

|                                           |                                     |
|-------------------------------------------|-------------------------------------|
| <b>Local Procedure Title</b>              | <b>Attendance</b>                   |
| <b>Service</b>                            | <b>Bridge House</b>                 |
| <b>ACS Policy number and title</b>        | <b>ACS 61 v05 Attendance</b>        |
| <b>Local Procedure template reference</b> | <b>ACS LP 61</b>                    |
| <b>Local Procedure date</b>               | 13.07.2026                          |
| <b>Local Procedure review date</b>        | 13.07.2027                          |
| <b>Local Procedure Author(s)</b>          | Natalie Grant                       |
| <b>Local Procedure Ratification</b>       | Checked and Approved by: Clare Hiom |

## 1. INTRODUCTION

Bridge House Independent School is a successful setting where every student plays their part in ensuring our school is as effective as it can be.

It is assumed that for our children to gain the greatest benefit and fulfil their individual potential, a high level of school attendance is required. Our school is committed to providing an education of the highest quality for all our students and we endeavour to provide an environment where all students feel valued and welcome. Our whole school community share the responsibility for supporting and promoting excellent school attendance and punctuality for all our members.

Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement.

Bridge House recognises that attendance difficulties in an SEMH setting may reflect anxiety, trauma responses, unmet SEND needs, disrupted relationships, previous school experiences, family stress, transport difficulties, health needs or safeguarding concerns. Staff will approach attendance work with curiosity, compassion and high expectations, seeking to understand what has happened for the child and what support is needed, rather than relying only on compliance-based responses. This approach is consistent with trauma and mental health-informed practice, which aims to create safe, relational and emotionally healthy environments where children can reconnect with learning.

This local procedure meets the requirements of the Department for Education statutory guidance, Working together to improve school attendance, and should be read alongside:

- School Attendance (Pupil Registration) (England) Regulations 2024
- Education Act 1996, the Education Act 2002
- Education and Inspections Act 2006
- statutory safeguarding guidance and local authority procedures for children missing education

It also reflects the DfE expectation that schools build strong relationships with families, understand barriers to attendance, provide early support, analyse attendance data regularly and use legal intervention only where support is not successful, not engaged with or not appropriate.

## 2. AIMS

We are committed to meeting our obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence, using positive reinforcement
- Encouraging children and their parents/carers to understand and fulfil their responsibilities for school attendance, while recognising that some families will need early, practical and compassionate support to overcome barriers.
- Resolving situations beyond the control of children and/or parents which may impact on attendance (we will, with the agreement and support of parents, work in partnership with external agencies to resolve such issues)

The vast majority of children want to attend school to learn, to socialise with their peer group and to prepare themselves fully to take their place in society as well-rounded and responsible citizens with the skills, knowledge and understanding necessary to contribute to the life and culture of their communities. Ensuring all children have an equal right to access the full-time education to which they are entitled, with no child being deprived of their opportunity to receive an education that meets their individual needs and personal development, upholds these values.

### 3. EXPECTATIONS

We expect the following from all our children:

- That they attend school regularly. For most children, the school's target is at least 95% attendance; however, where a child's SEMH, trauma, medical or SEND needs affect attendance, individual targets and support steps may be agreed through the attendance support plan, EHCP review process, risk assessment or reintegration plan while maintaining the expectation that every child accesses as much suitable education as possible.
- That they will arrive on time (registration begins at 09:00) and be appropriately prepared for the day.
- That they will tell a member of staff about any problem or reason that may prevent them from attending school.

