice.</p>

## Pupils at risk of becoming persistently absent

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<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>Proactively use data to identify pupils at risk of persistent absence.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Hold a regular conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

## Persistently absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<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>Continue support as for pupils 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 appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through a referral to 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>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p>

## Severely absent pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<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>Continue support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p>	<p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p>	<p>Continue support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children's social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children's social care assessment and building attendance into children in need and child protection plans.</p>

## Support for cohorts of pupils with lower attendance than their peers

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Not applicable.	<p>Proactively use data to identify cohorts with, or at risk of, low 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>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.

## Support for pupils with medical conditions or SEND with poor attendance

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<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>	<p>Maintain the same ambition for attendance and work with pupils 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 pupil'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>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

## Support for pupils with a social worker

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<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>	<p>Know who the pupils who have, or who have had, a social worker are.</p> <p>Understand how the welfare, safeguarding, and child protection issues that they are experiencing, or have experienced, can have an impact on attendance – whilst maintaining a culture of high aspiration for the cohort.</p> <p>Provide additional academic support and make reasonable adjustments to help them, recognising that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.</p> <p>Work in partnership with the local authority at a strategic and individual level, sharing data on attendance including, at an individual level, informing the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p>	Regularly review attendance data and help school leaders focus support on the pupils who need it.	<p>Ensure that all Children's Social Care practitioners, understand the importance of good attendance for pupil's educational progress, for their welfare and their wider development – and understand their role in improving it.</p> <p>Through the work of Virtual School Heads, they should:</p> <ul style="list-style-type: none"> <li>Undertake systemic monitoring and data sharing of the attendance of children with a social worker in their area: developing and implementing targeted cohort level interventions to improve attendance.</li> <li>Provide advice, challenge and training to schools on how to promote and secure good attendance for children with a social worker.</li> <li>Develop whole system approaches, with social care, to support the attendance of children in need.</li> </ul>

## Looked after and previously looked after children

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand the child's barriers to attendance – including the development of Personal Education Plans.</p> <p>Proactively engage with the support offered.</p>	<p>Have high expectations for the cohort – with expert support and leadership provided by the designated teacher for looked-after and previously looked-after pupils.</p> <p>Work in partnership with the local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked-after children that support good attendance.</p> <p>Work directly with parents to develop good home-school links that support good attendance. For previously looked-after pupils this could include discussion on use of the Pupil Premium Plus funding managed by the school.</p>	<p>Designate a member of staff to have responsibility for the promotion of the educational achievement of looked-after and previously looked-after pupils.</p> <p>Monitor and review attendance of the cohort and consider how school policies, including behaviour policies, are sensitive to their needs and support good attendance.</p>	<p>Promote the educational achievement of looked-after and previously looked-after children – doing everything possible to minimise disruption to education when a pupil enters care.</p> <p>(LA that looks after the child:) Appoint an expert Virtual School Head (VSH) – will:</p> <ul style="list-style-type: none"> <li>• Monitor, report on, and evaluate the education outcomes of looked after children, including their attendance, as if they attended a single school- whenever they live or are educated.</li> <li>• Ensure schools know when they have a pupil looked after by the authority on their role and that information is shared with the school on issues that may impact on their attendance.</li> <li>• Ensure that all looked-after pupils have high quality, up to date, effective Personal Education Plans developed in partnership with schools, social workers and carers – including, where necessary, clear interventions and use of pupil premium plus funding to support good attendance.</li> <li>• Provide expert advice and information on the education of previously looked-after pupils to schools and parents – including their attendance.</li> </ul>

