

Attendance and Registration Policy

Every Breckenbrough student wishes to be in school and engaging in their learning. The school recognises that due to the complex needs of our cohort, attendance both at and within school can fluctuate. Many students who come to Breckenbrough have been out of education for a significant portion of their school lives, and those who have attended schools generally have a background of Persistent Absenteeism.

When issues occur regarding school and lesson attendance, our students need our support, understanding and compassion in addressing the specific issues at hand in order to bring forth a positive outcome.

Underpinning all interventions and strategies is our understanding and ethos that there are always deeper lying reasons and antecedents having an impact upon attendance. It is the role of all significant adults to support our students in exploring these issues, addressing any concerns and ultimately ensuring every student is attending Breckenbrough and making progress towards their EHCP outcomes.

Inconsistencies in attendance are generally a result of one of or a collection of the following factors:

- An increase in anxiety levels
- A decline in psychological health, self-esteem or general well-being
- Barriers presented by the transition between home and school
- Adjustments in medication
- Sleep and changes in sleeping patterns
- Conflict between peers sharing transport
- Changes in transport (eg. Route, driver, escort, car/minibus)
- General concerns or issues relating to attending the school environment

Recording School Attendance

AM and PM registrations are recorded by Reception.

Parents and carers of students who are going to be absent are asked to contact Reception, either via email or telephone, at 8.30am to give school notice of this.

Reception will contact the parents and carers of all unaccounted students not arriving into school by the start of period 1 (9.15am). By 10am, an email will be sent to 'All Staff' with a list of absent students.

Students not in school and within a medical/health provision will be marked as a D (dual registration) if they are receiving education within this provision.

Off-site placements should be recorded with a W (work placement).

Publishing contextual School Attendance

Due to the complex needs of our cohort, their attendance is not always accurately reflected by a simple AM and PM count of registrations.

To ensure we have a true understanding of attendance at Breckenbrough, we publish every term on the school website a contextual explanation of Attendance which accurately reflects the time our students spend in school.

Due to the factors mentioned above, many new students start on a reduced timetable – with the agreement of parents/carers, Local Authorities and other stakeholders. This is often due to the anxiety which students experience when they have been out of formal education for a protracted period of time.

Lesson Attendance and Registration

If a student is missing from a lesson 5 minutes after the timetabled start, the member of staff is expected to notify colleagues by radio of the absence.

Information of the whereabouts of missing students should be shared sensitively, with available staff working together to locate the student and feedback to the member of staff reporting the absence.

When a student is not in lesson but is known to be with another member of staff, such as an intervention session or with a mentor/keyworker, the member of staff will mark their attendance as C (classed as 'other authorised absence').

All registers must be complete by 4.30pm or before staff leave the school premises. In specific circumstances and in agreement with the Line Manager and ALT, registers can be completed on SchoolPod remotely.

Issues with Lesson Registers

Due to the nature of the students at Breckenbrough and the necessity for fluid and individualised curricula, daily timetables change more often than in a larger mainstream school. In cases where staff find SchoolPod registers do not match up with the central school timetable held on DFS, they should log this on the SchoolPod Issues Log: <R:\Attendance\SchoolPod Register Issues.xlsx>

The support team will regularly check and maintain the SchoolPod registers to ensure they are up to date.

School and Lesson Attendance Updates

The Data Coordinator will issue a breakdown of school and lesson attendance of all students to all staff at the end of each week.

Teachers, Subject Coordinators, Keyworkers and Mentors should use this information in discussion with students to praise and support improvements in school and lesson attendance, whilst also identifying any patterns or issues requiring intervention and support.

Improving Attendance Plan

An Improving Attendance Meeting is held by a student's Mentor and Keyworker supported by other relevant staff when:

1. A student's lesson attendance falls below 90% with the exception of authorised absences.
2. There are patterns of non-attendance within a student's timetable, often surrounding a specific lesson or member of staff.
3. A student becomes a Persistent Absentee with school attendance below 90%

As a result of this meeting, an Improving Attendance Plan is formulated, which could include the following strategies:

- Meeting with the student alongside key staff
- Home contact to share information and discuss issues and barriers affecting attendance
- Contact with professionals involved with or directly working with the student
- Contact with the Local Authority, including both SEN and transport departments to share information
- Home visits from both school employees and external professionals
- Meetings with parents and (where appropriate) the student in the school environment
- An interim review involving the LA, parents and other agencies and professionals. This can only be actioned by the Headteacher or Deputy Headteacher.