

Attendance policy

InspirED Pathways



| | | | |
|--------------------------|--------------------------------|----------------------------|--------------------------------|
| Approved by: | Sharon Cutler | Date: | 8 th September 2025 |
| Last reviewed on: | 8 th September 2025 | Next review due by: | 1 st September 2026 |

Coventry City Council has produced this document as guidance for schools and academies when writing their own attendance policy.

This guidance has been written in accordance with the

Department for Education's (DfE) Working Together to Improve School Attendance guidance (2022)

Schools and Academies must ensure that when using this guidance to inform their own policy that it reflects their own specific requirements.

Contents

| | |
|--|----|
| Policy Consultation and Review | 3 |
| Introduction/Aim | 4 |
| Legal Framework | 4 |
| Attendance Objectives | 6 |
| Roles and Responsibilities | 7 |
| Recording Absence and Attendance | 9 |
| Leave of absence | 9 |
| Medical Appointments and absence due to illness..... | 10 |
| Pupil Absence for the purposes of Religious Observance | 10 |
| Unauthorised Absence | 10 |
| Our Procedures | 11 |
| Register Keeping and Recording | 11 |
| Late Arrival at School | 11 |
| Expected absence procedure for parents | 11 |
| Rewards and Interventions..... | 12 |
| Stage 1: Prevention..... | 12 |
| Stage 2: Early Intervention | 12 |
| Stage 3: Targeted Support | 12 |
| Tailored Support | 13 |
| Persistent Absence..... | 13 |
| Penalty Notices | 13 |
| Phased Integration Plans (PIPs)/ Reduced timetables..... | 14 |
| Related Policies..... | 15 |
| Statutory Framework | 15 |
| Appendices..... | 15 |
| Appendix 1 – PIP Initial Paperwork | 16 |
| Appendix 2 – PIP Timetable Letter | 18 |
| Appendix 3 – Learning Log | 20 |
| Appendix 4 – PIP Review Form | 22 |
| Appendix 5 – PIP Tracker PIP Pupils | 25 |

Policy Consultation and Review

This policy is available on our school website and is available on request from the school office. All parents are informed about the policy when their children join the school and on a regular basis through the newsletter and letters home where relevant.

We recognise the expertise our staff build by managing school attendance daily and we therefore invite staff to contribute to and shape this policy and associated attendance and safeguarding arrangements.

This policy will be reviewed in full by the Governing Body on at least an annual basis. This policy will next be reviewed and agreed by the Governing Body on 2nd September 2024. It is due for review on 1st September 2025.

Signature  Headteacher Date: 01/09/2024

Signature Chair of Governors Date:

Introduction/Aim

InspirED Pathways is committed to 'Paving the way to brighter futures' for Coventry's Primary and Secondary pupils whose education has been temporarily interrupted by poor physical or mental health. Our service offers children a personalised learning experience to prepare them for their return to a familiar setting or transition to a new setting.

We recognise that improving attendance is everyone's business. Barriers to accessing education, especially in an alternative provision such as ours, are wide and complex, both within and beyond the school gates. They are often specific to individual pupils and families.

When reading this policy, it is important to note that we are sensitive to the many reasons children are referred to InspirED Pathways. We are mindful that prior to our involvement with these children and their families, they have already experienced a difficult journey. For this reason, we remain passionate and compassionate about supporting children whose education has been disrupted and whose confidence and stamina have been negatively impacted by ill-health. Through listening and understanding, we support children to first re-engage with learning and then attend a school setting. Supporting children to be able to manage their health alongside their learning is at the heart of improving attendance and improving outcomes for this very vulnerable cohort of learners.

At InspirED Pathways, we value the attendance of all our pupils. There is a strong relationship between good school attendance and achieving positive outcomes for children. It is recognised that attending school regularly can be a protective factor for children and young people. It is important that as a school we offer a safe environment, positive relationships, high quality teaching and learning opportunities to develop social and emotional skills.

Supporting children to attend school every day will help achieve this ambition by maximising their education and social achievements as well as developing self-discipline, organisation and preparedness for the work environment. Improving attendance and reducing absence, especially persistent absence is a priority for our school and Coventry City Council.