We expect the following from parents:

- To ensure their children attend school regularly and punctually, as is their legal duty. Access to the school is from 8:45 am. The register is taken at 09:00 am.
- Parents should ensure that if their child is to be absent from school for any unavoidable reason, such as sickness, they should contact the school as soon as possible, preferably before 9:00 am on the first, and each subsequent morning of absence, providing a reason. This may be done by phone (01205) 369111 (option 1), email (bridgehouseabsence@aspriscs.co.uk) or in person. Failure to contact school during the period of absence may result in a home visit, a police "safe and well" visit or referral to Children's Services where we have not been able to make early contact by telephone.
- To ensure that their children arrive in school well prepared for the school day.
- To contact the school in confidence whenever any problem occurs that may affect their child's attendance or performance.
- To attempt to make all medical and dental appointments during school holidays or after school hours where possible. Medical appointments during school hours will not be authorised unless an appointment card, hospital letter or text from the GP/hospital/dentist is forwarded to school. Providing these retrospectively is acceptable. Absence will only be authorised for the duration of the appointment plus any reasonable travel time.
- Parents will understand that holidays in term time have a detrimental effect on a child's education and will avoid arranging family holidays in term time.

**Parents and children can expect the following from our school:**

- Regular, efficient, and accurate recording of attendance: registers are taken at 09:00; arrival after 9:15 is indicated by **code L** in the register. If the child fails to arrive in school after the register closes (9:30) it will be classed as a "late after registration" and coded as a **U**.
- If a child fails to attend punctually on 10 or more occasions, a letter will be sent to parents/carers requesting that they attend a meeting in school to discuss the matter further. School will offer support as necessary. Failure to improve punctuality could lead to further action being taken.
- Early, same day, contact with parents when a child fails to attend school without providing good reason.
- Where attendance falls below expected levels (90%), tailored intervention/support strategies will be implemented.
- Immediate and confidential action on any problem notified to us.
- A quality education.

***Termly reports will be made by the Head Teacher to the school's Proprietor on the issues of attendance and punctuality***

#### **4. ENCOURAGING ATTENDANCE THROUGH GOOD PRACTICE**

Attendance will be encouraged in the following ways:

- Accurate completion of the registers at the beginning of each morning and afternoon session.
- Attendance checks being completed at appropriate times.
- Recording of attendance on individual reports.
- Sending parents/carers regular absence figures as appropriate.
- The efficient use of a computerised registration system to provide valuable year group, class and individual attendance data which can assist speedy analysis and a timely response by the school.
- Establishing a mechanism and offering support to those parents/carers who are concerned that their child may be experiencing difficulty in attending school.
- The benefits of good attendance promoted by teaching staff and highlighted in school.
- Identifying and taking a team approach towards supporting children and families who have attendance problems.
- Holidays during term time are actively discouraged. Due to the link between attendance and attainment the government has put a priority on reducing all forms of absence. Therefore, our policy on term time holidays, which is based on legislation and government guidelines is summarised as:
  - The law says that parents/carers do not have the right to take their children out of school for a holiday in term time. Leave of absence during term time will only be granted where the Headteacher considers that exceptional circumstances apply, and holidays taken without authorisation will be recorded using the appropriate unauthorised absence code.
    - Any requests for holiday must be made at least two weeks in advance, in writing and in line with Government Guidelines. These will only be granted in exceptional circumstances. Taking a holiday in term time, simply to save money does not constitute an exceptional circumstance and may result in further action being taken by the school. Being unable to take holidays due to the seasonal nature of parents/carers work is also not an exceptional circumstance.
    - All parents/carers should apply for leave no less than 14 days prior to the period of absence. Failure to do so may result in the absence being unauthorised.
    - If the absence is not agreed and the child goes on the holiday, the absence will be recorded as unauthorised and may result in further action being taken by the school.
    - Where a child was removed from school for a holiday during the previous academic year, the absence will automatically be recorded as unauthorised and may result in further action being taken by the school.
    - Where a child fails to return to school within 10 days of a previously notified date, the school has the right to remove the child from the school roll and report the child as a Child Missing Education to Lincolnshire County Council.

#### **5. RESPONDING TO NON-ATTENDANCE**

When a child does not attend, the school needs to respond effectively.

