Attendance Policy

Independent School Standards:
paragraphs 15 and 34.

This attendance policy pays regard to national guidance issued by the Department for Education (DfE), including 'Working together to improve school attendance' (August 2024).

Attendance Policy 25-26	
Updated:	August 2025
To be reviewed:	August 2026
Reviewed	Annually
Reviewed and approved by Proprietor/Director:	Sophie Nelson
Reviewed and approved by (Strategic Advisory Partners)	*Currently recruiting*
Relationship to other school policies	**This policy should be read in conjunction with** ● Child protection and safeguarding policy ● Management of Behaviour policy

Introduction

Policy Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all pupils
- Promoting good attendance/punctuality and the benefits of good attendance to school and lessons
- Reducing absence, including persistent and severe absence
- Ensuring every pupil has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure pupils have the support in place to attend school

Absence from school affects the pattern of a pupil's schooling and regular absence will seriously affect their learning and wellbeing. Ensuring a pupil's regular attendance at school is a parental responsibility and permitting absence from school without a good reason creates an offence in law.

We are mindful, however, that all of our pupils have education, health and care plans for their social, emotional and mental health needs. Many therefore face complex barriers to attendance, including in relation to mental health conditions. Though the expectations of attendance for these pupils are the same, we recognise that they might require additional support.

This attendance policy pays regard to national guidance issued by the Department for Education (DfE), including 'Working together to improve school attendance' (August 2024), however as an independent school we are aware that chapter 3 does not apply to independent schools. PhoenixPlace may seek support from external services, however we are aware that not all aspects of legal intervention are open to us as an independent school – education supervision orders (ESO), prosecution and parenting orders may be used; while penalty notices and attendance contracts may not.

Legislation And Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (Pupil Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (Pupil Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a pupil's attendance: guidance for schools

Roles and responsibilities

The Headteacher

The headteacher is responsible for:

- The implementation of this policy at the school

- Monitoring school-level absence data and reporting it to SAP (recruitment process)

- Supporting staff with monitoring the attendance of individual pupils

- Monitoring the impact of any implemented attendance strategies

- Working with the parents/carers of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers

- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs

- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents/carers through all available channels

- Sharing information from the school register with the local authority, including:

    - Notifying the local authority when a pupil's name is added to or deleted from the school admission register outside of standard transition times

    - Providing the local authority with the details of pupils who fail to attend school regularly, or who have been marked with an unauthorised absence for a continuous period of 10 school days

    - Providing the local authority with the details of pupils who the school believes will miss 15 days consecutively or cumulatively because of sickness

Class teachers/form tutors

Class teachers/form tutors play a crucial role in identifying & discussing issues that impact on attendance with their tutees and parents/carers. They are responsible for recording attendance during session time for both morning and afternoon sessions on a daily basis, using the correct codes (see Appendix 1), and submitting this information to the school office on the same day.

School admin/office staff

School admin/office staff will:

- Take calls from parents/carers [and pupils] about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers [and pupils] to the [head of year/pastoral lead] where appropriate, in order to provide them with more detailed support on attendance

Parents

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time or except if the child has a Behaviour Plan/Attendance Contract with a different arrangement.
- Call the school to report their child's absence before **9.00am** on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the Director of Pastoral Care or the Headteacher], who can be contacted via 0207 703 7189 or at office@phoenixplace.co.uk.

Pupils

Pupils are expected to:

- Attend school and every timetabled session, on time

Benefits Of School Attendance

Good attendance at school is not just valuable, it's essential. Going to school is directly linked to improved exam performance which should in turn lead to further learning opportunities and better job prospects. As well as this, going to school helps to develop:

- friendships
- social skills
- team values
- life skills
- cultural awareness
- career pathways

Promoting Good/Regular Attendance

Whilst we recognise that many of our students have had historical (and some current) issues relating to attendance we aim to promote the importance of good attendance to school to students and Parents/Carers. Regular absence from school can seriously affect students' learning.

Any student's absence or later arrival disrupts teaching routines and so may affect the learning of others in the same class.