[Research](#) commissioned by the Department for Education shows missing school for even a day can mean a child is less likely to achieve good grades, which can have a damaging effect on their life chances. As set out in this policy, we will work with families to identify the reasons for poor attendance and try to resolve any difficulties at the earliest opportunity.

Our attendance policy aims to give clear guidance to staff, parents, pupils, and governors to:

Support pupils' achievement by establishing the highest possible levels of attendance and punctuality.

Recognise the key role of all staff in promoting good attendance.

Provide a clear framework for monitoring and responding to pupil absences.

Make parents / carers aware of their legal responsibilities and ensure their children have access to the education to which they are entitled.

We recognise that attendance is a matter for the whole school community. Our Attendance Policy should not be viewed in isolation; it is a strand that runs through all aspects of school improvement, supported by our policies on safeguarding, prevention of bullying, behaviour, and inclusive learning.

Legal Framework

Section 7 of the 1996 Education Act states that parents must ensure that children of compulsory school age receive 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 school or by education otherwise than at school. Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. A child is of compulsory school age at the beginning of the term following their 5th birthday. A child ceases to be of compulsory school age on the last Friday in June of the school year in which they reach the age of 16.

The government expects all schools and local authorities to:

Promote good attendance and reduce absence, including persistent absence.
Ensure every pupil has access to full-time education to which they are entitled. and
act early to address patterns of absence.

Parents are expected to perform their legal duty by ensuring their children of compulsory school age who are registered at school attend regularly.

In accordance with the Education Act 1996, we will work with parents and carers and the Local Authority to ensure that parents are supported to secure education for children of compulsory school age. Where required, we will formalise support and where necessary, work with the LA to use legal measures.

A "Parent" is defined as:

Any natural parent, whether married or not

Any parent who, although not a natural parent, has parental responsibility as defined in the Children Act (1989) for a child or young person.

Any person who, although not a natural parent, has care of a child or young person.

Attendance Objectives

Our school attendance policy:

- Is easy to understand by pupils, parents and staff
- Is clear and consistently applied, transparent and fair
- Considers the individual needs of pupils and their families
- Is easy to find so that the whole school community is aware of our attendance expectations
- Includes the contact details of key staff to make it easy for parents to get in touch
- Is reviewed by staff regularly and involves pupils and parents because school attendance matters to everyone
- Is followed in accordance with the procedures in the flowchart below



Roles and Responsibilities

At InspirED Pathways, we believe that school attendance matters to everyone. School attendance is a shared responsibility by governors, all school staff, parents, pupils, and the wider school community.

The table below shows staff with responsibility for the management of attendance at InspirED Pathways:

- Senior Attendance Lead is responsible for the strategic approach to attendance in school
- Attendance Officer who pupils and parents should contact about attendance on a day-to-day basis and
- Attendance Lead who pupils and parents should contact for more detailed support on attendance

| Role | Name | Contact details |
|-------------------------------|---------------------------------------|--|
| Senior Attendance Lead | Sharon Cutler Headteacher/DSL | 02476 337734 Sharon.cutler@coventry.gov.uk |
| Attendance Lead | Asif Takolia Assistant Headteacher | 02476 337734 Asif.takolia@coventry.gov.uk |
| Attendance Officer | Lisa Poultney Senior Administrator | 02476 337734 Inspired@coventry.gov.uk |
| Named Governor for Attendance | James Gillum Chair of Governors | James.gillum@coventry.gov.uk |

The Management Board of InspirED Pathways recognises the importance of school attendance and promotes it across the school's ethos and policies. They take an active role in attendance improvement by:

- Supporting the school to prioritise attendance and working together with leaders to set whole school cultures.
- Ensuring school leaders fulfil expectations and statutory duties.
- Ensuring school staff receive training on school attendance.
- Regularly reviewing attendance data and helping school leaders focus support on the pupils who need it.