- If a note, email or telephone call is not received from parents/carers by the close of register on the first day of absence, parents/carers will be contacted promptly to confirm the child's safety, understand the reason for absence and identify whether any immediate support is needed. Where contact cannot be made by telephone, a member of the attendance or safeguarding team may make a home visit to establish the whereabouts and welfare of the child, in line with safeguarding procedures.
- If a child is absent from school and no response is made to reasonable attempts to contact the family, the school will follow safeguarding procedures and may contact Children's Services and/or the Police to request a safe and well check. If no contact is made within 5 school days, or sooner where there are safeguarding concerns, the school will contact the Child Missing Education team at Lincolnshire County Council and record all actions taken.

- If any child is absent for a period of 10 days (particularly when we have had no acceptable explanation from parents/carers) the absence will be unauthorised and notified to Lincolnshire County Council's Children Not Attending Regularly (PNAR) service.
  - Attendance will be monitored by the school. If a child's attendance falls below 90% for any reason, including illness or holiday absence, they will be identified as persistently absent or at risk of becoming persistently absent, depending on the point in the school year. The Attendance Champion will review the child's individual circumstances, including SEND, SEMH, trauma, health, transport, family and safeguarding factors, and will work with parents/carers, the placing authority and relevant professionals to agree an attendance support plan. Attendance will then be monitored at least fortnightly, with support adapted where barriers change or attendance does not improve.
  - If attendance falls below 50%, the child will be treated as severely absent and the school will intensify the attendance support plan with parents/carers, the placing authority, the local authority attendance service, health, social care and any other relevant professionals. Where attendance falls below 85%, the child will remain on the Bridge House Attendance Pathway so that concerns are reviewed early and support is escalated before absence becomes severe.
- Staff are to raise any concerns they have in relation to a child's attendance with the Attendance Champion in the first instance. The Attendance Champion is to be informed of any absence which:
  - appears unusual or irregular;
  - shows regular patterns e.g. repeated absence on the same day/s of each week;
  - is unexplained or unauthorised.

## **6. REINTEGRATION**

The school recognises that returning after a long-term absence requires special planning, and therefore:

- Designated staff will be responsible for deciding on the programme for return and for the management of that programme.
- All staff should be aware that this can be a difficult process that will require careful handling and that any problems should be notified to the responsible staff member as soon as possible.
  - Programmes will be tailored to meet individual needs and may involve phased, part-time re-entry with support in lessons as appropriate. Reintegration planning will consider the child's voice, trusted relationships, sensory and emotional regulation needs, curriculum access, transport, transitions, safe spaces and any specialist SEND, therapeutic or health advice required.
- Staff will be notified of the return of long-term absentees in advance of their return.

## **7. DEALING WITH CHILDREN NOT ATTENDING SCHOOL**

Bridge House School is committed to providing a full and efficient education for all students. However, we do realise that at times, due to illness, or difficulties associated with individual SEND needs, this is not always possible. Our "Meeting the Medical Needs of Children" Policy clearly outlines how we will work with children, parents/carers and other professionals to ensure that child's education is affected as little as possible and that there is a smooth transition back into full time education. The procedures for dealing with these absences remain as stated earlier in this policy:

- Parents should inform school on the morning of the first day of absence and must provide medical evidence for any absences of 5 consecutive days or more. If records indicate that there is likely to be a long-term health issue, school will request that information is provided by medical professionals to support this and enable school to offer suitable provision.
- Where a child fails to attend due to refusal, Bridge House School will work with parents/carers and any other related professionals to reintegrate them back into school as soon as possible. 10 days consecutive unauthorised absence will be reported Lincolnshire County Council as a Child Not Attending Regularly (PNAR).

Where attendance concerns continue despite school-based support, the school will review whether the barriers to attendance have been fully understood and whether additional support from the

local authority, health, social care or other agencies is required. Legal intervention may be considered only where support has been offered, the family has not engaged, support has not improved attendance, or the circumstances make formal action appropriate. Any decision to request local authority involvement will be proportionate, evidence-based and consistent with safeguarding duties.

