



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Attendance Policy

Approved by TCES Operational Board on behalf of

Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, September 2025

This policy applies to all The Complete Education Solution (TCES) schools and services

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Introduction

At the TCES Group we support young people with neurodiverse needs on a journey from isolation to independence and understand the link between attendance, attainment and the wider wellbeing of our young people. We know that some of our pupils arrive with us with a history of low attendance, bringing with them traumatic experiences.

We believe that low attendance is a form of communication and requires a multi-disciplinary approach from education, clinical, pastoral, and safeguarding teams.

We expect all professionals to take responsibility for our pupil's journey to accessing full time education and apply our core value of 'High Expectations'.

It is vital for our pupils to gain the greatest benefit from their education, achieved by supporting them in attending school regularly and punctually. We believe that for our attendance vision to be effective it must be consistently applied throughout the whole school, by its staff, pupils', families, and carers whilst we embody our 'Never Give Up' approach for our pupils.

Aims of the Policy

We recognise that:

- All pupils of statutory school age have an equal right to access an education.
- No pupil should be deprived of their opportunity to receive an education that meets their needs and personal development.
- In the first instance, it is the responsibility of pupils and their parents to ensure attendance at school as required by law.
- Many pupils and their parents may need to be supported and rewarded at some stage in meeting their attendance obligations and responsibilities.
- Situations beyond the control of pupils and/or parents may impact on attendance. We will, with the agreement and support of parents, work in partnership with external agencies to resolve these.
- The vast majority of pupils 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.

We expect the following from all our pupils

- That they attend school every school day.
- That they will arrive on time (except for when there is a delay out of their control e.g., due to transport issues) 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/Carers

- To ensure their children attend school regularly and punctually.
- To ensure that they contact the school as soon as is reasonably practical whenever their child is unable to attend. Parents should contact the school if the child is not attending by 8.30am.
- 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 performance in school.
- To work in partnership with the school as soon as their child's attendance begins to decrease.

Parents/Carers and pupils can expect the following from school

- Build strong relationships and work jointly with families to address any barriers to attendance.
- Regular, efficient, and accurate recording, monitoring and evaluation of attendance.
- Early contact with parents when a pupil fails to attend school without providing good reason.
- Immediate and confidential action on any problem notified to us, that considers the sensitivity of some of the reasons for absence and in-school barriers but also challenges parents' views where they have misconceptions about what 'good' attendance looks like. (Confidential means that the member of staff notified will not disclose that information to anybody other than the school leadership team and the pupil's teacher without the consent of the pupil or their parent).
- Recognition and reward for good attendance.
- Incentives to continue to improve attendance.
- A quality education.

Liaison with Local Authorities

- We will supply a termly report to each Authority on the pupils placed by them at the school.
- We will discuss with nominated representatives from the Authority any issues of concern over attendance.
- We will liaise with the Authority's Education Welfare Service (EWS) where a pupil's absence is at risk of becoming persistent or severe.
- We expect Authorities to support any initiatives we undertake to improve a pupil's attendance which may include letters, attendance at meetings, and transport support for parents or pupils to attend, use of EWS to enforce regulations.

Admissions Register

The law requires all schools including independent schools to have an admission register which must be kept electronically. All pupils (both compulsory and non-compulsory school age) must be entered on the admission register and have their attendance recorded in the attendance register.

Admissions registers must be kept electronically and must contain the following specific details of every pupil:

- full name (added on first day of attendance);
- name the pupil uses at school;
- sex;
- address (including new or updated address)
- the full name and address of each of the pupil's parents;
- which of the pupil's parents, if any, the pupil normally lives
- at least one telephone number by which each such parent can be contacted in an emergency
- day, month and year of birth;
- day, month and year of the pupil's starting day at the school;
- name and address of the last school the pupil attended, if any
- destination of pupil - name, address and start date of the new school the pupil will attend
- status of pupil- current or leaver

**** Deletion of pupil from the admissions register must be in consultation with the Executive Head and must be in line with DfE guidance.**

Schools resume responsibility for attendance from the agreed start date and must follow their attendance procedures should a pupil not turn up on their start date (contact with the Local Authority must also be made).

The School Business Manager (or equivalent) is responsible for the monitoring and updating the admissions register and must make a return to the local authority within 5 days of adding a pupil's name to the admission register (a New Pupil Return) and must provide the local authority with all the information held within the admission register about the pupil.

