

Local Procedure Title	Attendance
Service	Aspris College North Wales
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Local Procedure Author(s)	Carla Owen
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1. Principles

At Aspris College North Wales, safeguarding and promoting the welfare of learners is our highest priority. We recognise that regular attendance is fundamental to learner wellbeing, educational achievement, social development and successful preparation for adulthood. Many of our learners have experienced disrupted educational journeys, periods of non-attendance, anxiety, health challenges, adverse childhood experiences (ACEs), or barriers to engaging in education. This procedure has been developed to ensure that attendance is promoted through a supportive, person-centred and trauma-informed approach.

The College adopts a proactive approach to attendance, recognising that positive attendance outcomes are achieved through strong relationships, early intervention, collaborative working and personalised support. Attendance is viewed as a shared responsibility between learners, families, College staff and external professionals.

The College is committed to:

- Promoting a culture where attendance is valued and celebrated.
- Understanding and responding to barriers to attendance.
- Supporting learners to engage successfully in education.
- Working collaboratively with families and professionals.
- Maintaining high aspirations for all learners.
- Providing timely intervention when concerns arise.
- Ensuring attendance arrangements contribute to safeguarding and wellbeing.

2. Aims

Achieving regular attendance at our college is key to improving life chances of our learners.

A learner's readiness for reintegration or transition to their next educational setting is increased with improved attendance and re-engagement with learning. 'Our aim is to improve the attendance of each individual learner and therefore, the overall attendance of the college; therefore, increasing every learner's chance of success.

We will do this by:

All staff make attendance and punctuality a college improvement priority and understand they have a role to play in improving this.

- Promote positive attendance and punctuality for all learners.
- Support learners to engage successfully in education and preparation for adulthood.
- Identify and respond to attendance concerns at the earliest opportunity.
- Provide timely, personalised and proportionate support where attendance difficulties arise.
- Develop effective partnerships with learners, families, local authorities and external agencies.
- Promote wellbeing, belonging and positive relationships.
- Maintain accurate attendance records through Databridge.
- Ensure attendance arrangements contribute to safeguarding and learner welfare.

3. Attendance Expectations

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The College expects all learners to attend all timetabled sessions unless there is a valid reason for absence.

- Learners are expected to arrive at College by 9:00am.
- Attendance expectations are discussed during admission, annual reviews and throughout the learner's placement.
- High expectations are maintained whilst recognising individual needs and circumstances.
- Learners are encouraged to develop positive routines and attendance habits that support their progression and future aspirations

4. Punctuality

Punctuality is an important aspect of successful attendance and supports learner engagement, routine and readiness to learn.

- The College Day begins at 9:00am.
- The College site is open from 8:30am to support learner arrivals.
- Learners using transport services should be prepared and ready for collection at the agreed time.
- Where punctuality concerns arise, staff will work collaboratively with learners and families to identify barriers and develop supportive solutions.
- Persistent lateness will be monitored and discussed through the Attendance Support Process

4. Attendance Registers

Attendance registers are legal documents and must be completed accurately.

- Attendance is recorded using Databridge.
- Morning and afternoon registration sessions take place daily.
- Attendance data is monitored regularly to identify patterns, trends and concerns.
- Registers support safeguarding responsibilities and provide an accurate record of learner attendance.

5. Role of the Parent/Carer

The College values positive partnerships with parents and carers and recognises the important role they play in supporting attendance.

Parents and carers are expected to:

- Notify the College on the first day of absence.
- Maintain communication regarding ongoing absences.
- Inform the College of appointments which may affect attendance.
- Discuss attendance concerns at the earliest opportunity.
- Work collaboratively with staff where attendance support is required.

The College will maintain open communication with families and provide support where attendance difficulties arise

6.Types of Absences

Authorised Absence

Examples may include:

- Illness.
- Medical or healthcare appointments.
- Religious observance.
- Exceptional circumstances approved by the College.
- Approved educational activities.

Unauthorised Absence

An absence may be recorded as unauthorised where:

- No explanation is provided.

