



Attendance Policy

Policy Reviewed by:	Hayley Richardson-Byrne / Suzy Hollett
Date:	01.09.2026
Policy Verified by:	Senior Management Team
Date:	06.10.2026
Date for Next Review:	01.09.2027

Key Personnel	
Proprietor	Sara Llewellyn
Designated Safeguarding Lead (DSL)	Suzy Hollett
Deputy Headteacher	Natalie Lovelock
HR Manager	Hayley Richardson Byrne
Business Manager	Sophie Illingworth
IT Manager	Jamie Martin
Teaching Staff	Joe Ross Ryan Colvin

1. Policy Statement

Maple Haven School is a specialist independent SEND school supporting up to 14 primary-aged pupils.

The school is committed to promoting excellent attendance, punctuality and engagement in learning. Regular school attendance is essential for pupils' educational progress, wellbeing, safeguarding, social development and future success.

Maple Haven School adopts a stage not age approach and recognises that attendance difficulties for pupils with SEND may arise from a range of factors including:

- Anxiety and emotional wellbeing needs.
- Autism Spectrum Condition (ASC).
- Social, Emotional and Mental Health (SEMH) needs.
- Communication and interaction differences.
- Sensory processing difficulties.
- Medical conditions.
- Transport arrangements.
- Family circumstances.
- Barriers associated with disability or additional needs.

The school recognises that attendance is a safeguarding matter and that poor attendance may be an indicator of unmet need, unmet SEND provision, family difficulties, emotional wellbeing concerns or wider safeguarding risks.

The school is committed to working collaboratively with parents, carers, professionals and the Local Authority to remove barriers to attendance and ensure that all pupils are able to access their education successfully.

The welfare of children remains paramount at all times.

2. Aims

This policy aims to:

- Promote a positive culture of attendance.
- Ensure all pupils have access to full-time education.
- Support good attendance and punctuality.
- Identify attendance concerns at the earliest opportunity.
- Remove barriers to attendance.
- Improve outcomes for pupils.
- Support pupils with SEND and additional vulnerabilities.
- Ensure attendance arrangements contribute to safeguarding practice.
- Promote strong partnerships between home and school.
- Meet statutory attendance requirements.

3. Maple Haven School Context

Maple Haven School recognises that attendance must be considered in the context of the individual pupil.

Many pupils attending the school may experience:

- Autism Spectrum Condition (ASC).
- SEMH needs.
- Anxiety-based school avoidance.
- Communication differences.
- Learning difficulties.
- Sensory sensitivities.
- Medical conditions.
- Emotional regulation difficulties.

The school recognises that attendance interventions must be supportive, personalised and proportionate.

Where attendance difficulties arise, the school will seek to understand the reason behind the absence rather than relying solely on attendance percentages.

4. Legislative Framework

This policy has regard to:

- Working Together to Improve School Attendance (DfE, current version)
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children 2026
- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- The School Attendance (Pupil Registration) (England) Regulations 2024
- Children Act 1989

- Children Act 2004
- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0-25 Years (2015)

5. Roles and Responsibilities

Proprietor

Sara Llewellyn is responsible for:

- Ensuring attendance arrangements comply with statutory requirements.
- Monitoring attendance across the school.
- Supporting attendance improvement strategies.
- Ensuring sufficient resources are available to support attendance.
- Monitoring the effectiveness of attendance procedures.
- Reviewing attendance information as part of school improvement activities.

Deputy Headteacher

Natalie Lovelock is responsible for:

- Leading attendance improvement work.
- Monitoring attendance and punctuality.
- Working with families where concerns arise.
- Coordinating attendance interventions.
- Supporting reintegration and transition arrangements.
- Liaising with external agencies where appropriate.

Designated Safeguarding Lead (DSL)

Suzy Hollett is responsible for:

- Monitoring attendance from a safeguarding perspective.
- Reviewing attendance patterns affecting vulnerable pupils.
- Identifying safeguarding concerns linked to absence.
- Coordinating Early Help and multi-agency support where appropriate.
- Ensuring attendance concerns are considered alongside wider welfare concerns.

Attendance concerns raising safeguarding issues will be recorded and monitored through CPOMS.

Business Manager

Sophie Illingworth is responsible for:

- Supporting attendance administration.
- Maintaining attendance records.
- Supporting attendance data analysis.

- Liaising regarding transport or operational barriers where necessary.

Attendance Champion

Jamie Martin is the school's Attendance Champion.

He is responsible for:

- Supporting attendance monitoring.
- Identifying attendance trends.
- Assisting with attendance improvement initiatives.
- Supporting communication with families where appropriate.
- Reporting attendance information to school leaders.