## **8. EMOTIONALLY BASED SCHOOL AVOIDANCE (EBSA)**

Emotionally Based School Avoidance is a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school. A clear distinction is made between those that are absent from school due to truancing and those that are absent from school due to the specific emotional distress that they experience around attending school (Thambirajah, Grandison & De-Hayes, 2008).

Anxiety has also been identified as a key feature of EBSA. Although a certain level of anxiety is considered a normal and natural part of growing up, some young people may experience heightened levels of anxiety which impact on their functioning and school experiences. When the anxiety is linked to school avoidance, the young person may experience anxious and fearful thoughts around attending school and their ability to cope with school. These feelings may also be accompanied by physiological symptoms of anxiety such as nausea, vomiting, shaking, sweating etc, and may start the night before, or even a few days before school.

We recognise that the impact of EBSA on young people is far reaching. Outcomes for young people who display EBSA include poor academic attainment, reduced social opportunities and limited employment opportunities (Garry 1996, Pellegrini 2007 and Taylor 2012). EBSA is also associated with poor adult mental health, difficulties can often quickly spiral requiring inpatient treatment (Blagg 1987 and Walter et al 2010).

At Bridge House School our Family Support Lead, Attendance Lead and SENCo seek to support young people to return to school by:

- intervening early
- working with parents and school staff as well as the young person
- working in a flexible manner, paying attention to the individual case and function served by non-attendance
  - emphasising a timely return to education alongside careful support, emotional safety and reasonable adaptations within the school environment, recognising that for some children progress may be gradual and will need to be reviewed through a jointly agreed plan.

## **9. SCHOOL ORGANISATION**

In order for the attendance policy to be successful, every member of the staff must make attendance a high priority and should convey to children the importance and value of education. In addition there will be specific responsibilities allocated to individual staff such as the following:

### **Regional Director:**

- Request regular attendance progress reports for Proprietor' Meetings.
- Ensure school attendance policies and procedures are adhered to.

### **Headteacher:**

- To oversee and demonstrate ownership of the whole policy.
- To regularly report progress on attendance to Proprietor, children and parents.
- To set challenging but achievable targets to reduce levels of absence.
- To liaise, when necessary, the Local Authority's Education Welfare Service.

- To oversee the efficient operation of the attendance system and the collation and analysis of attendance data.

#### **Attendance Champion:**

- To track whole school attendance and absence data and provide comparison and summary reports.
- To report to the Headteacher and Senior Team on a regular basis.
- To track the individual attendance of children who fall below 90%.
- Inform Lincolnshire County Council of a Child Missing Education (CME) in the event a child being absent for 5 days and no contact being made with parents/carers, or in the case where it appears that a child is no longer resident in the property held on record at school as the child's home address.
- Notify Lincolnshire County Council when a child has missed 10 consecutive days of unauthorised education via the PNAR (and every 10 days thereafter).
- Liaise with the staff, and parents/carers to appraise children's attendance and reinforce the principles of the attendance policy.

#### **Family Support Lead:**

- Ensure that registers are completed each morning and afternoon session.
- Contact parents on the first morning of absence if a student is not in school and no reason has been provided for their absence.
- To record all reasons for absence clearly on the register.
- To work with families to improve attendance and punctuality.
- To inform the Attendance Champion of any concerning cases regarding absence/poor attendance.
- To liaise with other agencies to improve attendance.
- To devise action plans and work with families to improve attendance. To organise/complete home visits where necessary.

#### **Parents/Carers:**

- Contact school, before 9:00 on each day of absence.
- Provide written notification or proof of absence, as required, where a period of absence for injury or ill-health extends for longer than 5 consecutive days.
- Support their child in achieving maximum attendance.
- Attend any meetings as requested.