Attendance Register

It is a statutory and a contractual obligation for our schools to record, monitor and improve pupil attendance. We do this by completing the twice daily electronic school registers on Scholar Pack, which is then followed up by in depth analysis during the Bi-weekly Clinical & Inclusion meeting and SLT meetings, as well as at Central Services. Declining attendance must always be taken extremely seriously, as it can and may signal a much larger concern with a pupil.

Week Beginning	Mon	Tue	Wed	Thu
31/08/2020	##	##	B B	B B
07/09/2020	/\	/\	/\	/\
14/09/2020	/\	/\	/\	/\
21/09/2020	/\	/\	/\	/\
28/09/2020	/\	/\	/\	/\
05/10/2020	/\	/\	/\	/\

The school registers must be completed by the school administrators twice daily – in the morning by 9.30am, and in the afternoon by 1.30pm. This is non-negotiable and must be adhered to. It is unacceptable for any pupil register to have gaps showing.

Attendance Codes

In accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 a pupil must be recorded as present or absent in the Attendance Register.

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non –compulsory school age) whose name is listed in the admissions register at the time (exception boarder)

The attendance codes used by the TCES Group are the national attendance and absence codes as stipulated in Working Together to Improve School Attendance 2024. The codes are split into different categories and the registers must be completed accurately every day with the appropriate notes as stipulated in the tables below.

Code	Definition	Attendance Register notes
Present		
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
B	Approved Educational activity	Pupil is at a supervised off-site educational Approved by the school e.g. college, taster days at other schools
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school
W	Work Experience	Pupil is on a work experience placement

Code	Definition	Attendance Register notes
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Authorised Absence			
C	Authorised absence	leave of	Pupil has been granted a leave of absence due to exceptional circumstances
C1	Authorised absence	leave of	Pupil is participating in a regulated performance or undertaking regulated employment abroad.
C2	Part time timetable		Pupil subject to a part-time timetable (agreed by parent & LA)
I	Illness		Pupil is unable to attend due to illness (inc. type of illness)
J1	Interview		Pupil has an interview with a prospective employer/educational establishment
M	Medical/dental appointment		Pupil is at a medical or dental appointment, evidence provided
R	Religious observance		Pupil is taking part in a day of religious observance
S	Study leave		Year 11 pupil is on study leave during their public examinations
T	Parent travelling for occupational purposes		Pupil is travelling with parent as agreed by the school
V	Education visit or trip		Pupil attending education visit or trip

Code	Definition	Attendance Register notes
Unauthorised Absence		
G	Unauthorised holiday	Pupil is on a holiday- request not approved
N	Reason not provided	Pupil is absent for an unknown reason – parent uncontactable (this code should be amended once reason given or replaced with code O if no reason provided within 5 days)
O	Unauthorised absence	School is not satisfied with reason for absence, or no reason has been established
U	Late after registration	Pupil arrived at school after registrations closed (include time of arrival)

Code	Detail	Attendance Register notes
Not counted in absence calculations		
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Q	Lack of access arrangements	Pupil is unable to attend school due to no home-school travel arrangements

Y1	Usual transport not available	Transport usually provided by LA not available
Y2	Widespread disruption to travel	Pupil unable to attend school due to widespread disruption to travel (inc. reason).
Y3	Part school-closure	Pupil unable to attend due to part of the school premises being closed unexpectedly (inc. reason)
Y4	Full school closure	Pupil unable to attend due to school premises being closed unexpectedly (inc. reason)
Y5	Pupil detained	Pupil unable to attend as pupil is in criminal justice detention
Y6	Public health guidance/law	Pupil unable to attend in accordance with public health guidance or law
Y7	Unavoidable absence	Pupil unable to attend because of any other unavoidable cause (record nature)

Administrative Codes	
Z	Prospective pupil not on admissions register
#	Planned whole school closure

DfE guidance - School Year

Schools must meet for at least 380 sessions or 190 days during any school year to educate their pupils. If a school is prevented from meeting for one or more sessions because of an unavoidable event, it should find a practical way of holding extra sessions. If it cannot find a practical way of doing this then it is not required to make up the lost sessions.

If schools want to reduce the number of days they have to meet, they can make an application to the Secretary of State asking for a temporary exemption from the requirements of the legislation using the power to innovate.

