



RESPECT. RESILIENCE. INTEGRITY.

Attendance, Engagement and Children Missing Education Policy

DATE APPROVED

24 September 2026

NEXT DOCUMENT REVIEW

July 2027

Policy Owner:	Vicki Sainsbury, Senior Attendance Champion, with Sam Gray as Headteacher
Confirmed by	Life Changing Education Ltd, acting through Krystian Liptrot, Chair of the proprietor board and company
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Applies to:	All registered pupils, parents and carers, staff, commissioned alternative provision and attendance partners. Registered site: Unit 4, Howarth Court, Oldham Gateway, Gateway Crescent, Chadderton, Oldham, OL9 9XB.

LCE ACADEMY

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1 Policy Statement

LCE Academy places attendance and engagement at the heart of safeguarding, wellbeing and learning. For pupils with Social, Emotional and Mental Health (SEMH) needs, attendance difficulties often reflect anxiety, trauma, unmet need or disrupted experiences of education rather than lack of aspiration.

Our approach to attendance is inclusive, relational and proactive, intentionally designed to create a sense of belonging for pupils, parents and carers. We prioritise early identification of barriers, strong relationships with families, and graduated support to help pupils attend regularly and feel safe in school.

2 Legal and Statutory Framework

This policy is written in line with:

- Working Together to Improve School Attendance (DfE, updated July 2026)
- Education Act 1996
- School Attendance (Pupil Registration) (England) Regulations 2024
- SEND Code of Practice (2015)
- Equality Act 2010
- Keeping Children Safe in Education 2026

3 Attendance Ethos

Attendance is understood as a continuum of engagement. Our practice is guided by three core principles:

- Belonging: safety, trust, connection, communication and access.
- Mattering: voice, agency, identity, purpose and contribution.
- Progression: increasing knowledge, independence, application and preparation for next steps.

Attendance success is measured through improved consistency, reduced anxiety, and sustained re-engagement.

4 Roles and Responsibilities

- Headteacher: strategic oversight and statutory compliance
- Senior Attendance Champion - Vicki Sainsbury: operational leadership, data monitoring, family support and statutory escalation, with Headteacher oversight
- DSL Team: safeguarding oversight and welfare-linked attendance
- Teaching Staff: daily monitoring, first response to absence

- Attendance Administration - Vicki Sainsbury: accurate registers, day-one contact records, statutory returns and communication
- Krystian Liptrot, as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd and advised by the governing body: termly scrutiny and challenge

5 Registration and School Day

- The Academy opens to pupils at 08:30 for optional, structured and supervised arrival, breakfast, reading, mentoring and regulation. The compulsory school day and statutory morning session begin at 09:30, when formal registration and form/personal-development time start. A pupil expected at the optional early provision is followed up immediately if missing under their individual safeguarding plan, but the statutory absence code is determined at the 09:30 register. The afternoon session begins at 13:00. The school day ends at 15:30 on Monday, Tuesday and Thursday following compulsory extended curriculum, and at 14:00 on Wednesday and Friday. Any individual adjustment is authorised, time-limited, reviewed and recorded separately; it does not alter the published register time.
- Morning register: opens 09:30 and closes 09:45
- Afternoon register: opens 13:00 and closes 13:10
- Attendance is recorded electronically for both daily sessions on the management information system

Approved off-site education is coded in line with DfE guidance and monitored jointly with the school and the Alternative Provision.

6 Inclusive Attendance Practice

LCE Academy follows an inclusive attendance model that:

- explores need before enforcement
- uses relational conversations as first response
- adapts provision where appropriate
- works collaboratively with families and professionals

Flexible strategies may include mentoring, pastoral support or a temporary phased return. Any adjusted hours will follow the exceptional part-time-timetable controls in section 14, preserve safeguarding oversight and be reviewed toward full-time education.

7 Thresholds and Graduated Response

- 95% and above: expected attendance
- 90-95%: early monitoring and support
- Below 90%: formal attendance support plan
- Below 50% (severe absence): intensive multi-agency support and safeguarding review

Where support has not secured improvement, the Academy will provide accurate evidence to the local authority and cooperate with any lawful consideration of an Education Supervision Order, section 444 prosecution or other appropriate statutory action. As an independent school, LCE Academy does not issue or request attendance penalty notices and does not describe its supportive plans as statutory attendance contracts.