Our current expectation is that students have a minimum of **85% attendance to school and make the effort to attend all timetabled classes.** However we understand that at times some students may need a movement break or additional therapeutic support which can take time away from their scheduled lessons.

As part of our commitment to raise awareness about the importance of good attendance to school we:

- advise families of the schools' expectations during the induction meetings for new students and on progress days

- report to families on their child's attendance in their subject progress reports

- contact families every day to;

  - clarify the reason for a child's absence from school; this will happen as soon as is practicable on the first day (first day calling), the reason for absence will then be recorded on the register. If we are unable to obtain the reason for a student being absent, we will attempt to contact the student's emergency contacts. (We ask for at least two emergency contacts for every student. At this stage, if we have been unable to contact the family or emergency contacts, a home visit will be carried out. As a last resort, if the school has not been able to ascertain where a student is after following the steps above, the student will be classed as a 'missing child', and they will be reported to the police).

- will contact home should a student's attendance be a cause for concern, with the aim of establishing the reasons for absence, including any in-school barriers to attendance seek support for students/families where out of school barriers are identified

- work together with multi-agency teams in order to improve attendance levels, including for those students who have social workers

- celebrate good attendance at assemblies

- reward good or improving attendance through termly attendance certificates and other events

Recording attendance

UNDERSTANDING TYPES OF ABSENCES

Every half-day absence from school has to be classified by the school (not by the family), as either **AUTHORISED** or **UNAUTHORISED.** This is why information about the cause of absence is required.

Unauthorised absences are those which the school does not consider reasonable and for which no 'leave' has been given.

This includes:

- families keeping their child off school unnecessarily
- truancy before or during the school day
- absences which have never properly been explained
- pupils who arrive at school too late to get a mark
- activities such as shopping, looking after other pupils or birthdays
- day trips and holidays in term time which have not been formally agreed.

Unplanned absence

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by **9.00am,** or as soon as practically possible, by calling the school Office staff, who can be contacted via 0207 703 7189 and/or office@phoenixplace.co.uk

Absences will be shared with staff during staff morning de-brief. Any subsequent absences will be shared with staff via staff email. If a complex issue, the Director of Pastoral Care or Headteacher will be notified by the Office.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than [5] days, or there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. We will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

Planned absence

Attending a medical or dental appointment will be counted as authorised as long as the pupil's parent notifies the school in advance of the appointment.

Parents who need to request a leave of absence should email office@phoenixplace.co.uk or call the Office on 0207 703 7189 to inform the school of any planned absences.

However, we encourage parents to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The pupil's parent must also apply for other types of term-time absence as far in advance as possible of the requested absence. Please see below to find out which term-time absences the school can authorise.

Lateness and punctuality

A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code

- After the register has closed will be marked as absent, using the appropriate code

As a special school catering for a large proportion of pupils who arrive to school from a wide range of locations on transport provided by placing authorities' special educational needs and/or disabilities (SEND) teams, we acknowledge that sometimes transport providers arrive late to school. This can be for reasons beyond pupils' and families' control, such as heavy traffic or the late arrival of escorts.

Pupils will not be penalised for lateness that is beyond their control.

Pupils who travel independently must ensure they make suitable arrangements to get to school on time.

Punctuality data is also included on Progress Reports. Where there are frequent punctuality concerns this will be taken up firstly via Tutors who will discuss with students the concerns and issues. Where there is no improvement, Tutors are to refer concerns to the Director of Pastoral Care.

Attendance register

We will take our attendance register at the start of the first session of each school day and once during the second session. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is: see Appendix 1

The school day starts at **9.30am** and ends at **2.30pm**.

Pupils must arrive in school by 9.30am [or as Behaviour/Attendance Plan] on each school day.

Registers are marked at 10:00. If a pupil arrives after the registration period they will be formally marked in as late. At 10.30 the registers will be closed.

In accordance with the regulations, if a pupil arrives after that time, they will receive a mark to note that they are on site, but this will not count as a 'present' mark and it will mean they have an unauthorised absence. It is essential that pupils arriving and leaving school with a family member outside the normal hours are signed in and out from the school offices. These records are used in the case of fire/emergency.