DfE Guidance - School Day

Every school day must have two sessions divided by a break. The length of each session, break and the school day is determined by the school's governing body. The governing body has the power to revise the length of the school day as it sees fit. There is no requirement to consult parents on revisions to the school day, but it can assist parents to do so.

DfE Guidance - Part-Time timetables

Can a school place a pupil on a part-time timetable?

As a rule, no. All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's

individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package.

Within TCES Group schools and services, a part-time timetable must not be treated as a long-term solution and any pupil on a part-time timetable for any length of time, must

- have written agreements for this from the local authority SEN department
- be regularly reviewed and monitored
- have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision
- be presented at the TCES Complex & Additional Needs Panel so that success can be tracked effectively

In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as per our [absence codes](#).

Attendance Toolkit

The TCES Group Attendance Toolkit is designed to assist administrators, staff and the SLT to follow a set procedure in tackling pupil absence. It clearly defines the timescales we adhere to, and the relevant action that must be taken at each stage.

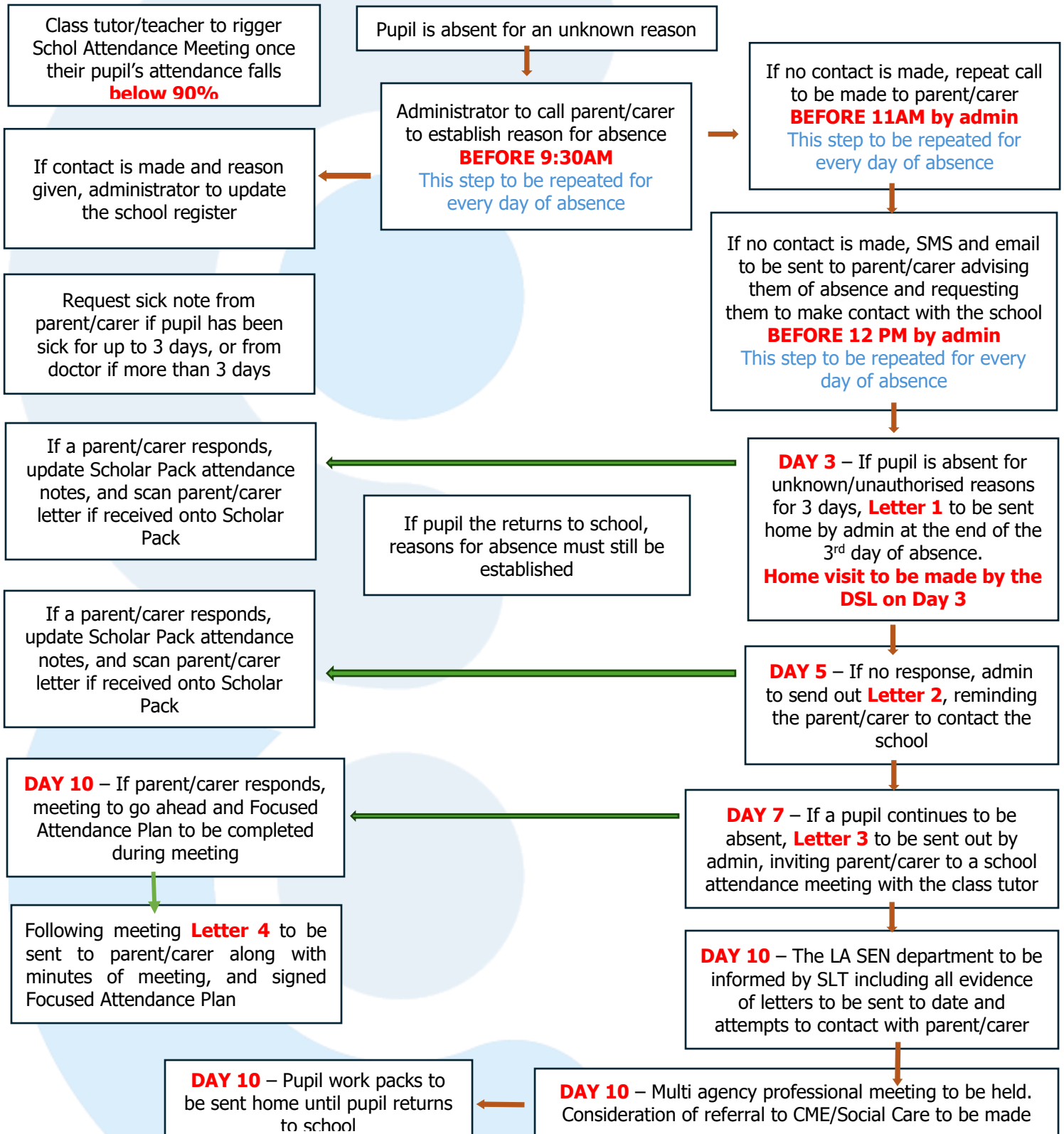
The key to the success of the Attendance Toolkit is communication and collaboration, both with the parent/carer, and the Local Authority. We must prove we are doing everything we can to assist a young person in returning to school, following or during any period of prolonged absence.

