

Wellington School



Honesty

Community

Excellence

Fairness

Endeavour

Attendance Policy

Updated: October 2025

Review Date: October 2026





Policy Title	Attendance Policy
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Attendance policies and procedures

“Attendance is everyone’s business”

Date of Update	October 2025
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Status	Statutory
Member of SLT Responsible	K Shelley - Deputy Headteacher & DSL In support: E Firth - Attendance Manager and DDSL

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1. 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 and the benefits of good attendance
- 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

We will also promote and support punctuality in attending lessons.

The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.

It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at a school.

2. 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 Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

It also refers to:

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

3. Roles and responsibilities

3.1 The governing board:

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
 - Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority
 - Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge

- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
 - The importance of good attendance
 - That absence is almost always a symptom of wider issues
 - The school's legal requirements for keeping registers
 - The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the headteacher to account for the implementation of this policy

3.2 The Headteacher

The Headteacher is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary, and authorising the Deputy Headteacher and Attendance Officer to be able to do so
- Working with the parents 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 through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance

- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families
- The designated senior leader responsible for attendance is *Kathryn Shelley Deputy Headteacher*

3.4 The Attendance Manager

The Attendance Manager is *Emma Firth* attendance@wellington.trafford.sch.uk

The School's Attendance Manager is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports and reporting concerns about attendance to the designated senior leader responsible for attendance, and the headteacher
- Working with Trafford Pupil Absence team to tackle persistent absence
- Advising the Headteacher/Deputy Headteacher when to issue fixed-penalty notices
- Monitoring attendance data across the school and at an individual pupil level
- Attending all TAS meetings
- Arranging calls and meetings with parents to discuss attendance issues
- All correspondence pertaining to attendance and absence e.g., letters
- To work with the Deputy Headteacher and Local Authority on PRAB measures (Parental Responsibility Attendance) including warning letters and Attendance Contracts.
- Lead on statutory functions in relation to prosecutions for non-attendance at school; Attendance Order Proceedings for Children Missing Education (CME); Fixed Penalty Notices (FPNs).
- Track and monitor students who access Alternative Provision e.g., Trafford Alternative Education Provisions (TAEP) and Trafford Medical Education Service.
- Co-ordinate and track Trafford Team together meetings and paperwork.
- Co-ordinate strategic use of the Emotionally Based School Non-Attendance (EBSNA) tool kit.

- Co-ordinating home visits to do “safe and well checks” (See Home Visits policy)
- Attending Attendance panels
- Forming positive relationships with families
- Line Management of the Student Support Officer

3.5 The Student Support Officer

The Student Support Officer is responsible for:

- Encouraging positive behaviour and set high standards/expectations for all students, including promoting a culture of high expectation around attendance and punctuality
- Signing-in of pupils who are late to School or retuning from appointments
- Signing-out of pupils who are going off-site for authorised reasons (ensuring they are authorised)
- Work with the Attendance Manager and Pastoral Managers to adopt a forensic approach to barriers to attendance.
- Contacting home if a student requires collection e.g., because of illness
- Adding internal/external appointments, trips and off-site events to Class Charts registers

3.6 Pastoral Managers

Pastoral Managers are responsible for:

- Recording attendance on a daily basis, using the correct codes, and submitting this onto Class Charts
- Attend TAS meetings
- Communicating with parents about absence and recording it on the school system
- Analysing attendance data to target their interventions
- Carrying out home visits to do “safe and well checks” (See Home Visits policy)
- Forming positive relationships with families
- Attending Attendance panels for their year group
- Contribute to strategy meetings and interventions where they are needed
- Work with external agencies to support pupils and their families who are struggling with regular attendance

3.7 Hub Managers

Hub Managers are responsible for:

- Providing meet and greet to students who find attending school difficult through EBSNA, SEND and medical conditions or who are on approved part-time timetables (see Hub Policy)

3.8 Directors of Key Stages (DoKs):

DoKs are responsible for:

- Promoting the importance of attendance and punctuality across their key stage
- Analysing attendance data to target interventions
- Ensure that the school's teaching and learning experiences encourage regular attendance and that pupils are taught the value of high attendance for their own personal progression and achievement

3.9 Form Tutors and Class teachers:

Form Tutors are responsible for:

- Promoting the importance of attendance and punctuality across their year group
- Taking morning AM registration on Class Charts, using the correct codes

Class Teachers are responsible for:

