

**Summary Table of Responsibilities for Moorside Primary School Attendance 2024 – 2025**

**All children**

<b>Parents/Carers are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<p>Ensure their child attends school every day except when a statutory reason applies.</p> <p>Please notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).</p> <p>Only request leave of absence in exceptional circumstances and do so in advance.</p> <p>Book any medical appointments around the school day where possible.</p>	<p>Have a clear school attendance policy on the school website which all staff, children and Parents /Carers understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up on absences.</p> <p>Regularly monitor data to identify patterns and trends and understand which children and cohorts of children to focus on.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>	<p>Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.</p> <p>Ensure school leaders fulfil expectations and statutory duties.</p> <p>Use data to understand attendance patterns, compare with other local schools, and identify areas of progress and where greater focus is needed.</p> <p>Ensure school staff receive training on attendance.</p>	<p>Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.</p> <p>Have an Access and Inclusion Team that works with all schools in their area to remove area-wide barriers to attendance.</p> <p>Provide each school with a named point of contact in the Access and Inclusion Team who can support with queries and advice.</p> <p>Offer opportunities for all schools in the area to share good practices and information.</p>

## Children at risk of becoming persistently absent

<b>Parents/Carers are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p>	<p>Proactively use data to identify children at risk of persistence absence.</p> <p>Work with each identified child and their Parents/Carers to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out-of-school barriers are identified, signpost and support access to any required services in the first instance and act as a lead practitioner if attendance is the only issue and/or the local threshold for formal early help is met.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best-placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>	<p>Regularly review attendance data and help school leaders focus support on the children who need it.</p>	<p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for children who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out-of-school barriers, provide each identified child and their family with access to services they need in the first instance.</p> <p>If the issue persists, and there are multiple needs consider whether the threshold for early help is met and facilitate access where it is. Regardless, take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner in cases where the threshold is met and all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p>

## Persistently absent children

Parents/Carers are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p>	<p>Continued support as for children at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with Parents/Carers and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>	<p>Regularly review attendance data and help school leaders focus support on the children who need it.</p>	<p>Continued support for children at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including attendance contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort)</p>

## Severely absent children

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

**Support for cohorts of children with lower attendance than their peers**

<b>Parents/Carers are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
Not applicable	<p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practices where there are common barriers to attendance.</p>	Regularly review attendance data and help school leaders focus support on the children who need it.	Track local attendance data to prioritise support and unblock area-wide attendance barriers where they impact numerous schools

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

<b>Parents are expected to:</b>	<b>Schools are expected to:</b>	<b>Academy trustees and governing bodies are expected to:</b>	<b>Local authorities are expected to:</b>
<p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p>	<p>Maintain the same ambition for attendance and work with children and parents to maximise attendance.</p> <p>Ensure to join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensure the provision outlined in the child's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p>	<p>Regularly review attendance data and help school leaders focus support on the children who need it.</p>	<p>Work closely with relevant services and partners, for example, special educational needs, educational psychologists, and mental health services, to ensure joined-up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p>

## Support for pupils with a social worker

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

## Looked after and previously looked after children

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



## Monitoring

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