#### **Teachers:**

- To complete registers accurately and promptly at the start of each session (09:00 and 12:45).
- To notify the Attendance Champion of suspicious or inappropriate reasons for absence.
- To inform Attendance Champion of concerns in a timely manner.
- To inform Safeguarding Lead of any situation causing concern above and beyond normal expectations.

**Office Staff:**

School administrative staff play a vital role in supporting the school's attendance and absence management strategies. They:

- Collate attendance information from messages received, including maintaining a late/absence record and a mechanism for children to be signed out when leaving school premises for medical appointments etc. and ensure that these are passed to the attendance lead in good time.

**10. LIAISING WITH EXTERNAL AGENCIES**

Research has shown that schools in partnership with the full range of support services have a greater impact on school attendance than when they act alone or when the support services are uncoordinated or disjointed.

Poor school attendance may be a symptom of a wide range of institutional, community, family or individual circumstances. Many of these circumstances will demand expert support beyond the remit of the school. It is therefore vital that strong partnerships are established with all agencies that work with children and young people.

**Other Agencies** to be used where appropriate in individual cases:

- Educational Behavioural and Support Services
- Educational Psychologists
- Special Educational Needs Service
- Social Services
- Local police
- Early Help Workers
- School Nursing Team
- Lincolnshire County Council Ethnic Minority and Traveller Education Team
- Lincolnshire County Council Inclusion and Attendance Team

**Data Protection Act**

The UK GDPR and Data Protection Act 2018 place obligations on all agencies that process, store and share personal information. The school will ensure that attendance information is accurate, relevant, securely stored and shared only where there is a lawful basis to do so. Nothing in data protection legislation prevents the school from sharing information with the police, social care, health or the local authority where it is necessary to safeguard a child or support their welfare.

# APPENDICES

## APPENDIX 1

### Categorising Absence:

All schools are required to use a common set of codes to record attendance and absence. The use of fixed codes assists both LAs and the DfE in monitoring child absence.

### Authorised or Unauthorised Absence:

**Authorised absence** is where the school has either given approval in advance for a child to be away or has accepted an explanation offered afterwards as a satisfactory reason for absence. All other absence must be regarded as **unauthorised (code O)**.

The following may be reasons for authorising absences:

- Illness (**code I**)
- Family bereavements (**code C**)
- Medical and dental appointments (**code M, only where proof is available**)
- Days of religious observance (**code R**)
- Suspension, or permanent exclusion until removed from roll or re-instated (**code E**)
- Unable to attend school due to exceptional circumstances such as the site being closed due to an unavoidable cause, local authority transport not being available, a local or national emergency resulting in widespread travel disruption (**code Y, with additional sub-code**)
- Attending off-site educational activity, approved by the school and supervised by someone authorised by the school (**code B**)
- Public performance/examination (where a LCC Performance Licence has been obtained) (**code C**)

NB: children who are absent from school but taking part in an approved educational activity should be marked in the usual way but are counted as present for the absence returns to the DfE. To avoid confusion in emergency situations children who are off site should not be marked as present on those days but only when they return to school. The following activity falls within this category.

- Field trips and educational visits both in this country and overseas (**code V**).

Absences will **not** be authorised under the following circumstances (**code O**):

- Shopping trips
- Holidays in term time where the permission of the school has not been formally given
  - Illness of a parent/carers or sibling, unless there are exceptional circumstances agreed by the Headteacher
- Birthdays
- Minding the house or looking after siblings
- Lateness if registration is missed without explanation
- Medical appointments that cannot be verified
- No reason given
- If school staff have cause to believe that the note is not genuine or not valid.

*(Unusual circumstances may arise that lead to a young person being absent from school. It is for the Headteacher to decide whether the explanation offered is reasonable. In such situations, the individual circumstances, previous attendance pattern and frequency of such incidents will be considered)*

### **Family Holidays**

The school strongly encourages all families to take holidays during the designated school holiday periods. Attendance at school is vital for children's educational progress, emotional wellbeing, social development and the consistency of support that is particularly important within an SEMH setting.