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- The explanation is not considered sufficient.
- Leave has not been agreed in advance.
- Attendance concerns remain unresolved

7. Understanding Types of Absence

Every half-day absence from college has to be classified by the college (not by the parents/carers), using the appropriate codes.

Code	Meaning	Statistical category
/\	Present at registration	Present
L	Late but arrived before the register closed	Present
B	Educated off-site (not dual registration)	Approved educational activity
B1	Pupil in receipt of online learning provided by a local authority	Approved educational activity
B2	Pupil in receipt of online learning provided by the school	Approved educational activity
J	Interview	Approved educational activity
P1	Approved sporting activity	Approved educational activity
P2	Approved performance	Approved educational activity
V	Educational visit or trip	Approved educational activity
W	Work experience (not work based training)	Approved educational activity
C1	Other authorised circumstances (not covered by another appropriate code or description)	Authorised absence
C2	Absence due to a paid performance	Authorised absence
C3	Pupil who is flexi-schooled	Authorised absence
C4	Pupil who is on a part-time timetable	Authorised absence
F	Agreed extended family holiday	Authorised absence
H	Agreed family holiday	Authorised absence

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I1	Physical illness	Authorised absence
I2	Non-physical illness	Authorised absence
M	Medical or dental appointment	Authorised absence
S	Study leave	Authorised absence
E	Excluded but no alternative provision made	Authorised absence
R	Day set aside exclusively for religious observance	Authorised absence
T	Traveller absence	Authorised absence
N	No reason for the absence provided yet	Unauthorised absence
O	Other unauthorised (not covered by other codes or descriptions)	Unauthorised absence
G	Family holiday (not agreed or sessions in excess of agreement)	Unauthorised absence
U	Late and arrived after the register closed	Unauthorised absence
D1	Dual registered (pupil attending other educational setting)	Not required to attend
X	Untimetabled sessions for non-compulsory school-age pupils	Not required to attend
Y1	Partial closure	Not required to attend
Y2	Whole-school closure	Not required to attend
Z	Pupil not on roll yet	Not required to attend
#	School closed to all pupils	Not required to attend

8. Attendance Monitoring

Attendance is monitored through a graduated and supportive process.

Monitoring includes:

- Daily review of attendance data.
- Weekly attendance analysis.
- Identification of emerging attendance concerns.
- Monitoring of punctuality.
- Identification of patterns of absence.
- Review of persistent absence.
- Review of safeguarding concerns.
- Evaluation of intervention effectiveness.

9. Framework for Implementing the Attendance Procedure

The College uses a graduated, trauma-informed and supportive approach to attendance intervention.

9.1 Attendance Response Framework

Stage	Lead Responsibility	Action
First Day of Absence	Administration Team	Parents/carers are contacted by 10:00am where no reason for absence has been received. Information is recorded on Databridge and any concerns identified.
Second Consecutive Day of Absence	Administration Team / Tutor	Contact is maintained with families to establish wellbeing, identify barriers and discuss return arrangements.
Third Consecutive Day of Absence	Senior Leadership Team	Welfare discussions take place with families. Consideration is given to additional support and an Eyes On welfare visit where appropriate.
Daily Monitoring	Administration Team	Daily attendance reports are reviewed and concerns identified.
Daily Safeguarding Review	Safeguarding Team	Attendance concerns are reviewed from a safeguarding perspective and appropriate actions taken.
Weekly Attendance Meeting	Senior Leadership Team	Attendance data is analysed, Attendance Plans reviewed and interventions agreed.
Termly Review	Principal and Senior Leadership Team	Attendance performance and intervention impact are evaluated through quality assurance processes.

9.2 Weekly Attendance Review Meetings

Attendance is reviewed formally each week.

The purpose of these meetings is to:

- Review attendance trends.
- Monitor learners causing concern.
- Review Attendance Plans.
- Consider safeguarding concerns.
- Evaluate intervention impact.
- Identify additional support requirements.