InspirED Pathways will:

- Have a clear school attendance policy on the school website which all staff, pupils and parents understand.
- Develop and maintain a whole school culture that promotes the benefits of good attendance.
- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up absence.
- Have a dedicated senior leader with overall responsibility for championing and improving attendance.
- Proactively use data to identify pupils at risk of poor attendance.
- Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Signpost and support access to any required services where out of school barriers are identified.
- Take an active part in the multi-agency effort with the local authority and other partners and if the case meets threshold for formal early help/family support, including conducting an early help assessment and acting as lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.

- Put additional targeted support in place to remove any barriers where absence becomes persistent.
- Intensify support through statutory children's services where there are safeguarding concerns.
- Work with other schools in the local area, such as schools previously attended and the schools of any siblings.
- Agree a joint approach for all severely absent pupils with the local authority.
- Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.
- Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.
- Maintain the same ambition for attendance and work with pupils with SEND and/or medical conditions and their parents to maximise attendance.
- Ensure a joined-up approach with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.
- Consider additional support from wider services and external partners, making timely referrals for children with SEND and medical conditions.
- Regularly monitor data for children with SEND and medical conditions, including at board and governing body meetings and with local authorities.
- Inform the pupil's social worker, where there is one, if there are any unexplained absences and if the child's name is to be deleted from the register.
- Know who the pupils who have, or who have had a social worker are.
- Understand how the welfare, safeguarding, and child protection issues these pupils are experience, or have experience, can have an impact on attendance – whilst maintaining a culture of high aspiration.
- Provide additional academic support and make reasonable adjustments to help pupils who have a social worker, recognizing that even when statutory social care intervention has ended, there can be a lasting impact on children's educational outcomes.
- Informing the pupil's social worker if there are any unexplained absences.
- Work in partnership with local authority Virtual School Head to develop and deliver high quality Personal Education Plans for looked after children that support good attendance.
- Work directly with parents to develop good home-school links that support good attendance including discussion on the use of Pupil Premium Plus for previously looked after pupils.

InspirED Pathways requests that parents:

- Ensure their child attends every day the school is open except when a statutory reason applies.
- Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).
- Only request leave of absence in exceptional circumstances and do so in advance.
- Book any medical appointments around the school day where possible.
- Work with the school and local authority to help them understand the child's barriers to attendance.
- Proactively engage with the support offered to prevent the need for more formal support.
- Proactively engage with the formal support offered – including parenting contract or voluntary early help plan to prevent the need for legal intervention.

Pupils will: • Be aware of the school's attendance policy and when and where they are required to attend. This will be communicated to them by school staff, parents and through the school timetable.

- Speak to their class teacher/tutor or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.
- Attend all lessons ready to learn, with the appropriate learning tools requested and on time for the class.
- Follow the school procedure if they arrive late. This will help the school to monitor attendance and keep accurate records for the child's individual attendance. This is also vital for health and safety in the event of a school evacuation.

Recording Absence and Attendance

When marking our registers, we will apply the national codes as outlined and regulated by the Department of Education guidance to accurately record and report attendance.

Leave of absence

The headteacher can grant a leave of absence when a pupil needs to be absent from school with permission. The headteacher will restrict leaves of absence to the specific circumstance set out in regulation 11 of the School Attendance (Pupil Registration) (England) Regulations 2024. These circumstances are:

- Taking part in a regulated performance or employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances*

The headteacher can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings.

*The headteacher will consider a leave of absence for other exceptional circumstances at their discretion. This must be requested in advance by a parent who the pupil normally lives with. The headteacher will consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request. If a leave of absence is granted, the headteacher will determine the length of time the pupil can be away from school.

Generally, the DfE does not consider a need or desire for a holiday or leave of absence for the purposes of leisure or recreation to be an exceptional circumstance.

All absences associated with a family holiday (without exceptional circumstances) during term time will be marked as unauthorised on the register. Any parents known to have removed their child from school for the sole purpose of a holiday may be referred to the Local Authority by the headteacher and be issued with a fixed penalty notice.

