

Attendance Policy

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v1	July 2025	July 2026	ZZW

Statement

At MAP Charity, we are committed to providing an inclusive and supportive environment that enables every learner to realise their full potential. Consistent attendance plays a crucial role in achieving this aim. Evidence shows a strong connection between regular attendance and improved academic and personal outcomes, especially for learners with additional special needs.

Learners who attend regularly benefit from greater stability, build stronger relationships, and make better social and academic progress. Attending every session helps learners engage with routines, develop resilience, and create smoother transitions through their educational journey.

MAP supports high attendance by;

- Creating an environment where every learner feels welcome and safe
- Committing to equal opportunities, ensuring that no individual or group of learners is discriminated against or treated less favourably than another
- Delivering a creative curriculum that is enjoyable and appropriate to meet the needs of all learners
- Build meaningful relationships with learners and their families

We are committed to supporting schools, academies, and all other referring organisations in ensuring high attendance at MAP.

This policy aims to:

- Provide a consistent approach to attendance
- Outline the support that MAP offers to schools, academies and referring organisations
- Outline our process for inducting learners to ensure that they and their families are aware of our expectations of good attendance.
- Summarise the roles and responsibilities of different people in the school community
- regarding attendance
- Outline our attendance processes

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1.0 – Legislation that underpins the Attendance Policy

This policy outlines our procedures to improve attendance, promote punctuality, and ultimately enhance pupil achievement. At MAP, we prioritise listening to our pupils and their families to understand the challenges that may affect attendance. We work collaboratively to identify and remove these barriers, ensuring every pupil has the opportunity to succeed. This policy has been developed per the legal powers and duties set out in the following legislation and guidance. It is essential to recognise, however, that MAP Charity does not take learners on roll. All learners in attendance remain on the roll of their home school or referring organisation.

This policy is written with regard to the legal powers and duties included in the following.

- [The Education Act 1996 – sections 434\(1\)\(3\)\(4\)&\(6\) and 458\(4\)&\(5\);](#)
- The Education (Pupil Registration) (England) Regulations 2006;
- [The Education \(Pupil Registration\) \(England\) \(Amendment\) Regulations 2010; and](#)
- The Education (Pupil Registration) (England) (Amendment) Regulations 2011.

It is also written to include the recommendations set out in [Working together to improve school attendance \(2024\)](#).

2.0 – Roles and Responsibilities

Promoting and maintaining regular attendance is a shared responsibility among all those supporting learners at MAP. Although everyone contributes to supporting attendance, the responsibilities and duties assigned may vary according to each individual's role.

At MAP Charity, staff take accurate registers and communicate attendance information to schools and referring organisations. The Head of Education, Zena Zenonos-Walker, oversees attendance procedures and ensures that all processes are implemented consistently and effectively across the provision.

Staff can be contacted on the following numbers: 0113 246 8468 / 07551 408 821

2.1 – Learners

To ensure good attendance, we expect all learners to:

- Attend MAP punctually and regularly.
- Adhere to the values held at MAP.
- Ensure that any work missed due to attendance is completed on return.

2.2 – Parents, Carers and Guardians

Under Section 7 of the Education Act 1996, parents are responsible for ensuring that their children of compulsory school age receive an efficient full-time education. MAP will, in partnership with the referring organisation, support good attendance at MAP when learners are timetabled to attend.

Parents and carers will:

- Perform their legal duties by ensuring regular school attendance concerning Section 444(1) and 444 (1A) Education Act 1996 and Section 36 of the Children Act 1989.
- Keep the learner's home school or referring organisation and MAP up to date with at least two emergency contact details, as required by the Children Missing Education requirements and in line with the Keeping Children Safe in Education guidance 2025.
- Parents should emphasise to their children the value of regular attendance by minimising absences and ensuring they stay home only when genuinely unwell.
- Maintain open and effective communication with the learner's home school and MAP, and promptly address any concerns their child may have about attending, so we can work collaboratively to find solutions.
- Contact the home school or referring organisation and MAP (07551 408 821) on every day a learner will not be attending MAP.
- Keep the home school informed if an absence is likely to continue so that the school, MAP, and partner agencies can ensure that amendments or alternatives can be made to the provision if required.
- Ensure that learners are ready for their transport when it arrive (only applicable for learners where transport is arranged either through their home school, referring organisation or parents/carers)
- Not take children out of education in term time.
- Arrange routine dental and medical appointments outside of education times. At MAP, this will be on timetabled days, Monday – Thursday, 10-14.30
- Attend meetings called by home schools, referring organisations, and MAP to discuss attendance and proactively engage with any support offered.

2.3 – All Staff

To support good attendance, all staff will:

- Design and deliver an innovative, engaging curriculum that motivates learners and promotes consistent attendance.
- Proactively support and encourage full attendance for all learners through targeted interventions and consistent communication.

- Praise learners for attendance to MAP through PEP reviews (Personal Education Plan)
- Support home schools and referring organisations with appropriate referrals.
- Be a positive role model, setting high expectations for attendance and behaviour.

2.4 – Head of Education/Learner Support

To support good attendance, the Head of Education will:

- Ensure that attendance is continuously monitored for each learner
- Ensure that registers are taken accurately and that emails are sent to schools and/or referring organisations daily
- Make immediate phone calls home when learners do not arrive at MAP
- Conduct home visits where possible and in agreement with schools/referring organisations
- Offer support to schools that may consider an Early Help Assessment for families
- Input and support any action plans provided by schools/referring organisations
- Provide daily updates regarding attendance to schools and/or referring organisations
- Work closely with schools and/or referring organisations to improve attendance
- Act early to address patterns of attendance
- Include attendance in all reports provided to schools and families
- The Head of Education will review the Attendance Policy annually
- Inform schools/referring organisations if unacceptable attendance does not improve

2.5 The Board of Trustees

To support good attendance, Trustees ensure the Project Directors will:

- Hold the Head of Education to account for the implementation of this policy
- Be aware of the MAPs approach to attendance

2.6 The Admission and Attendance Registers

The law requires schools and education settings to have both admissions and attendance registers. All learners at MAP are held on a central register, which contains personal details of every learner and the date they started at MAP. MAP does not take any learners on roll; therefore, all learners remain on the roll of their home school or the responsibility of the referring organisation.

