

Attendance & Engagement Policy

2026 - 2027



Policy Statement & Ethos



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.

Ethos

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

- **Belonging:** Pupils feel safe, welcomed and known
- **Structure:** Clear routines, expectations and support
- **Progression:** Increasing readiness for independence and next steps

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

Legal Framework

This policy is written in accordance with:

- Working Together to Improve School Attendance (DfE, 2024)
- Education Act 1996
- Education (Pupil Registration) Regulations 2006 (as amended)
- SEND Code of Practice (2015)
- Equality Act 2010
- Keeping Children Safe in Education (2025)

Important Note



This policy is intended to reflect current legislation and statutory guidance relating to attendance and engagement. It should be read in conjunction with relevant government guidance and associated school policies. In the event of any changes to legislation or guidance, the school will review and update this policy accordingly to ensure continued compliance.

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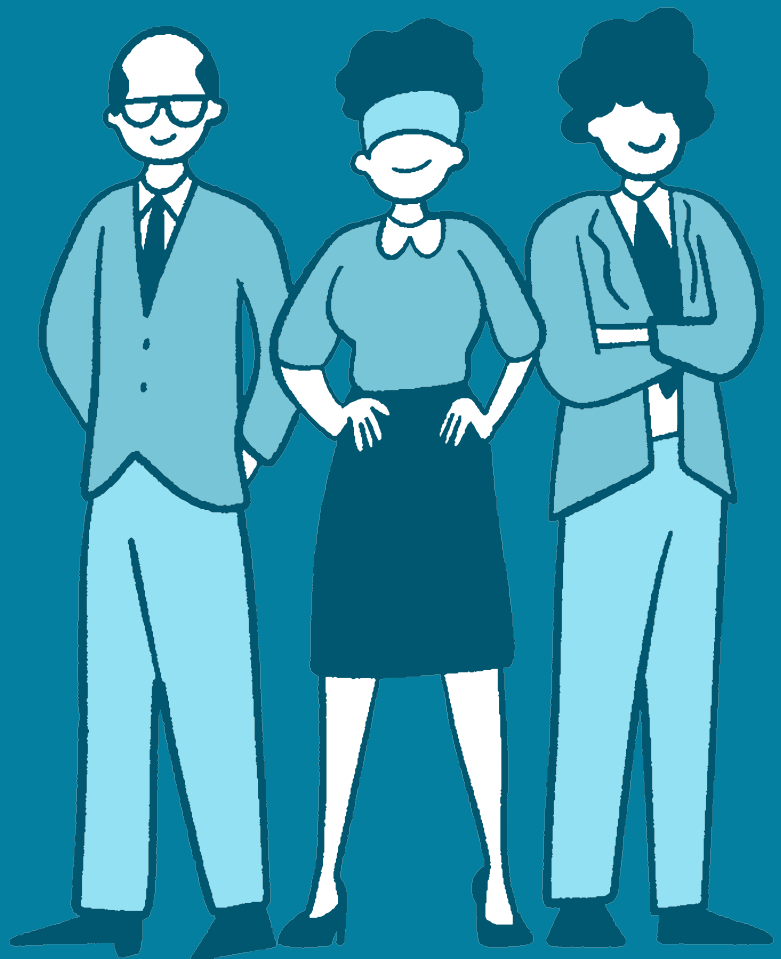
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01

Roles & Responsibilities



1.1 ROLES & RESPONSIBILITIES

Leadership and Accountability for Attendance and Engagement:

1

HEADTEACHER:

Strategic oversight and statutory compliance

2

ASSISTANT HEADTEACHER:

Operational lead, data monitoring and intervention

3

DSL TEAM:

Safeguarding oversight and welfare-linked attendance

4

TEACHERS:

Daily monitoring, first response to absence

5

ATTENDANCE ADMINISTRATION:

Accurate registers and communication

6

GOVERNING BOARD:

Termly scrutiny and challenge

02

Registration and School Day



2.1 REGISTRATION & SCHOOL DAY

LCE Academy follows the graduated cycle , adapted to our relational SEMH context.



ARRIVAL:

A flexible arrival window supports self-regulation and readiness, with all pupils expected to be on site by 09:30 for the start of form.

MORNING:

The morning register closes at 9:45am, after which pupils are recorded in line with attendance procedures.



AFTERNOON:

The afternoon register is completed in accordance with statutory guidance to ensure accurate daily attendance records.

RECORDING:

Attendance is recorded daily on the school's management information system to maintain accurate and up-to-date records.



APPROVED OFF-SITE EDUCATION IS CODED IN LINE WITH DFE GUIDANCE AND MONITORED JOINTLY WITH THE SCHOOL AND THE ALTERNATIVE PROVISION.

03

Inclusive Attendance Practice



3.1 Inclusive Attendance Model

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 phased returns, adjusted start times, mentoring, or additional pastoral support, all tailored to help pupils re-engage successfully with their education. These measures are regularly reviewed to ensure they remain appropriate and effective in improving both attendance and overall engagement.



04

Thresholds & Graduated Response





4.1 Our Thresholds & Response

LCE Academy adopts a clear, graduated approach to attendance, ensuring that levels of support increase in response to individual pupil need and patterns of absence.

- **95% and above:** Expected attendance
- **90–95%:** Early monitoring and support
- **Below 90%:** Formal attendance support plan
- **Persistent absence:** Multi-agency involvement

Penalty Notices are used only where all supportive routes have been exhausted and families disengage from support.

05

Recording, Safeguarding & Early Support





5.1 Recording, Monitoring & 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 governors and commissioning authorities

5.2 Safeguarding & Early Support

Attendance is a key safeguarding indicator. Unexplained absence triggers same-day contact and escalation where concerns remain. All concerns are logged on CPOMS.

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



CONCLUSION

LCE Academy is committed to promoting high standards of attendance, engagement, and pupil wellbeing. Through clear expectations, an inclusive approach, and well-defined procedures, the Academy supports pupils and families to overcome barriers and sustain positive engagement with education.

This policy reflects the Academy's commitment to consistency, collaboration, and early intervention. The Attendance and Engagement procedures work alongside safeguarding and pastoral systems to ensure that every pupil is supported effectively, and that the school environment remains inclusive, responsive, and focused on achieving the best possible outcomes for all learners.

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