An application for leave of absence must be put in writing by the child's 'resident' parent/carer for the attention of the headteacher. Each application must be submitted by hand to the school's reception or by email to Inspired@coventry.gov.uk. The application must state the reason for leave of absence and the length of leave being requested.

Each application for a leave of absence will be considered on a case-by-case basis and on its own merits.

Where applications for leave of absence are made in advance and refused, the child will be required to be in school on the dates set out in the application. If the child is absent during that period, it will be recorded as an unauthorised absence, which may result in legal action being taken against the parent(s), by way of a Fixed Penalty Notice. Failure to make an application for leave in advance can also result in a Fixed Penalty Notice being issued to the parent(s).

A penalty notice request may be submitted to the Local Authority by the headteacher should: -

- The parent fails to submit a leave of absence request in advance of taking the leave.

- An application for a leave of absence is not authorised by the headteacher but is still taken.
- A longer period is taken more than the agreed number of days.

When absence is granted by the head teacher, the parent will need to agree a date of return. If a pupil fails to return on the expected date and contact is not received from, or made with the parents, school will seek advice from the Local Authority. This could result in a possible 'children missing from education' procedure being instigated.

Medical Appointments and absence due to illness

Parents should try to make appointments outside of school hours wherever possible. Where appointments during school time are unavoidable, we ask that parent notifies the school in advance of the appointment wherever possible. The pupil should only be out of school for the minimum amount of time necessary for the appointment. In most circumstances, a child should not miss a whole day at school for an appointment. If a pupil must attend a medical appointment during the school day, the parent/carer must notify the Attendance Officer or Reception giving their permission for their child to leave the school site at the allocated time. No pupil will be allowed to leave the school site without parental confirmation.

In most cases, absences for illness which are reported following the school's absence reporting procedures will be authorised without the need for parents to supply medical evidence unnecessarily. In line with Department for Education guidance, if we do have a genuine concern about the authenticity of the illness, we may ask the parent to provide medical evidence, such as a prescription, appointment card, or other appropriate form of evidence. If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised.

Pupil Absence for the purposes of Religious Observance

InspirED Pathways acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the pupil absence or making special leave for religious observance. Parents are requested to give advance notice to the school.

Unauthorised Absence

Absence will not be authorised unless parents have provided a satisfactory explanation, and it is accepted as such by the school. The decision to authorise absences is at the discretion of the headteacher. Examples of unsatisfactory explanations include but are not limited to:

- A pupil's/family member's birthday,
- Closure of a sibling's school for INSET (or other) purposes
- Shopping trips
- Haircuts
- Special treats
- Looking after family members
- Holidays in term time

Our Procedures

Register Keeping and Recording

The School Attendance (Pupil Registration) (England) Regulations 2024, require schools to take an attendance register at the beginning of each morning session and once during each afternoon session. The register must record whether the pupil was:

- Present.
- Absent.
- Attending an approved educational activity or
- Unable to attend due to exceptional circumstances.

On each occasion the register is taken the appropriate national attendance and absence code must be entered for every pupil (of both compulsory and non-compulsory school age) whose name is listed on the admission register at the time.

Late Arrival at School

At InspirED Pathways, all pupils are expected to arrive on time for every day of the school year. The school day begins at 9.00am. We advise all parents to ensure their child is on site prior to this. The school register will be taken at 9.00am. All pupils arriving after this time are required to report to the main office to provide a reason for their late arrival. If their arrival is before 9.30am, it will be recorded as late - L code (late before the close of register).

The school register will officially close at 9.30am. All pupils arriving on or after this time will be marked as having an unauthorised absence for the morning session - U code (late after the close of register). This is categorised as an unauthorised absence for the session. Parents will be contacted to discuss any patterns of late arrival. Repeated arrival after the close of registration will result in appropriate interventions being instigated and may also result in a penalty notice being issued or prosecution.

Please note: L or U codes will be used if a pupil arrives after the close of the afternoon register for the PM session. The afternoon session starts at 12.45pm (the afternoon register closes at 1.15pm)

Expected absence procedure for parents

A parent has a legal responsibility to ensure that their child attends school regularly. If a child is unavoidably absent from school parents are expected to contact school by telephone call on the morning of the first day of absence and on each subsequent day, identifying the reason for absence and the expected date of return. If no contact is received, then absence protocols will be instigated.