Celebrate attendance improvements and positive outcomes

9.3 Personalised Attendance Support

Where attendance begins to decline, the College will provide personalised support that may include:

- Learner discussions.
- Parent and carer meetings.
- Attendance mentoring.
- Wellbeing support.
- Additional Learning Support.
- Positive Behaviour Support.
- Reintegration support.
- Transport reviews.
- External agency support.

Multi-disciplinary intervention.

9.4 Attendance Plans

Attendance Plans may be implemented where additional intervention is required.

Attendance Plans will:

- Identify strengths and protective factors.
- Explore barriers to attendance.
- Set realistic and achievable goals.
- Clarify actions and responsibilities.
- Identify support strategies.

Establish review dates and success measures

9.5 Trauma-Informed Attendance Practice

The College recognises that attendance difficulties may be linked to:

- Anxiety.
- Health needs.
- Trauma.
- Additional Learning Needs.
- Sensory differences.
- Previous educational experiences.
- Family circumstances.

Staff will seek to understand the reasons behind absence, build trusting relationships and work collaboratively with learners and families to develop sustainable solutions. The focus will always be on understanding barriers and promoting engagement rather than punitive responses.

9.6 Multi-Agency Partnership Working

Attendance concerns may involve collaborative working with:

- Local Authorities.
- Social Workers.
- Careers Wales.
- Health Professionals.
- CAMHS.
- Family Support Services.
- Other relevant agencies.

Partnership working ensures that attendance concerns are addressed holistically and that learners receive coordinated support.

9.7 Monitoring and Review

All attendance interventions will be reviewed regularly to ensure they remain effective, proportionate and responsive to individual learner needs.

10. Persistent Absence

A learner is considered persistently absent where attendance falls below 90%.

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Where persistent absence is identified, the College will:

- Initiate additional monitoring and support.
- Meet with learners and families.
- Implement an Attendance Plan where appropriate.
- Consider referrals to external services.
- Monitor progress through weekly attendance reviews.
- Regularly evaluate intervention effectiveness

Example 190 days in total for the academic year:

190 days attended	181 days attended	171 days attended	161 days attended	152 days attended	134 days attended
0 days of missed learning (0 Hours)	9 days of missed learning (58.5 hours)	18 days of missed learning (117 Hours)	29 days of missed learning (188.5 Hours)	38 days of missed learning (247 Hours)	56 days of missed learning (364 Hours)
100%	95%	90%	85%	80%	75%
Good attendance best chance of success	Worrying. Less chance of success and making progress harder			Concerning	Serious

11. "Eyes On" Welfare Protocol

The College has a safeguarding responsibility to ensure the welfare of learners.

Where attendance concerns arise and the College has not physically seen a learner, an Eyes On welfare visit may be considered.

The purpose of the visit is to:

- Promote learner wellbeing.
- Confirm learner safety.
- Offer support to the learner and family.
- Discuss attendance concerns.
- Plan for successful reintegration into College.

All visits will be proportionate, supportive and risk assessed

12. Part-Time and Reduced Timetables

Part-time timetables will only be used in exceptional circumstances.

Any reduced timetable will:

- Be time limited.
- Include a clear rationale.
- Be agreed with parents, carers and relevant professionals.
- Include a clear reintegration plan.
- Be reviewed regularly.
- Support the learner's return to full participation wherever possible.

Reduced timetables will only be implemented where they are in the best interests of the learner and support positive educational outcomes.

13. Learners Missing Education

Part-time timetables will only be used in exceptional circumstances.

Any reduced timetable will:

- Be time limited.
- Include a clear rationale.
- Be agreed with parents, carers and relevant professionals.
- Include a clear reintegration plan.
- Be reviewed regularly.