Following up unexplained absence

Where any pupil we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the pupil's parent on the morning of the first day of unexplained absence to ascertain the reason. If the school cannot reach any of the pupil's emergency contacts, the school may contact assigned Social

Worker- If the student has one; conduct an unannounced home visit where there are serious concerns or contact police in order for a welfare check to be carried out

- Identify whether the absence is approved or not

- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained – this will be no later than 5 working days after the session(s) for which the pupil was absent

- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving external Education Welfare Services.

- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals

Approval for term-time absence

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad

- Attending an interview

- Study leave

- A temporary, time-limited part-time timetable

- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as e.g. bereavement, complex Mental Health issues.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least [4 weeks] before the absence, and in accordance with any leave of absence request form, accessible via the School Office.

The headteacher may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments

- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for

occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision

- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school

- Attending another school at which the pupil is also registered (dual registration)

- Attending provision arranged by the local authority

- Attending work experience

- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

Strategies for promoting attendance

We celebrate good attendance and targets reached in attendance at assemblies and end of term celebrations of achievements.

Tutor teams discuss tutor attendance weekly on a Friday Tutor time session and set targets and rewards for improvement of attendance

Where students have shown improvements, a half termly reward will be given (set by Tutor or Director of Pastoral Care and discussed with the student)

All pupils who have 100% attendance and punctuality over a term will receive a special certificate in our final reward assembly of the term as well as a termly reward.

Our aim is always to discuss how we can further support students, parents/carers to improve attendance and punctuality, however where needed we will also issue a Behaviour Plan/Attendance Contract. The plan/contract will

- Set out rationale for plan/contract;

- Discuss/identify what the barriers are from a student/parent/school point of view;

- Set out a plan for attendance eg whether a temporary, time-limited part-time timetable

- Set targets which will be reviewed every 3 - 6 weeks

Supporting pupils who are absent or returning to school

Pupils absent due to complex barriers to attendance

- For more complete issues surrounding the attendance of a child to school, the schools approach is to reach out to support.

- We will invite parents/carers to attend an initial meeting to discuss the barriers and ascertain the root causes. Where it is difficult for a parent/carer to attend in person at the school. We will offer to conduct a home visit.

- We will decide on a case by case basis with the student, parent/carer the best approach to tackling barriers to attendance.

- Any learned lessons from a school point of view will be taken into consideration.

- We will assign/timetable appropriate interventions eg session with School Counsellor/mentor

- Where more support is required, the school may refer such cases to Family Early Help (FEH).

- In the interim period we will set targets via a Behaviour/Attendance Plan

Pupils absent due to mental or physical ill health or SEND

- Please see above.

- However where we believe there to be a mental/physical ill health or SEND issue we will speak with our School Counsellor and SENCo for additional support and ways in which we can make day to day adjustments for the young person.

Pupils returning to school after a lengthy or unavoidable period of absence

- Where students have returned after a lengthy unavoidable period of absence in th first instance we will have met with the student, parent/carer before the student returns to school.

- We will apply the same procedures as outlined above, and respond to each individual case on a case by case basis.

Attendance monitoring

Monitoring attendance

- The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual pupil, year group and cohort level.

- For Dual Registered students, attendance will be shared to their home school on a weekly basis.

- PhoenixPlace keeps pupils' placing authorities informed of all their pupils' attendance. We are obliged to inform placing authorities when a pupil is absent for 10 school days or more but actually keep them informed of all our pupils' attendance records if they present any cause for concern.

- The relevant senior leader, DSL, Outreach or Therapy team member meets with families of pupils whose absence or punctuality are a cause for concern.

- The Headteacher, Director of Pastoral Care, and relevant leaders analyse attendance data on a regular basis to identify pupils at risk of poor attendance and to develop strategies to support individual/cohorts of pupils. As schools, we have a duty to inform families of their child's attendance and how this can impact on their learning.

- Leaders monitor and analyse attendance data on a weekly basis to identify patterns and trends, including pupils at risk of poor attendance and to develop strategies to support individual/cohorts of pupils. As schools, we have a duty to inform families of their child's attendance and how this can impact on their learning.

- Monthly attendance meetings are held with the safeguarding team and to discuss individual pupils and concerns surrounding attendance levels.