MAP uses the Leeds Local Authority software CLM to register all learners at MAP. Schools or referring organisations that use this software will be able to access our registers for their learners.

MAP are only able to mark registers in the following ways:

- Arrived on time
- Arrived late
- Unexplained absence
- Not required to attend (in cases where schools are closed for training or if a learner has been suspended from school)

Schools or referring organisations that access CLM are able to amend registers for their learners to indicate whether any absences are authorised.

2.7 Persistent Absenteeism and Severe Absenteeism

For whatever reason, pupils who miss 10% or more schooling across the year are regarded as Persistent Absentees (PA). For whatever reason, pupils who miss 50% or more schooling across the year are considered Severely Absent. Absence at this level significantly damages a pupil's educational prospects. MAP will support families, schools and/or referring organisations, where learners fall into these categories. Please see point 3.1 Concerns about Attendance.

2.8 Absence Procedures for Parents

If a learner is absent, parents/carers must:

- Contact the school/referring organisation and MAP as soon as possible on the first day of absence and any subsequent days of absence
- Contact transport (where relevant) to notify of learner absence

2.9 Leave of Absence in Term Time

Taking a Leave of Absence in term time will affect a child's education as much as any other absence. If families intend to take learners out of school/MAP during term time, they must follow the school/referring organisations' policies. Procedures may include writing to the Headteacher/Principal and applying for leave, including leave for exceptional circumstances.

The current law does not give any entitlement to parents to take their child on a leave of absence during term time. Parents can be fined for taking their child on a leave of absence during term time without consent from the school. From September 2013, if parents/carers take their child out of school on a holiday, or for any reason other than illness, which the Headteacher/Principal has not authorised, they may be fined through a Penalty Notice issued by the Local Authority.

Any application for leave must be in exceptional circumstances and made in advance by completing a

request form and sending it to the Principal, who must be satisfied that the circumstances warrant the granting of leave as per the School Attendance Regulations 2024, which may require evidence to support a request for leave of absence.

3.0 Attendance Contracts, Orders and Penalty Notices

Whilst MAP has high expectations for attendance and will support schools and referring organisations to improve attendance, we do not place learners and their families on attendance contracts or orders or apply to the Local Authority for legal action, such as Penalty Notices or prosecutions in the Magistrates Court.

3.1 Children Missing Education (CME)

Children missing education are children of compulsory school age who are not registered pupils at a school or are not receiving a suitable education other than being at a school (for example, at home or in alternative provision). Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (Not in Education, Employment or Training) later in life. All pupils at risk of CME are reported to the Local Authority per relevant guidance within agreed timescales.

There are many circumstances in which a child may become missing out on education. Local authorities must make judgements on a case-by-case basis. This may include children from the following vulnerable groups (this list is not exhaustive):

- Learners at risk of harm/neglect.
- Children of Service Personnel.
- Missing children and runaways.
- The Youth Justice system supervises children and young people.
- Children of new migrant families.
- Children of Gypsy, Roma Traveller families.

Effective information sharing between parents, schools, and local authorities is critical to ensuring that all children of compulsory school age are safe and receive a suitable education. Effective intervention should be initiated as soon as possible in the lives of vulnerable children to help prevent poor outcomes.

Schools/referring organisations are supported in reporting learners at risk of CME to the local authority in line with relevant guidance within agreed timescales.

3.2 Concerns about Attendance

Attendance Improvement Strategies

If a learner's attendance falls below an acceptable level, we have a variety of strategies to support school/referring organisations to re-engage learners and overcome barriers to attendance. Some examples of these are;

- Phone calls home
- Liaising with schools/referring organisations, and other agencies
- Bespoke timetables to support reintegration
- Home visits where possible
- Celebration of effort & achievement
- Motivational interventions and opportunities

3.3 Working Together to Improve School Attendance

The Department for Education introduced new [statutory guidance](#) in August 2024 for all schools and local authorities to support attendance improvements. MAP will support schools and referring organisations to meet their responsibilities in this regard

3.4 Suspended or Excluded Children

MAP does not suspend or exclude learners.

Where a learner requires changes to their timetable, this is done in liaison with schools and/or the referring organisation. For further information, please see the [statutory guidance](#) for Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

3.5 Elective Home Education (EHE)

MAP do not accept referrals from parents/carers or guardians. Referrals for children who are currently electively home educated (EHE) can only be made through organisations, such as SENSAP or Children's Social Care.

Where a school or referring organisation is given notice of intent to electively home educate, MAP should be informed immediately. Learners attending MAP with the intent of electively home-educating will no longer be able to attend unless re-referred through another organisation.

Further information can be found in the [guidance](#) for parents

[Guidance](#) for Local Authorities.

3.6 Part-Time / Personalised Timetables

MAP is not a full-time provision. Our opening days/times are Monday – Thursday: 10:00 – 14.30

Learners studying both courses (Art & Design and Digital Media) can attend for two days. A third day can be requested if a school would like MAP to support with Maths and English Functional Skills or GCSE support.

Where a learner requires a more personalised, supportive timetable to re-engage in education, for example, if they have not attended this school for an extended period, MAP will consider a transitional timetable that will be increased over time in review with schools/referring organisations, learners and their families.

For further information about our procedures, please see our [attendance procedures](#) document