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Support the learner's return to full participation wherever possible. Reduced timetables will only be implemented where they are in the best interests of the learner and support positive educational outcomes
14. Removal from Roll
Learners will only be removed from roll in accordance with statutory guidance and following appropriate consultation and authorisation. All decisions will: - Be evidence-based. - Involve relevant stakeholders. - Be appropriately documented. Comply with local authority and regulatory requirements.
15. Roles and Responsibilities
Principal - Responsible for overall oversight and compliance. - Ensures attendance remains a strategic priority. Attendance Champion - Provides strategic leadership for attendance. - Monitors attendance performance and intervention impact. - Leads attendance improvement initiatives. Senior Leadership Team - Reviews attendance data. - Oversees interventions. - Supports persistent absence management. Administration Team - Maintains attendance records. - Completes daily monitoring processes. - Undertakes first-day calling procedures. Tutors and Learning Support Staff - Promote learner engagement and attendance. - Identify emerging concerns. - Contribute to Attendance Plans and support strategies. Parents and Carers - Support attendance. - Maintain communication with College. - Engage positively with attendance processes. Learners - Attend timetabled sessions. - Engage with agreed support arrangements. Work collaboratively with staff to overcome barriers to attendance
17. Governance, Monitoring and Quality Assurance
Attendance data will be: - Reviewed weekly by the Senior Leadership Team. - Shared with the Operations Director. - Reported through governance meetings. - Shared with funding authorities and Welsh Government where required. - Used to evaluate intervention effectiveness. - Used to inform continuous improvement activities. This procedure will be reviewed annually, or sooner where legislative, operational or safeguarding changes require amendments to practice.
18. Positive Impact of the Attendance Procedure

Impact of the Attendance Procedure

Since the implementation of the College Attendance Procedure, Aspris College North Wales has established a consistent, proactive, and learner-centred approach to promoting positive attendance, engagement, and wellbeing. The procedure recognises that attendance is closely linked to a learner's emotional wellbeing, sense of belonging, motivation, and confidence, particularly within a specialist post-16 setting where many learners have experienced significant challenges within previous educational environments.

Through robust monitoring systems, weekly attendance review meetings, personalised Attendance Plans, student voice opportunities, and early intervention processes, the College has strengthened its ability to identify attendance concerns promptly and implement targeted support strategies. Attendance is monitored alongside wellbeing indicators, enabling the College to take a holistic approach that focuses not only on attendance percentages but also on the individual needs and circumstances of each learner.

A key strength of the College's approach is the strong emphasis placed on learner wellbeing. The appointment of a dedicated Wellbeing Lead ensures that learners have access to timely support, guidance, and interventions to address barriers affecting engagement. Learners are encouraged to share their views and experiences through regular student voice activities, one-to-one discussions, reviews, and attendance planning meetings, ensuring they remain active participants in decisions about their education and support.

The College recognises that many learners joining Aspris College North Wales have previously experienced disrupted educational journeys, high levels of anxiety, school refusal, poor attendance, exclusion, unmet additional learning needs, or negative experiences within mainstream education. As a result, attendance support is delivered through a trauma-informed, relationship-based approach which seeks to understand the reasons behind non-attendance and work collaboratively with learners, families, local authorities, and external professionals to reduce barriers and build confidence.

Where appropriate, the College undertakes home visits, transition support, phased reintegration programmes and outreach activities to maintain relationships with learners and families during periods of reduced attendance. This personalised approach helps learners remain connected to their education while gradually increasing engagement at a pace that reflects their individual circumstances.

The College continually reviews learner placements and programme suitability to ensure that students are accessing the most appropriate learning environment. Changes to teaching groups, learning modalities, timetables, delivery methods, and curriculum pathways are considered where required to ensure learners are placed within groups that best meet their needs, abilities, interests,

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and aspirations. This flexibility enables learners to feel safe, understood, and successful within their educational experience.

Motivation and engagement are further enhanced through the provision of diverse and meaningful learning opportunities tailored to individual interests and future goals. Learners are supported to access vocational courses, community-based learning, enrichment activities, work experience, independence training, therapeutic programmes, and preparation for adulthood opportunities. These experiences provide purpose and relevance to learning whilst encouraging regular attendance and participation.