- Taking lesson registers within the first 10 minutes of a lesson on Class Charts using the correct codes. (Note PM registration is taken from the period 4 lesson registers)
- Promoting a school culture where attendance is valued

3.10 Parents and Carers:

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:

- Engage with their children's education – support their learning and take an interest in what they have been doing at school
- Promote the value of good education and the importance of regular school attendance at home
- Make sure their child attends every, on time
- Call the school to report their child's absence before **8.25am** on the day of the absence via the Class Charts Parent app (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
- Do everything they can to prevent unnecessary school absences, such as making medical and dental appointments outside school hours
- 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 your child's Pastoral Manager
- Have strong routines at home in terms of homework, bedtime, etc. so that the child is used to consistency and the school day becomes part of that routine.
- Do not take their children out of school for holidays during term time.

4 Recording attendance:

4.1 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:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See Appendix 1 for the DfE attendance codes.

We will also record:

- Whether the absence is authorised or not
- The nature of the activity, where a pupil is attending an approved educational activity
- The nature of circumstances, where a pupil is unable to attend due to exceptional circumstances

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

The school day starts at 8.30am and ends at 3pm.

Pupils must arrive in school by 8.25am on each school day.

The register for the **first session (AM)** will be taken at **8.30am** and will be kept open until **9.10am every day**. The register for the **second session (PM)** will be taken at **12.10pm** and kept open until **12.40pm**.

All registers are taken on Class Charts which records to Sims, which is shared with the Local Authority

4.2 The Hub

Some students require a calmer start to the school day so may arrive later via our onsite Hub provision, where they will receive a meet and greet and welfare check from the Hub Managers. Registers still close at 9.10am. However, some students may have authorised absence as part of an agreed part-time timetable to support their additional needs.

4.3 Unplanned absence

Where the absence is longer than 3 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. We will also make a safe and well check to the home (see home visits policy). If the school is not satisfied about the authenticity of the illness, the absence will be recorded

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.25am or as soon as practically possible.

Parents should report all absence through the Class Charts parent app and upload any supporting evidence.

Parents must report their child's absence each day they are absent

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 3 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.

4.4 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. This should be reported on Class Charts. 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. Go to section 5 to find out which term-time absences the school can authorise.

4.5 Lateness and punctuality

4.5 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 carry out a home visit to do a safe and well check and get "eyes on the child"
- 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 an education welfare officer
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: issue a notice to improve, penalty notice or other legal penalty notice (see section 5.2 below)

4.6 A pupil who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed at 9.10am, will be marked as absent, using the appropriate U code (unauthorised)
- Students who arrived in school after registers close at 9.10am (U mark) will have their School-day extended with a detention in the dining room for 15 minutes and however many minutes late they are, up to a maximum of 60 minutes. Again, any issues can be discussed and support offered

4.7 Reporting to parents

The school will regularly inform parents about their child's attendance and absence levels. It is expected all parents have the Class Charts Parent app (See Parent Code of Conduct and Relational Behaviour Policy). You can monitor your child's attendance here. You will also receive your child's attendance figure in their end of year report.

5. Authorised and unauthorised absence

5.1 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 unexpected, unavoidable and outside of your control.

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 in writing to the Headteacher as soon as it is anticipated and, where possible, at least 2 weeks before the absence.

The headteacher may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g., sixth form), the same procedure applies

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

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- 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

5.2 Sanctions

Our school will make use of the full range of potential sanctions – including, but not limited to, those listed below – to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

Penalty notices

The headteacher (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

If the school issues a penalty notice, it will check with the local authority before doing so, and send it a copy of any penalty notice issued.

Before issuing a penalty notice, the school will consider the individual case, including:

- Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)
- Whether a penalty notice is the best available tool to improve attendance for that pupil
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents who allowed the absence.

The payment must be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If issued with a **first** penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days.

If a **second** penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days.

A **third** penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead.

Notices to improve

If the national threshold has been met and support is appropriate, but parents do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the pupil attends school.