If a child is absent, the following actions will be initiated by the school:

- The first day calling procedures will be activated for all pupils who are not in school after close of register at 9.30am and where no reason for absence is known.
- If there is still no contact made from the pupil's parents, a further telephone call home will be made again that morning. If no response can be gained, the child's named emergency contact will be telephoned. ○ If school cannot contact a parent and are concerned about a pupil, a home visit may be carried out. ○ School will telephone home if a pupil leaves the school without permission.
- In certain circumstances the school may also:

- Visit the home of the pupil.
- Write to the parents of a pupil to highlight attendance or punctuality issues.
- Invite parents to discuss how school can support the family to make improvement.
- Discuss the pupil at the termly Targeted Support Meetings to seek advice and guidance on additional support strategies.
- Refer to Early Help and/or other external agencies to offer support, guidance, and advice.
- Refer to the Local Authority for joint enquiries to be made to establish the whereabouts of the child through Children Missing Education procedures.
- Refer to the Local Authority to consider issuing a penalty notice or to consider prosecution when all other interventions have failed, or an unauthorised leave of absence has been taken.

Rewards and Interventions

At InspirED Pathways, there is a staged approach to supporting regular attendance.

The three stages range from 'Prevention', at Stage 1, to 'Targeted Support' for pupils whose attendance falls to 80% or below:

Stage 1: Prevention

Criteria: Attendance is between 91% and 100%

Pupils who have attendance between 91% and 100% will receive support from school and other universal services they may be accessing i.e. GP

Pupils will receive a raffle ticket for each week where attendance is >90% (an additional ticket is added to the draw for pupils who achieve 100%) and this is added to the Termly Attendance Prize Draw.

Stage 2: Early Intervention

Criteria: Attendance is between 81% and 90%

Pupils who have attendance between 81% and 90% in any one week will be discussed at SLT level to identify barriers and consider whether child/family may benefit from support from other services outside of school and universal services at stage 1. Where ill-health is the primary barrier to attendance, supportive conversations will be held to offer support and reassurance to the pupil and their family.

Stage 3: Targeted Support

Criteria: Attendance is below 80%

Pupils who have attendance below 80% may require multi-agency support in addition to that provided at stage 2. A referral to Early Help may be suggested where additional support in the home would be beneficial. Where ill-health is the primary barrier to attendance, supportive conversations will be held with the pupil and their family to establish whether or not a modified timetable or a hybrid model of delivery may support them to access 'some' learning as opposed to no learning. This may take the form of a Phased Integration Plan where absence has been prolonged e.g. where a child has spent a period of time in hospital or a Tier 4 setting.

See **Appendix 1** for a more detailed breakdown of InspirED Pathways' staged approach to supporting good attendance.

Tailored Support

At InspirED Pathways, we recognise that poor attendance can be an indication of difficulties in a family's life. This may be related to problems at home and or in school. Parents are encouraged to inform school of any difficulties or changes in circumstances that may affect their child's attendance and or behaviour in school, for example, bereavement, divorce/separation, emerging health concerns. This will help the school identify any additional support that may be required.

We also recognise that some pupils are more likely to require additional support to attain good attendance. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

Strategies we may use to support you include:

- regular communication with parents and carers when attendance becomes an issue – using the method best suited to individual parents/carers, be it text, email, phone, face to face meeting
- home visits
- weekly conversations with lead tutors/attendance lead
- assemblies to celebrate improvements
- weekly attendance rewards, postcards home and certificates
- referral to the service's Wellbeing Lead/SEMH Coach/SENCo
- consideration of a Phased Integration Plan (PIP) following an extended period of absence
- sign posting to other services, e.g. Early Help, Positive Directions, CASS, Dimensions

To plan the correct support, we will always invite parents and pupils to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered will be child-centred and planned in discussion and agreement with both parents and pupils. This may include a referral to Early Help or a Phased Integration Plan.