The College's multidisciplinary approach is a significant factor in supporting attendance and engagement. Learners benefit from input from a highly skilled team which includes specialist tutors, Higher Level Teaching Assistants (HLTAs), pastoral staff, therapists, the Designated Safeguarding Lead and Designated Teacher, Additional Learning Needs professionals, and wellbeing practitioners. Therapeutic recommendations and reasonable adjustments are embedded into individual programmes to ensure barriers to learning are reduced and each learner receives the support they require to succeed.

What makes Aspris College North Wales unique is its commitment to adapting around the learner rather than expecting the learner to adapt to the environment. For example, learners may initially access a reduced timetable, engage through therapeutic activities, receive support through home visits, participate in transition sessions before full attendance, access alternative learning environments, or have personalised timetables developed around their wellbeing needs. Staff work flexibly and creatively to develop trusted relationships, increase motivation, and provide positive experiences of education for learners who may previously have disengaged entirely from learning.

The College's extensive expertise in supporting young people with additional learning needs, autism, social, emotional and mental health needs, anxiety, and complex barriers to education enables staff to identify concerns early and respond quickly with individualised support plans. This specialist knowledge allows learners to develop confidence, resilience, and a renewed belief in their ability to participate successfully in education.

As a result, the Attendance Procedure has contributed to:

- Improved attendance and punctuality across the College.
- Increased learner engagement, participation, and motivation.
- Earlier identification of attendance concerns and wellbeing risks.
- Stronger relationships between learners, families, and staff.
- Improved learner wellbeing, confidence, and emotional resilience.
- Increased learner voice and involvement in decision-making.
- More effective partnership working with families, local authorities, and external agencies.
- Enhanced access to therapeutic support and wellbeing interventions.
- Improved access to enrichment, vocational, and community-based learning opportunities.

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- Greater flexibility through personalised learning pathways and reasonable adjustments.
- Improved preparation for adulthood outcomes, including independence, employability skills, and community participation.
- Reduced risk of long-term disengagement from education.

Attendance is viewed as a key indicator of both educational engagement and overall wellbeing. By combining high expectations with compassionate, individualised support, Aspris College North Wales has created a culture where learners feel safe, valued, understood, and encouraged to attend. Through strong transitions, specialist expertise, therapeutic input, and a commitment to person-centred practice, the College continues to successfully break cycles of non-attendance and educational disengagement, supporting learners to achieve sustained progress towards their educational, personal, and future aspirations.

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Contents Checklist (Local Services may add additional items – this is a core list)			
Aims of Local Procedure		Reporting to Parents/Carers	
Local Responsibilities		Authorised and Unauthorised absence	
Unplanned Absence		Strategies for promoting attendance	
Following up Unexplained Absence		Attendance Monitoring	
Persistent and Severe Absence		Revised DfE attendance codes and explanatory notes box	
Penalty fines		Commissioning an Education Welfare Officer	
Nominated Attendance Champions		Part- time timetables (C2)	

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions

Appendix 1

College/Parent Part-time/Reduced Timetable Agreement

Parent/Carer

I understand my learner has been placed on a part-time/reduced timetable for a limited period. I have discussed the matter fully with the college and agree, during the period of the part time timetable to:

- Take full responsibility for my learner during the hours when not attending college
- Work with the college on the reintegration of my learner back into college full time education
- Ensure there is supervision of college work
- Ensure there is a flow of work between college and home for marking and guidance
- Take full responsibility for the health and safety of my learner when they are not in college

Parent/Carer Signature: _____ Date: _____

College

During the period of the part-time/reduced timetable the college will:

- Monitor the effectiveness of the part-time/reduced timetable
- Listen to the voice of the learner
- Arrange and hold regular reviews on the agreed dates
- Provide work for the learner to do whilst at home and mark all work completed
- Work with the parent to ensure the swift reintegration of the learner back into full time education
- Seek the advice of agencies as necessary with the consent of the parents/carers

Signature: _____ Date: _____

Learner's Signature (if appropriate): _____ Date: _____