



Rugeley School

Attendance – September 2025

Local Procedures

Adopted: Jan 2017

Reviewed: Sept 2025

Next Review: Sept 2026

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	Pupil Attendance		
Associated Aspris Children's Services policy	Attendance	Number	V04
Associated Regulation/Standards	Working Together to improve school attendance. Children Missing Education	Number	
Setting	Rugeley School	Signature	L Price Updated- B Blyth
Quality Assured by:	K.Bridon Operations Director	Signature	K Bridon
Issue date	09/2024	Review date	09/2025

1. Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Throughout their time at Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

2. Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

3. Context

This local procedure is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the young people, staff, parents & carers, visitors, placement students are:

- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Sex
- Sexual orientation
- Age
- Cultural and religious beliefs

Equality of opportunity at Rugeley School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community, pupils, staff, governors, parents and carers and community members.

At Rugeley School, it is understood that some students face greater barriers to attendance than their peer, such as long-term medical conditions, special educational needs and disabilities.

With reference to the DfE guidance, 'Working together to improve school's attendance', Rugeley School respects that the young people have a right to an education, the same as any other pupil. Therefore, the attendance ambition for our young people is the same as any young person.

It is however appropriate to consider barriers that our pupils face and put in any additional support to help them access their education e.g., making reasonable adjustments, making referrals where required and working together with services involved in a young person's care.

The school applies the following principles:

- Commitment to equality of opportunity for all.

- Recognition that every young person should be equipped with the knowledge and skills they need to participate in a diverse society and world.
- To meet the diverse needs of our young people.
- To ensure that an inclusive ethos is established and maintained.
- To respect and value linguistic, cultural and religious diversity in the community.
- To ensure that equality is an integral part of planning and decision making within the school.

4. Leadership, Management and Governance

- All Rugeley school policies reflect our commitment to equal opportunities.
- The Governors and Senior Leadership Team set a clear ethos, which reflects commitment to equality for all members of our school community.
- Rugeley School promotes positive and proactive approaches to valuing and respecting diversity.
- Our Senior Leadership teamwork in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- The teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to school and the wider community.
- At Rugeley School, a three-year accessibility plan is maintained to ensure all reasonable adjustments have been made to the building, resources and the curriculum to meet individual needs and enable equal access to our education provision.

5. Principles

The aims of this policy are underpinned by reference to a set of basic principles:

- Regular school attendance is the key to enabling pupil to maximise the educational opportunities to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community.
- Improving attendance is the responsibility of the whole school.
- This policy should not be seen in isolation but is a strand that underpins all other policies related to the well-being of pupils.
- All pupils should be in school, on time, every day. It is recognised that pupils at Rugeley School have complex needs and contributing medical needs which may result in pupils being absent for medical appointments more frequently than that of a pupil in a mainstream setting.

6. School Responsibilities

We will ensure Rugeley School is a calm, orderly, safe and supportive environment where all pupils want to be and are ready to learn.

We will promote positive behaviour and attendance through the use of personalised curriculum and learning materials and will recognise good attendance appropriately.

We will support parents/carers to resolve problems which may affect a pupil's attendance and will involve other agencies that work with the school such as Local Authorities, Early help referrals and Social Services.

We will be proactive in encouraging attendance for all pupils through ensuring parents/carers receive information on the importance of good attendance and will intervene to improve attendance of individual pupils should this become a concern.

Phone calls are made to parents/carers if pupils do not arrive in school, regardless of any messages passed on by Local Authority transport providers.

Rugeley School recognises the importance of adhering to regulation and to supporting parents/carers back into the school environment on a full-time basis. Rugeley will continue to work with parents and carers to ensure high attendance levels for each child. Rugeley School aspires for 90% weekly attendance from this date and will monitor individual attendance records, reported weekly to the OD and through Governance.

Attendance data will be analysed taking individual factors into account. These factors will include the student's complex needs. Attendance improvement plans may be implemented. Attendance improvement plans are put into place to set out initiatives and support students, parents and carers to improve attendance.