Persistent Absence

A pupil becomes a 'persistent absentee' (PA) when their attendance drops to 90% and below for any reason. Over a full academic year this would be 40 sessions (20 days). Absence at this level is causing considerable damage to a child's educational prospects.

The attendance of all pupils at our school is monitored to identify children who are PA, or are on track to becoming PA. Where emerging concerns are identified, and there is not a significant medical reason for this absence, we will initiate appropriate, timely and supportive conversations with families as outlined in the section above. Referrals may also be made to external agencies for targeted support.

Penalty Notices

Penalty notices will be issued by the local authority, at the request of the Head teacher, to parents or carers if your children are absent from school. Penalty notices will be issued in line with the National Framework for Penalty Notices.

The threshold is 10 sessions (equivalent to 5 school days) for any unauthorised absence within a rolling 10 school week period. The 10-week period may span different terms or school years.

The school will prioritise a 'support first' approach offering support to families in cases where it is appropriate. Penalty notices can still be issued where support is not appropriate, such as leave of absence in term time or when support has not been engaged with.

Penalty Notices will be issued by post to your home address to each parent or carer by the local authority at the request of the Headteacher. The Penalty Notice is:

£80 for each of your children if paid in full within 21 days. £160 if paid in full after 21 days but within 28 days.

If a second penalty notice is issued to the same parent within a rolling 3-year period, the notice will be charged at the higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80.

A national limit of 2 penalty notices that can be issued to a parent of the same child within a rolling 3-year period has been set within the National Framework, so at the 3rd (or subsequent) offence(s) a prosecution will be considered.

Phased Integration Plans (PIPs)/ Reduced timetables

All children of compulsory school age are legally entitled to receive a suitable full-time education and the school and local authority have a statutory duty to ensure that all children in the area receive such an education. In very exceptional circumstances, we may decide to implement a temporary, reduced timetable to meet a pupil's individual needs and only where it is safe to do so. For children who have experienced an extended period of nonattendance, a Phased Integration Plan (PIP) may be considered as a structured and supported plan for reengagement to rebuild confidence and stamina for learning. A PIP will be agreed and implemented in partnership with the parent/carer, pupil, the school and other relevant professionals. It will be reviewed regularly with the aim of building towards a full timetable as quickly as possible.

We will not use a reduced timetable to manage a pupil's behaviour. A reduced timetable will not be treated as a long-term solution and will have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision where applicable. We will never put a reduced timetable in place without written agreement from parent/carer and/or other professionals working with the family as appropriate. This intervention will only be used as part of a comprehensive package of support for the pupil; it will be reviewed regularly in partnership with the child, parent and any other relevant professionals working with the family.

For pupils who are single registered with our service, we will work with the Attendance and Children Missing Education Team at the Local Authority to co-produce a reduced timetable for a pupil who is not yet able to access a full-time offer. This offer may consist of one or more Alternative Providers being commissioned to deliver targeted support for the child's individual needs.

Related Policies

To underpin the values and ethos of our school and our intent to ensure that pupils at our school attend school regularly and reach their full potential the following policies are integral to this approach:

- safeguarding including child protection.
- medical needs
- admissions (CCC)
- anti-bullying
- exclusion
- special educational needs
- curriculum, teaching and learning
- behaviour and rewards

Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

[Working together to improve school attendance \(February 2024\)](#)

[School attendance parental responsibility measures \(January 2015\)](#)

[Children missing education \(September 2016\)](#)

[Keeping children safe in education \(September 2023\)](#)

[Working together to safeguard children \(December 2023\)](#)

Appendices

The following pages contain appendices relevant to this policy.

Appendix 1 – PIP Initial Paperwork

Phased Integration Plan

This form is to be fully completed for any student placed on a Phased Integration Plan. Once completed, the form must be uploaded onto SharePoint in 'School Files>Attendance'.