- Attendance data is also analysed on a termly and yearly basis

- Our Pastoral/Outreach team discusses students on a weekly basis for whom a supporting home visit is needed to understand further barriers and ascertain what additional support/plan is needed.

- The Education (Information About Individual Pupils) (England) (Amendment) Regulations 2024 do not apply to independent schools. As such, PhoenixPlace is not required to share the daily attendance data.

We recognise that absence that is below 95% is doing considerable damage to any pupil's education and we need the fullest support and cooperation from families to deal with this.

- Pupils can sometimes be reluctant to attend school. Any problems with regular attendance are best resolved between the school, family and pupil. If a parent thinks their child is reluctant to attend school, then we will work with the family to understand the cause of the problem.

- Any pupil who is absent for prolonged periods and/or on repeat occasions will always get immediate attention from the DSL. We know that pupils who are absent from education for prolonged periods of time and/or on repeat occasions can act as a vital warning sign to a range of safeguarding concerns and can eventually lead to pupils being missing in education

- As per the 'working together to improve school attendance' statutory guidance, PhoenixPlace keeps pupils' placing authorities regularly informed of all their pupils' attendance. We are obliged to inform placing authorities when a pupil fails to attend regularly or misses 10 consecutive school days where their absence has been recorded with one or more of the absence codes statistically classified as unauthorised (paragraph 49). We also inform placing authorities if a pupil misses or is expected to miss 15 days due to illness. However, we actually keep the placing authority informed of all our pupils' attendance records if they present any cause for concern.

- When a pupil's attendance drops below 95%, this will usually be addressed through informal conversations with an assistant or vice principal and/or member of the safeguarding team. Where there is a lack of engagement and/or the attendance drops further, a more formal conversation will be had with families to highlight the need for immediate action and to be clear about the next steps, which could include an attendance warning letter (decision on sending these are made on a case-by-case basis) and/or attendance meetings to identify any possible obstacles to attendance and to create a plan. If the attendance continues to drop further, the matter will be raised with the pupil's placing authority and, if possible, the relevant attendance support team in order to request further support for the pupil and family.

- See Appendix 2 for further information on the actions we take to promote good attendance and address absence

Reducing persistent and severe absence

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence

- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education

- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:

  - Discuss attendance and engagement at school

  - Listen, and understand barriers to attendance

  - Explain the help that is available

  - Explain the potential consequences of, and sanctions for, persistent and severe absence

  - Review any existing actions or interventions

- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant

- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence

As stated, our first response is to meet with a student, parent/carer to discuss our concerns and understand the barriers they are facing and develop a plan/way forward to improve attendance. This we will monitor closely. We will start the process of Stage Letters for attendance as part of our procedures (see Appendix 2).

Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by Sophie Nelson / Headteacher. At every review, the policy will be approved by our SAP team

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

Code	Definition	Scenario
/	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
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination

X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: ● In police detention

		• Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Absence concerns response

Attendance	Probable Actions
80-94%	• Headteacher/Director of Pastoral Care/trusted adults to have informal and supportive conversations. • The Director of Pastoral Care or PP therapy team leads to offer further and specific support, based on the reasons around pupils' low attendance – for example, Outreach visits, counselling. • Supportive letters sent home, written by staff and pupils (if appropriate). • Supportive meetings with student, parent/carer regarding attendance concerns • Ensuring pupils have access to learning, including via work packs and/or online learning.
70-79%	• All the actions outlined above. • **Stage 1** letter to flag attendance as a cause for concern and the need to improve. • Safeguarding/Outreach team to carry out weekly meetings (home visits if appropriate) with families to identify any possible obstacles to attendance and to create a plan of action.
Below 70%	• All the actions outlined above. • **Stage 2** letter issued, along with a referral to external agencies e.g. Early Help or Education Welfare requesting additional support to help improve school attendance. • Weekly home visits carried out by safeguarding/Outreach teams in order to build relationships and encourage school attendance. • Any medical reasons will be taken into account, reasonable adjustments will be put in place depending on the pupil's individual circumstances – medical evidence will be obtained if appropriate.