In line with national attendance guidance, holidays taken during term time will not be authorised and will be recorded as an unauthorised absence (Code G).

We recognise that families of children with social, emotional and mental health needs may occasionally make decisions that they believe are in the best interests of their child and family. Whilst the school cannot authorise a holiday during term time, we acknowledge that some parents/carers may nonetheless choose to proceed with their plans.

Where this occurs, parents/carers must inform the school in advance of the planned absence, providing the dates and relevant contact information. This enables the school to fulfil its safeguarding responsibilities and ensures that appropriate procedures can be put in place while the child is away.

Any holiday taken during term time without prior notification will be recorded as an unauthorised absence. Where such absences contribute to a child's attendance falling below the school's expected standard, the school's usual attendance monitoring and support procedures will be implemented. This may include meetings with parents/carers, attendance support plans, referrals to external agencies, and, where appropriate, involvement of the Local Authority in accordance with statutory guidance.

The school remains committed to working collaboratively with families and will always seek to balance high expectations for attendance with an understanding of individual circumstances and the needs of our children.

### **Lateness:**

We actively discourage late arrival by challenging the parents of young people who are persistently late or arrive late without reasonable explanation. Our policy is that registers remain open until 9.30am. In the event of bad weather this period may be extended. Where a child arrives during the period when the register is open they will be marked present using the letter 'L'. Where a child arrives after register closure they will be marked in the class register using the letter 'U' to indicate that they are on site. Any child with a pattern of late arrival, or 10 or more consecutive late arrivals without good reason, will be referred to the Attendance Lead. A letter will be sent home stating the number of late arrivals and giving notice that the situation needs to improve. If the child continues to arrive late, parents/carers will be asked to attend a School Attendance Panel (SAP).

### **Medical Appointments during school time:**

Medical and dental appointments within school time will be classed as unauthorised unless proof can be provided of the appointment. This can be provided retrospectively.

Children must be signed out at the school office and then signed back in on their return.

### **Removal from the school roll:**

There are strict guidelines on the circumstances under which a child may be removed from the school roll. This will only be done when fully in accordance with legal requirements and with agreement of the EWS (Child Missing Education Team) where the whereabouts of a child in the UK is unknown.

- Where a school has been notified that the child has been registered as a child at another school
- Where a child has ceased to attend the school and the parent(s) have satisfied the County Council that the child is receiving education otherwise than by attendance at school.
- Where the school has been notified that the child is unlikely to be in a fit state to attend school before becoming legally exempt from the obligation to attend school.

- Where the child has been absent without reasonable cause for four academic weeks and the Head Teacher of the school has failed, after reasonable enquiry and consultation with the Education Welfare Service to obtain information on the cause of the absence.
- Where the Head Teacher has been notified that the child has died.
- The child has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school.
- If a child has not returned to school within ten school days of the agreed return date after a family holiday in term time.
- Where the child has been permanently excluded and this decision has been confirmed by the Child Discipline Committee.