Student Details:

| | | | |
|-------------|--|-----------------------|--|
| Name | | Year Group | |
| FSM | | LAC | |
| SEN | | CIN | |
| PP | | CP | |
| YOS | | Other Agencies | |

Risk Assessments:

| | |
|--------------------------------|--|
| Medical Needs | |
| Safeguarding Concerns | |
| Home Environment Risks | |
| Onsite Working Risks | |
| Overall Recommendations | |

Context

| | |
|---|----------|
| Has the student been on a PIP before? | Yes / No |
| If No, please support the Student and Parent/Carer through this process | |
| Overall Attendance | |

Interventions

Yes / No to interventions currently in place and/or date of completion:

| | |
|--|--|
| Home visits | |
| Lead Tutor Calls | |
| 1-1 Mentoring | |
| Attendance Interventions | |
| Barriers to Learning Interventions | |
| Outdoor Learning | |
| <i>School specific interventions listed here</i> | |
| ACT Sessions | |
| GBO Sessions | |
| Wellbeing Check-Ins | |
| Other | |

Why is the student being placed on Phased Integration Plan? (Please tick)

| | | | | |
|---|--|--|---|--|
| A pupil who needs focused interventions to support their access to learning | To support a risk assessment where the student is identified to be at risk to themselves or others | A medical reason, with sufficient medical evidence, to state that they are unfit for 25 hours of education | A pupil who has experienced a period of extended non-attendance | |
| Further information: | | | | |

Student Targets

| | |
|---|--|
| 1 | |
| 2 | |
| 3 | |

Timetable (insert individual timetable below): Staff

Name:

Date Completed:

**include time, location and curriculum accessed*

| | |
|--|--|
| Responsibilities of IP: | Inspired Pathways will follow HES policy processes and procedures to ensure that all phased integration plans are reviewed regularly, communicated with parents/carers and key staff. We will maintain support for students on a phased integration plan and provide appropriate work to be completed for independent study where appropriate. |
| Responsibilities of Parent / Carers and Students: | Parents/Carers, please note that you are signing to confirm that you understand that you have a duty to ensure that your child is not present in a public place unaccompanied by you (or a family member) during school hours whilst on any Phased Integrated Plan without reasonable justification. It is the parent's/carers responsibility for the safeguarding of student during the times that they are not timetabled at an educational provision. |

We agree to the plan that has been made and understand our responsibilities:

Inspired Pathways **Signed:** **Date:**

Parent/Carer **Signed:** **Date:**

Student Signed: Date:

Communication

| | |
|---|----------|
| Has this timetable been communicated to parent/carer? | Yes / No |
| Method of contact (e.g. face-to-face, phone, email, etc.) | |
| Date: | |
| Staff Name: | |

Appendix 2 – PIP Timetable Letter

Parent/Carer Name
 Address
 Address
 Address
 Address

Dear Parent/Carer Name

RE: (PUPIL NAME) TIMETABLE

I am writing to confirm *PUPIL NAME*'s timetable as of *DATE*. He/she will be expected to attend on the days and times below.:

| | |
|------------------|--|
| MONDAY | Time Location Curriculum being accessed |
| TUESDAY | Time Location Curriculum being accessed |
| WEDNESDAY | Time Location Curriculum being accessed |
| THURSDAY | Time Location Curriculum being accessed |
| FRIDAY | Time Location Curriculum being accessed |

As agreed during the meeting we will be reviewing this with you on **DATE&TIME, DATE&TIME**, and an interim/ final review on **DATE&TIME**.

If you have any queries please do not hesitate to contact me on 024 76337734,



Yours sincerely

S. Lutter

Headteacher

Appendix 3 – Learning Log

Name of Pupil|
Spring Term 1 2024

| Subject | Teacher | | | | Year Group | |
|---------|---------|--|--|--|---------------------|---------------------------|
| | | | | | Home School | |
| | | | | | Home School Contact | |
| | | | | | Lead Tutor | |
| | | | | | DSL | Sharon Cutler |
| | | | | | DDSL | Kay Griffin, Asif Takolia |