They will include:

- Details of the pupil's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under [section 7 of the Education Act 1996](#)
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis
- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

6. Strategies for promoting attendance

At Wellington School we

- Champion education as the birth right of every child
- Have a culture that ***"attendance is everyone's business"***
- Have high expectations for every pupil's attendance at school
- Communicate these expectations clearly, strongly and consistently to parents and to pupils
- Set expectations about attendance from the outset
- Explain to parents and pupils why good attendance is important and how it helps pupils to achieve

- Listen to parents carefully to find out why their children are not attending well enough so that they can act accordingly
- Challenge parents who do not make sure that their children attend, but also offer support where needed. Listen, understand, empathise and support but do not tolerate
- Ensure that attendance is always recorded accurately
- Systematically analyse attendance information so that they can see patterns and trends
- Use this analysis to target actions, both for individuals and at a whole-school level

7. Supporting pupils who are absent or returning to school

We know that for some children there are significant barriers to their attendance at School that they cannot help. For example:

- Pupils absent due to complex barriers to attendance
- Pupils absent due to mental or physical ill health
- SEND Pupils returning to school after a lengthy or unavoidable period of absence

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

There are a number of ways School can support- but this will look different for every child but may include:

- Access to Hub 1 or 2 for respite
- Reduced timetable
- EBSNA toolkit
- ELSA intervention
- Referral to Trafford Team Together
- Mental Health First Aid
- Referral to School Counsellor or Thrive
- Reduced or part time timetable (short term)

We do not set work for students who are not in School

8. Attendance monitoring

8.1 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.

The school has granted the DfE access to its management information system so the data can be accessed regularly and securely

Data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement, and share this with the governing board.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- Provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- Provide regular attendance reports to relevant staff to facilitate discussions with pupils and families, and to the governing board and school leaders (including special educational needs co-ordinators, designated safeguarding leads and pupil premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 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

- Regularly communicate with parents (letter and phone call) if their child's attendance is becoming a concern (under 95%)
- 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
- Draw up an Attendance Contract
- Implement sanctions, where necessary (see section 5.2, above)

9 Students who struggle to attend School

Wellington School understands that some pupils face greater barriers to attendance than their peers. These can include pupils who suffer from long term medical conditions or who have special educational needs and disabilities. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as they are for any other pupil.

Alternative Provision

We will do everything we can to work with students and their families to support them when School attendance is difficult.

Wellington has its own on-site provision called The Hub- a suite of rooms that provide a smaller space for pupils with SEMH and sensory issues. (See Hub Policy).

Wellington does not set work at home when a child is absent (unless there is a clear desire to be in School but it is not possible- e.g., post operation where a child is on bed-rest). Setting work when a child is an EBSNA can entrench the issue.

We believe it is important our students continue to have a sense of belonging to our School Community. We feel that the school has the resources and facilities and expertise for an adjusted provision whilst ensuring the highest levels of safeguarding.

We therefore avoid the use of Alternative Provision unless commissioned jointly by The Virtual School (For Looked After Children) or Trafford Local Authority as part of an Education, Health and

Care Plan or is on the Trafford Alternative Framework list of providers. [Trafford Directory | Trafford Alternative Provision Toolkit for Schools](#)

Alternative provision is always a short-term, interim measure- it will always be the intention for the child to return to Wellington or School.

Any alternative provision commissioned by Wellington School can be withdrawn at any time if we have safeguarding concerns.

Remote Education

Attendance is essential for pupils to get the most out of their school experience, including for their attainment, wellbeing, and wider life chances. Remote education should not be viewed as an equal alternative to attendance in school. For this reason, we will only consider it as a last resort when the alternative would be no education, and only after it has been established that the pupil is, or will be, absent from school.

If a child has not been able to access learning for a long time (weeks), Wellington may decide to provide work or online tuition (via a third-party provider).

Pupils with long-term medical conditions or any other physical or mental health needs affecting attendance may require additional support to continue their education.

Where a child is still unable to return to School, Wellington may make a referral to The Trafford Medical Education Service (TMES) and the Local Authority Absence Team.

Under section 19 of the Education Act 1996 (s.19 duty) local authorities are responsible for arranging suitable education for children of compulsory school age who, because of health or other reasons, would otherwise not receive a suitable education.

Part Time/Reduced Timetables

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a temporary part-time timetable to meet their 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. A part-time timetable must only be in place for the shortest time necessary and not be treated as a long-term solution.

Further information about the guidance we follow can be found here:

<https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools>

<https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>

10 Policy review arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum every year by the Deputy Headteacher. At every review, the policy will be approved by the full governing board.

11 Links with other policies

This policy links to the following policies which are published on the school website:

- Safeguarding and Child Protection Policy
- Relational Behaviour Policy
- Parent Code of Conduct
- Hub Policy

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