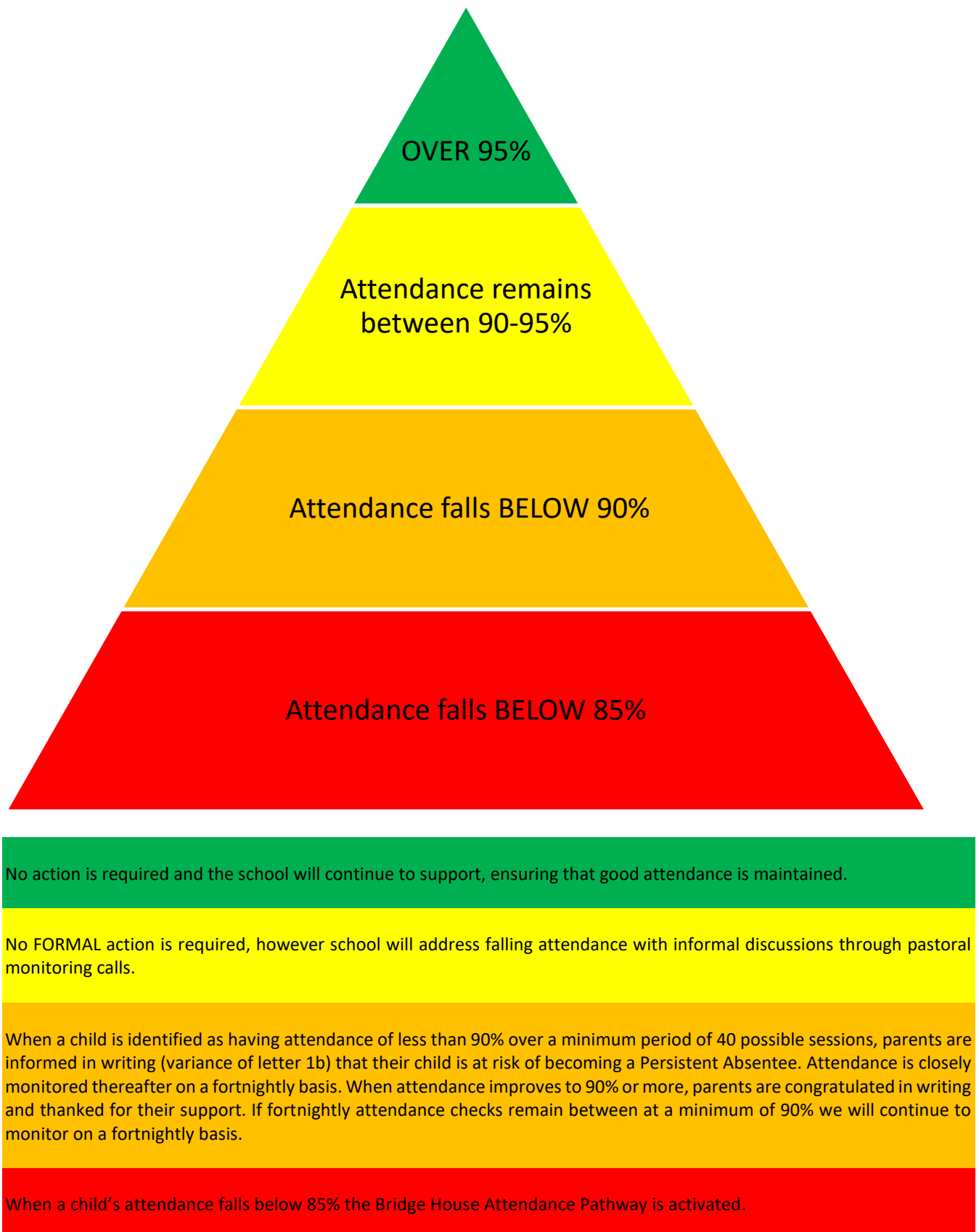
#### **Ensuring Child Information is up to date:**

Schools should ensure, as far as possible, that the information they hold on children and parents/carers is accurate and kept up to date. This supports effective communication with families, timely safeguarding action and appropriate referrals to other agencies. Families are expected to provide current contact details, including at least two emergency contacts wherever possible, and to inform the school promptly of any changes.

#### **Children who are missing**

Where a child is absent without permission, it is believed that a child has left the area and enquiries have failed to establish the whereabouts of the child within the UK, the Common Transfer File should be completed and uploaded to the DFE National Missing Children Database. This will be done in close co-operation with the EWS.