7. Parents and Carers Responsibilities

Parents have a legal duty to ensure their child of compulsory school age attends school regularly.

Parents are to inform school straight away if their child cannot attend and give a reason for the absence.

Parents are to aim to make dental/medical appointments outside of school hours, however Rugeley School recognises this is not always possible due to the complex needs of the pupils.

Parents will ensure school is aware of any factors at home which may contribute to their child's absence.

Parents will not book holidays in term-time – these will only be authorised by the Headteacher and Governing Body in exceptional circumstances.

Ensure the school has all up-to-date contact details, including 2 emergency contact details.

8. Attendance Registers

Rugeley School keeps a daily attendance register, which records attendance for each school day. Teachers will complete these registers with appropriate codes as set out by the DfE.

Rugeley School has an attendance MIS system (**Engage**) where daily and individual student attendance is entered and monitored weekly/ half-termly/ termly/ annually.

9. Unexplainable and/or Persistent Absence

Rugeley School defines a pupil with persistent absence to be lower than 90% for one half-term. Whilst every pupil has the right to a full-time education and high attendance expectations should be set for all pupils, the school does account for the complex needs of the pupils. The school works

alongside the parents/carers to ensure a smooth transition back into the school community as soon as possible. Any instances of unexplainable and/or persistent absence will be followed up by the schools Designated Safeguarding Lead and Senior Attendance Champion.

10. Requests for leave of absence

Parents/carers must make a formal request in writing for any leave of absence. Requests must be made with a minimum of 14 days' notice.

Any leave of absence will only be granted in exceptional circumstances.

11. Attendance prosecution

If a child of compulsory age fails to attend school after all formal support and intervention have been implemented prosecution may be enforced by the local authority.

12. School Specific Procedures

The school has in place 'first day contact system' – which consists of a phone call home from the School Receptionist.

Attendance is monitored weekly, half termly, termly and annually. Parents/Carers of pupils with attendance under 90% per term will be contacted to arrange a school attendance meeting, unless attendance is of concern during a term and then an immediate meeting will be held. These can be held at school, or via a Teams meeting or conference call led by the school's Senior Attendance Champion. During this meeting, strategies will be discussed to support improvement.

Registration times and procedures – Rugeley School starts at 9.00am and finishes at 3.30pm. Registers close no more than 30 minutes after the morning and afternoon sessions have begun.

At Rugeley School, a high number of pupils arrive at school on Local Authority Transport. If they are late this is marked as 'L' and is unavoidable. Persistent late taxi arrivals are reported to the relevant Local Authority Transport Department.

Rugeley School has a 'Home-School Agreement' in place with all parents/carers.

Pupil attendance is monitored weekly by the Headteacher and Senior Attendance Champion and this is reported to the Chair of Governors on a weekly basis. Persistent absentees are monitored closely and are assigned an action plan where it is deemed appropriate by the Headteacher and Chair of Governors.

Attendance percentages and rationales for action plans are reported to the full Governing Body on a termly basis.

All school staff have the responsibility to promote good attendance for all pupils.

The Designated Safeguarding Lead will work alongside the relevant Local Authority to raise concern about a pupil with un-explained absence – ***see CMIE Local procedure.***

13. Role of the school's Attendance Champion

The Rugeley school DSL is our Senior Attendance Champion. The Senior Attendance Champion is responsible for setting out a clear vision improving attendance. The Senior Attendance Champion will liaise and support students, parents and carers to improve attendance and make referrals when necessary.

**Rugeley Schools Senior Attendance Champion is-
Becky Blyth, Designated Safeguarding Lead
BeckyBlyth@AsprisCS.co.uk
01889504400**

14. Responsibility

It will be the responsibility of the Leadership Team to ensure the policy and local procedure is monitored and reviewed. These documents will be given to all staff and the Leadership team will ensure that they are known and understood by the staff. We recognise that feedback from parents and carers will be crucial to this process.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.