## Monitoring

Parents:	Schools:	Academy trustees and governing bodies:	Local authorities:
<p>Schools regularly update parents on their child's attendance.</p> <p>(If parents feel the school and or local authority have not delivered what they are expected to they should discuss the case with the school and/or local authority's attendance support team.)</p>	<p>The school's Senior Attendance Champion will ensure all school based staff complete their attendance responsibilities in line with the school's policies and procedures.</p> <p>The governing board or academy trust will hold the headteacher or executive leadership to account for their delegated responsibilities and for compliance with regulatory and statutory requirements. They will review progress and provide challenge when required. The board will help school leaders focus improvement efforts on the individual pupils or cohorts who need it most and ensure that school staff receive adequate training on attendance.</p> <p>Ofsted will expect schools to do all they reasonably can to achieve the highest possible attendance as part of the behaviour and attitudes judgement. This includes, where attendance is not consistently at or above what could reasonably be expected, that schools have a strong understanding of the causes of absence (particularly for persistent and severe absence) and a clear strategy in place that takes account of those causes to improve attendance for all pupils.</p> <p>Ultimately, in cases where a school has not met expectations or statutory duties the Secretary of State can consider a complaint.</p>	<p>DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making.</p> <p>Ofsted considers governing bodies' efforts as part of inspections.</p>	<p>DfE Regions Group monitors local authority efforts as part of regular interaction.</p> <p>Ofsted may consider the local area partnership's approach to improving attendance of children and young people with SEND as part of the SEND Area Inspection, and the local authority's approach to improving attendance for children with a social worker through inspecting local authority children's services.</p> <p>Ultimately, in cases where a local authority has not met expectations or statutory duties the Local Government and Social Care Ombudsman or the Secretary of State can consider a complaint.</p>

## **Annex B :Penalty Fines for Attendance.**

With the introduction of the new National Framework for Penalty Notices, the below changes will come into force for Penalty Notice Fines issued after 19th August 2024.

Education Penalty Notices are issued to the parents of statutory school age children.

### **Per Parent, Per Child**

Penalty Notice Fines will now be issued to each parent, for each child that was absent.

For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

### **5 consecutive days of term time leave**

Penalty Notice Fines will be issued for Term Time Leave of 5 or more consecutive days. Where there is 4 days of absence during a week where there is also a training day, a penalty notice may still be issued.

### **10 sessions of unauthorised absence in a 10-week period**

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

### **First Offence**

The first time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child paid within 28 days.

Reduced to £80 per parent, per child if paid within 21 days.

### **Second Offence (within 3 years)**

The second time a Penalty Notice is issued for Term Time Leave or Irregular Attendance the amount will be:

£160 per parent, per child paid within 28 days.

### **Third Offence and Any Further Offences (within 3 years)**

The third time an offence is committed for Term Time Leave or Irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child.

Cases found guilty in Magistrates' Court can show on the parent's future DBS certificate, due to 'failure to safeguard a child's education'.

## Annex C



### TALBOT SPECIALIST SCHOOL

#### Request for Term Time Leave from School

Name of Student:

Class:

It is school policy that term time leave will not be authorised by the Headteacher unless the leave is considered to be **exceptional circumstances**. The Department for Education Attendance Statutory Guidance published in August 2024 states that Holiday, Leisure or recreational activities should not be considered exceptional circumstances and has removed the options for school to approve holidays. Our Attendance Policy can be found on the school's website. You will receive a letter from school to advise if the period of leave has been agreed or declined.

Please contact the school before completing the form for further guidance.

From: (First day of absence from school)

To: (Last day of absence from school)

**Total number of days absence:**

Reason for request and why you consider there to be exceptional circumstances:

Where will you be staying during the leave period? Please provide the full address and Emergency Contact Details (UK and Abroad):

I agree to keep the school informed of any reason for a change to the return date.

Signed Parent/Carer:

Date:

**Headteacher use only:**

Office Use Only:    Authorised                      Un-Authorised

Comments .....

Headteacher signature .....

Date .....

**Office use only**

Class:

Number of days:

ParentPay email to parents:

Updated SIMS:

Mstore:

## **Annex D – Illness Absence Guidance**

[https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UK\\_HSA-should-I-keep-my\\_child\\_off\\_school\\_guidance-A3-poster.pdf](https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UK_HSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdf)

[DfE external document template \(childrenscommissioner.gov.uk\)](#)

[Should my child go to school/nursery today? :: Healthier Together](#)