8 Family Help and Support

Attendance concerns are addressed through Family Help processes and local authority Continuum of Need frameworks. Interventions are proportionate and reviewed regularly.

9 Recording, Monitoring and Reporting

- Registers completed each session on our MIS
- Attendance data reviewed weekly by senior leaders
- Patterns analysed alongside safeguarding and behaviour data
- Termly reports shared with Krystian Liptrot, as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd and advised by the governing body, and commissioning authorities

10 Safeguarding and Attendance

Attendance is a key safeguarding indicator. Unexplained absence triggers same-day contact and escalation where concerns remain.

Arbor is the statutory attendance and admissions register. Where absence, whereabouts, family contact or a pattern creates a safeguarding concern, staff alert the DSL without delay and record the concern, risk decision, action and outcome on CPOMS; CPOMS does not replace the statutory register.

11 Review and Governance

This policy is reviewed annually in July and after significant guidance or operational change. Attendance practice and data are scrutinised termly by Krystian Liptrot, as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd and advised by the governing body.

12 Operational procedure: admission and attendance registers

Sections 12–18 are the day-to-day operating procedure for implementing the strategic policy in sections 1–11. They specify the statutory register, safeguarding, support, off-site and assurance steps and do not create a separate attendance policy.

The Academy will maintain electronic admission and attendance registers for every pupil in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024. A pupil will be entered on the admission register from the first day agreed for attendance. For a pupil with an Education, Health and Care Plan, the Academy will follow the applicable statutory placement framework and its written offer or commissioning agreement; the policy does not assume that naming an independent school creates a universal duty to admit. Required returns and notifications will be made to the local authority when pupils are added to or removed from roll.

Attendance will be recorded for the morning and afternoon sessions at the same published time for all pupils. Each register will remain open for no more than 30 minutes. Staff will use the current national attendance and absence codes and record the reason for absence, evidence received and any follow-up. Code N will be resolved within five school days; if no reason is established, it will be changed to the appropriate unauthorised absence code. Corrections will retain a clear audit trail.

Each admission-register and attendance-register entry, including its audit trail, will be preserved for six years from the date on which the entry was made. At least once each month, the Academy will create an electronic or printed backup of both registers. Each backup will be retained for six years after the end of the school year to which it relates, stored securely and tested for retrievability. Removal from roll will occur only when a lawful ground is established and evidenced, required enquiries and local-authority consultation are complete, and both registers are updated together. No pupil will be removed to manage attendance, behaviour, SEND or safeguarding concerns.

13 Day-one Absence and Safeguarding

Parents and carers must report absence through the Academy's published attendance contact before the first register closes. Where a pupil is absent without explanation, attendance staff will begin same-day contact using all available contacts. If the pupil's welfare cannot be established, the DSL will complete and record a risk assessment and decide proportionate action, which may include contacting other agencies, a welfare visit, children's social care, the police or emergency services.

Every unexplained absence, contact attempt, response, decision and escalation will be recorded on the MIS and, where there is a safeguarding concern, on CPOMS. Repeated, unusual or patterned absence will be considered alongside safeguarding, SEND, health, transport, bullying and contextual information rather than treated as an isolated attendance statistic.

14 Leave, Part-time Timetables and Remote Education

Leave during term time will be authorised only where the Headteacher is satisfied that exceptional circumstances apply, with each request considered individually and the decision recorded. A part-time timetable will be used only as a temporary, exceptional measure in a pupil's best interests. It requires parental agreement, a recorded safeguarding and SEND assessment, the hours and absence codes, a named lead, a review date, an end date and a clear plan to return to full-time education. It will never be used to manage behaviour, create informal exclusion or reduce entitlement.

Remote education is not a substitute for ordinary attendance. It will be considered only where lawful, suitable and in the pupil's best interests, with clear oversight, engagement checks and review. A pupil will not be marked present merely because work has been sent home.