## APPENDIX 2: Tracking Attendance Flow Chart:



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graph TD
    Start[Attendance < 85%] --> L1C[LETTER OF CONCERN 2a  
Concern letter, followed by 2-week evaluation]
    L1C --> L1L[NO IMPROVEMENT  
(fortnightly monitoring shows attendance of less than 85%)]
    L1C --> L1R[IMPROVEMENT  
(fortnightly monitoring shows attendance of more than 85%)]
    
    L1L --> L2C[SERIOUS CONCERN 2b  
Serious concern letter, followed by 2-week evaluation]
    L1R --> L2R[MONITORING  
Continue with fortnightly monitoring until attendance is above 90%]
    
    L2C --> L3C[INVITATION TO SAP 3a  
Invitation to 1st School Attendance Panel meeting]
    L2R --> L3R[PERSONAL ACTION PLAN 3d  
Thank you for attending plus Personal Action Plan, followed by 4-week evaluation]
    
    L3C --> L4C[NON-ATTENDANCE OR NO IMPROVEMENT after 4 weeks]
    L3R --> L4R[IMPROVEMENT  
Continue with fortnightly monitoring until attendance is above 90%]
    
    L4C --> L5C[SECOND SAP MEETING 3b  
Personal Action Plan and Invitation to 2nd School Attendance Panel Meeting]
    L4R --> L5R[PERSONAL ACTION PLAN 3d  
Thank you for attending plus Personal Action Plan, followed by 4-week evaluation]
    
    L5C --> L6C[NON-ATTENDANCE OR NO IMPROVEMENT after 4 weeks]
    L5R --> L6R[IMPROVEMENT  
Continue with fortnightly monitoring until attendance is above 90%]
    
    L6C --> L7C[THIRD SAP MEETING 3c  
Personal Action Plan and Invitation to 3rd School Attendance Panel Meeting]
    L6R --> L7R[PERSONAL ACTION PLAN 3d  
Thank you for attending plus Personal Action Plan, followed by 4-week evaluation]
    
    L7C --> L8C[NON-ATTENDANCE OR NO IMPROVEMENT after 4 weeks]
    L7R --> L8R[IMPROVEMENT  
Continue with fortnightly monitoring until attendance is above 90%]
    
    L8C --> L9C[FINAL WARNING 3e  
EDUCATION SUPPORT ORDER  
FORMAL WARNING]
    L8R --> L9R[IMPROVEMENT  
Continue with fortnightly monitoring until attendance is above 90%]
    
    L9C --> L10C[ESO REFERRAL 3f  
REFERRAL MADE TO LCC CHILDREN'S SERVICES FOR EDUCATION SUPPORT ORDER]
    L9R --> L10R[IMPROVEMENT  
Continue with fortnightly monitoring until attendance is above 90%]
  
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The flowchart outlines the progression of school attendance interventions. It begins with a starting point of 'Attendance < 85%'. From here, the process branches into two main paths: 'NO IMPROVEMENT' (left) and 'IMPROVEMENT' (right). The 'NO IMPROVEMENT' path leads through a 'LETTER OF CONCERN (2a)', 'SERIOUS CONCERN (2b)', and three 'INVITATIONS TO SAP' (3a, 3b, 3c). If there is still 'NON-ATTENDANCE OR NO IMPROVEMENT after 4 weeks' following each invitation, the process moves to the next level of intervention. The 'IMPROVEMENT' path leads to 'MONITORING' and then to 'PERSONAL ACTION PLAN (3d)' after each SAP meeting. If there is 'IMPROVEMENT' (attendance above 90%), the process continues with fortnightly monitoring. If there is 'NON-ATTENDANCE OR NO IMPROVEMENT after 4 weeks', the process moves to the next level of intervention. The final outcome is either a 'FINAL WARNING (3e)' (Education Support Order, Formal Warning) leading to an 'ESO REFERRAL (3f)' (Referral made to LCC Children's Services for Education Support Order), or continued 'IMPROVEMENT' (attendance above 90%) leading to continued fortnightly monitoring.

| <b>Contents Checklist</b> (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                                                             | ✓ |                                     |   |

**Local Procedure Review History:**

| <b>Date Reviewed</b> | <b>Reviewer</b> | <b>Summary of revisions</b> |
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