There are multiple templates of letters to be sent to parents/carers at each stage of a pupil's absence. These must always be sent within the defined timescales and recorded on the pupil's Scholar Pack record.

Phone calls home are also a vital part of the Attendance Toolkit and must happen at all stages. However, these phone calls must then also be recorded on the pupil's Scholar Pack record, as evidence that we have at the least, attempted communication.

By following the Attendance Toolkit rigorously, schools can prove that they are meeting their statutory and contractual obligations regarding attendance, ultimately resulting in a referral to the Education Welfare Service (EWS) if all internal attempts to re-engage a pupil in education fail.

Attendance Toolkit Flowchart



ADMINISTRATORS ARE TO ENSURE THAT SCHOLAR PACK ATTENDANCE NOTES ARE UPDATED AT EVERY STAGE OF THE PROCESS, WITH INITIALS, DATES AND TIME OF PHONE CALLS, MESSAGES AND VISITS. A COPY OF ALL LETTERS MUST BE STORED ON SCHOLARPACK AND THE ATTENDANCE LETTERS TRACKER (APPENDIX D) MUST BE UPDATED.

Practical Guidelines

- Registration is from 9.00am – 9.30am. This is when registers are open. Teachers should complete their class registers on scholar Pack by 9.30am.
- If pupils arrive after registration has closed at 9.30am, then the school should refer to the attendance codes and record absence accurately.
- If parents/carers have not called by 9.30am, then the attendance toolkit process must be started.
- Regarding emergency meetings with parents/carers about inappropriate behaviour of specific pupils, the school should contact the parent/carer, agree that transport will be cancelled for the following morning and agree on a time for a meeting early in the morning. If the parent/carer is unable to come in prior to registration, agree a time that is convenient to the parent/carer. In this case transport should not be cancelled for the morning.
- The school needs to have strategies in place to improve attendance if attendance in the previous year has been below National Standards.
- The school needs to consider a rewards structure for attendance e.g., attendance vouchers in weekly celebration assemblies.
- Target setting should be agreed with pupils.
- Serious attendance issues will be referred to the Education Welfare Officer in writing and meetings will be arranged to discuss individual pupil attendance and related attendance targets.

Encouraging attendance through target setting, good practice, and rewards

Attendance can be encouraged in the following ways:

- Accurate completion of the registers at the beginning of each session and within 30 minutes of the start of the session.
- Attendance checks at appropriate times.
- Recording of good attendance on individual success reports and end of term reports.
- Awarding certificates for 100% and significant improvement of attendance each week.
- An 'improved attendance' certificate for any pupil achieving a greater than 10% improvement in attendance in any on half-term/term.
- Vouchers for pupils who achieve 100% attendance each half term.
- A trophy to be presented to the class with the most improved attendance each month/half term and awards for any group with 100% attendance in any month/half term.
- All awards to be awarded by the Head Teacher and/SLT as appropriate.
- Establishing a mechanism for working with those parents who are concerned that their children may be experiencing difficulty in attending school.

- Setting reasonable targets for pupils, which are incorporated into their Pathway plans.
- Sending parents termly attendance and absence reports, together with targets for improvement as appropriate.
- Electronic registration systems provide valuable, year group, class and pupil level attendance data which enables speedy analysis and timely responses by the school.

Exclusions

At TCES Group we do not issue Fixed Term Exclusions. It is our intention to provide all our pupils with the opportunity to work in a safe and secure environment enabling all teachers to teach and all students to learn. TCES Supporting Positive Relationships Policy is underpinned by the above statement.

Pupils whose behaviour is causing concern are identified by the Clinical & Inclusion team and targeted and intensive interventions begin, taken from our Behaviour Toolkit in line with our Therapeutic Principles.