15 Statutory Returns, Children Missing Education and Deletion from Roll

The Academy will make every return and notification required by the School Attendance (Pupil Registration) (England) Regulations 2024 and local procedure. This includes a new-pupil return within five days when a pupil is added at a non-standard transition point; returns when a pupil is added to or removed from the admission register outside standard transition points; timely notification where the school reasonably believes a pupil will no longer attend and the next education is not confirmed; and sickness-absence information required by current attendance guidance. The Academy will not wait for a fixed number of days where welfare or whereabouts are uncertain. The DSL and attendance lead will share relevant information promptly with the local authority, social worker, youth justice worker and commissioning authority where applicable.

Before deletion from roll, the Academy identifies and evidences the exact statutory ground, consults relevant professionals and records Headteacher authorisation. For grounds H and I, the Academy and local authority conduct joint reasonable enquiries throughout the relevant absence and before deletion; both must agree that there are no reasonable grounds to believe the pupil will return. The ten- and twenty-school-day periods are statutory conditions, not waiting periods for safeguarding or CME referral. A pupil with an Education, Health and Care Plan is not removed contrary to the statutory framework.

A pupil who cannot be located during the school day, on an educational visit or at commissioned alternative provision is treated as an immediate safeguarding incident under the Missing Pupil and Children Missing Education Procedure. Staff establish the last known location, alert the DSL and Headteacher, search safely without weakening supervision, contact parents and the police or other agencies according to risk, preserve a clear chronology and complete a post-incident review. This is distinct from the statutory children-missing-education definition, although both routes may apply if the pupil's whereabouts or education remain unknown. Suspension or termination of a place is governed by the Behaviour Policy; absence coding or roll deletion will never be used as informal exclusion.

16 Monitoring, Support and Escalation

Attendance will be reviewed weekly at pupil level and analysed at least termly by cohort, protected characteristic, SEND, disadvantage, placement type and reason code. Persistent absence means attendance below 90%; severe absence means attendance below 50%. Both trigger increasingly intensive, individualised support and safeguarding oversight.

The Academy listens to the pupil and family, identifies barriers, makes reasonable adjustments, coordinates with health and SEND professionals and records a supportive attendance plan with actions, owners, timescales and review points. Where absence indicates that provision or an Education, Health and Care

Plan may be unsuitable, the Academy requests an urgent review rather than allowing drift. If support does not secure improvement, the Academy supplies accurate evidence to the local authority for any lawful Education Supervision Order, section 444 prosecution or other statutory action.

17 Off-site Education and Alternative Provision

The registered school retains responsibility for safeguarding, attendance oversight, curriculum entitlement and progress when a pupil attends approved off-site education or alternative provision. Before placement, the Academy will complete commissioning due diligence and a pupil-specific risk assessment. For every expected session it will obtain timely confirmation of attendance, challenge any discrepancy, apply the correct national code and begin the same absence and welfare escalation as for an on-site pupil. Patterns will be reviewed with the provider, pupil, family and commissioning authority.

18 Operational records and assurance

The school-day, register times and Senior Attendance Champion are confirmed. Parents report absence through 07446 417002 or LCEAcademy@lifechangingeducation.uk before the first register closes. Oldham Attendance Service can be contacted on 0161 770 6620 or sais@oldham.gov.uk; part-time timetable notifications use pttt@oldham.gov.uk; CME advice is available through cme@oldham.gov.uk or 0161 770 4201; safeguarding routes are set out in the Safeguarding Policy. Vicki Sainsbury retains the implementation-assurance record for Arbor national codes and correction trails, register completion, code N resolution, day-one calling, CPOMS escalation, part-time timetables, off-site attendance and CME procedures; Sam Gray retains strategic Headteacher oversight.

Leaders will retain daily call logs, attendance support plans, leave and timetable decisions, local-authority returns, off-site confirmations, training records, weekly reviews and termly proprietor reports. The Headteacher will sample these records termly and report actions and impact to Krystian Liptrot, as Chair of the proprietor board and company acting on behalf of Life Changing Education Ltd and advised by the governing body.