All pupils accessing the Hospital Education Service will:

| | |
|--|--|
| <ul style="list-style-type: none"> • Sit baseline assessments on entry to establish starting points | <ul style="list-style-type: none"> • Be timetabled for personal development sessions |
| <ul style="list-style-type: none"> • Have a Lead Tutor allocated | <ul style="list-style-type: none"> • Receive termly progress reports |
| <ul style="list-style-type: none"> • Have access to independent careers advice and support | <ul style="list-style-type: none"> • Have opportunities to feedback on their experiences of the placement |
| <ul style="list-style-type: none"> • Have opportunities to engage in extra-curricular and engagement activities | <ul style="list-style-type: none"> • Receive support with reintegration and transition when exit service |

All pupils

accessing InspirED Pathways provision will:

Appendix 4 – PIP Review Form

Phased Integration Plan Review



This form is to be completed for every student who is on a PIP every 6 weeks. Once completed and signed by all, the form must be uploaded onto SharePoint and a copy placed in the student file.

Student Details

| | | | |
|--------------------|--|------------|--|
| Name | | Year Group | |
| Review <u>Date</u> | | | |

Phased Integration Plan

| Student Outcomes agreed in initial planning meeting (take these from the original PIP) | Has target been Met / Partially Met / Not Achieved (include narrative) |
|--|--|
| 1. | |
| 2. | |
| 3. | |

Timetable

Week Commencing:



| | | | |
|---|----|------|--|
| Method of contact (e.g. face-to-face, phone, email, etc.) | | | |
| Staff Name | | Date | |
| <i>*include time, location and curriculum accessed</i> | AM | PM | |
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Total Hours: | | | |

Meeting Notes:

Please note that by agreeing to this plan you are confirming that you understand you have a duty to ensure that your child is not present in a public place unaccompanied by you (or a family member) during school hours whilst on an InspirED Pathways Phased Integration Plan without reasonable justification. It is the parent's/carers responsibility for the safeguarding of student during the times that they are not timetabled at an educational provision.

| | | | | | |
|-------------------------------|--|-----------------------------|--|------------------------|--|
| Pathways Staff Sign & Date | | Parent/Carer Sign & Date | | Student Sign & Date | |
|-------------------------------|--|-----------------------------|--|------------------------|--|

Appendix 5 – PIP Tracker PIP Pupils

(Sheet 1)

| Pupil First Name | Pupil Last Name | Year | PIP start Date | Have they been on a PIP before? | Length of time on PIP (Weeks) | Reason for PIP | Autumn Term PIP Hours | Spring Term PIP Hours | Summer Term PIP Hours | Exit Strategy | Enrolment Date | Current Date | Length of time on roll (weeks) | Dual | Dual School | SEN | SEN Need | FSM | PP | 2020/21 % Att. | Current % Att. |
|------------------|-----------------|------|----------------|---------------------------------|-------------------------------|--|-----------------------|-----------------------|-----------------------|--|----------------|--------------|--------------------------------|--------|-------------|-------------|-----------------------------------|-----|-----|----------------|----------------|
| Joe | Bloggs | 9 | 10/4/22 | No | 17 | Medical - High anxiety and previous school refuser | | 14.0 | 20.0 | CAMHS in place to support anxiety, attendance procedure in place | 28/6/21 | 8/8/22 | 58 | SINGLE | N/A | SEN Support | Social, Emotional & Mental Health | Yes | Yes | 50.3% | 70% |

Total PIPs (Sheet 2)

| Wk. Beg | TOTAL Number of PIPs | TOTAL Weekly Hours | Avg. weekly hours per pupil | No. of Pupils on roll | % of Pupils on PIPs |
|------------|----------------------|--------------------|-----------------------------|-----------------------|---------------------|
| 06/09/2021 | 4 | 45 | 11.3 | 35 | 11.4% |
| 13/09/2021 | 4 | 45 | 11.3 | 36 | 11.1% |
| 20/09/2021 | 4 | 52 | 13.0 | 36 | 11.1% |
| 27/09/2021 | 5 | 67 | 13.4 | 37 | 13.5% |
| 04/10/2021 | 5 | 67 | 13.4 | 37 | 13.5% |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | | | | | |
|--|--|--|--|--|--|

20

Updated August 2024