Teaching Staff

Teaching staff, including Joe Ross and Ryan Colvin, are responsible for:

- Recording attendance accurately.
- Promoting positive attendance.
- Identifying concerns early.
- Supporting pupils returning after absence.
- Communicating concerns to senior leaders promptly.

Parents and Carers

Parents and carers are responsible for:

- Ensuring their child attends regularly.
- Informing the school of absence promptly.
- Working in partnership with the school.
- Supporting attendance improvement plans where required.

6. Attendance and Safeguarding

Maple Haven School recognises that attendance and safeguarding are closely linked.

Poor attendance may indicate:

- Unmet SEND needs.
- Anxiety.
- Emotional wellbeing concerns.
- Family difficulties.
- Mental health concerns.
- Medical needs.
- Neglect.
- Exploitation.
- Other safeguarding risks.

All attendance concerns will be considered alongside safeguarding information.

The school uses CPOMS to record and monitor attendance concerns that raise safeguarding, welfare or wellbeing concerns.

7. Attendance Expectations

The school expects all pupils to:

- Attend regularly.
- Arrive on time.
- Participate fully in learning.
- Engage positively with school life.

The school recognises that attendance difficulties may arise and will adopt a supportive approach when attendance concerns emerge.

8. Recording Attendance

The school maintains an electronic attendance register in accordance with statutory requirements.

Attendance is recorded:

- At the start of the morning session.
- During the afternoon session.

Attendance records will be:

- Accurate.
- Timely.
- Maintained securely.
- Retained in accordance with statutory requirements.

9. Reporting Absence

Parents and carers must notify the school as soon as possible if their child is unable to attend.

Where no explanation has been received, the school will:

- Contact parents or carers.
- Record actions taken.
- Assess any safeguarding concerns.
- Take appropriate follow-up action.

Where concerns arise regarding a pupil's welfare, the DSL will be informed immediately.

10. Supporting Pupils with SEND

The school recognises that attendance difficulties may arise because of a pupil's SEND needs.

Support may include:

- Individual attendance plans.
- Environmental adjustments.

- Gradual reintegration programmes.
- Emotional wellbeing support.
- Early Help involvement.
- Multi-agency planning.
- Flexible support strategies agreed with professionals and families.

The school will work in partnership with parents, carers, professionals and the Local Authority to identify and reduce barriers to attendance.

11. Medical Absence

The school recognises that some pupils may experience unavoidable absence due to:

- Medical appointments.
- Hospital treatments.
- Periods of illness.
- Specialist interventions.
- Mental health difficulties.

Where absence becomes significant, the school may work with:

- Parents and carers.
- Medical professionals.
- The Local Authority.
- Other agencies

to minimise the impact on education.

12. Authorised and Unauthorised Absence

The school will determine whether absences are authorised or unauthorised in accordance with statutory guidance.

Requests for leave during term time will only be considered in exceptional circumstances and at the discretion of:

Sara Llewellyn - Proprietor

Each request will be considered individually.

13. Monitoring Attendance

Attendance is monitored:

- Weekly.
- Half-termly.
- Termly.
- Annually.

Additional monitoring takes place for:

- Vulnerable pupils.
- Pupils with SEND.

- Persistent absence.
- Severe absence.
- Pupils subject to safeguarding plans.

Attendance information may be reviewed alongside:

- CPOMS records.
- Behaviour information.
- EHCP outcomes.
- Safeguarding information.

14. Persistent and Severe Absence

The school recognises:

- Persistent Absence is usually attendance below 90%.
- Severe Absence is usually attendance below 50%.

Where attendance concerns arise, the school will:

- Investigate barriers.
- Work with families.
- Consider safeguarding concerns.
- Involve external agencies where appropriate.
- Develop individual support plans.

The focus will remain on understanding and addressing underlying causes.

15. Pupil Voice

Maple Haven School values pupil voice.

Where appropriate and in ways that are meaningful to the pupil, staff will seek to understand:

- Reasons for attendance difficulties.
- Pupil anxieties.
- Barriers to engagement.
- Suggestions that may support attendance.

Communication methods will be adapted according to individual needs.

16. Monitoring and Evaluation

This policy will be monitored by:

- Sara Llewellyn, Proprietor
- Natalie Lovelock, Deputy Headteacher
- Suzy Hollett, DSL
- Jamie Martin, Attendance Champion

Monitoring activities may include:

- Attendance analysis.
- CPOMS reviews.
- Parent feedback.
- Pupil voice.
- Attendance audits.
- Safeguarding reviews.
- Attendance intervention outcomes.

Findings will be used to strengthen practice and improve attendance outcomes across the school.

17. Review

This policy will be reviewed annually or sooner where:

- Legislation changes.
- National guidance changes.
- Inspection findings require amendment.
- School circumstances change.