SP12 – Attendance, Development and Achievement Policy

RISE Learning Zone.
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Reason	Amendment Details	Author	Date
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Full Policy Sign Off

Signed	
Printed	Kirsty Sander
Position	Director
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ATTENDANCE, DEVELOPMENT & ACHIEVEMENT POLICY

As providers of alternative provision, Rise Learning Zone take the attendance of learners very seriously, as we recognise that it can often be one of the major factors in their initial engagement with us. We also recognise that many of the learners in the communities that we work with come from homes and families that are chaotic, not conducive to sustained school attendance, and do not always place school attendance as their priority, often being charged with care of siblings, infirm relatives or asked to work.

One of the key aspects to combating unauthorised absenteeism is to build up a rapport with the family. One of our main skills is in offering each Rise learner a holistic approach, getting to know families and other siblings, welcoming parents into the learning environment, and undertaking home visits if deemed necessary. We want parents to get to know us, and understand the important connections between attendance, willingness to work, behaviour and achievement. We can often be on the phone to parents 3 or 4 times a week, as we seek to build up the level of rapport that we believe results in better relationships within the education / parent / learner triangle.

Learner Attendance and Progress – reviewing, recording and reporting

We will keep a series of data on each young person, including attendance records, progress, behaviour checks and records such as personalised education plans, individual learning plans, along with each tutor keeping a record of their work completed, attainment and progress in the learning they are undertaking.

Attendance is reported back to schools twice daily & with a weekly summary. Progress made by learners is reviewed, recorded, and reported back to the school on a regular basis. We believe it is important for the home school to be able to maintain up-to-date records with their young people. Automated attendance notifications may be followed up with phone calls or messages from the programme manager. Progress reports focused on educational attainment are shared each half term, reports with added information, such as wellbeing, are sent termly.

Reviews with learners will take place on regularly, usually on a one-to-one basis with a tutor or a pastoral support worker. It is not anticipated that parent / learner / provision / referring school meetings will take place on a regular basis, unless it transpires that there is a significant cause for concern (see below).

Copies of progress reviews will be saved as part of the learner's ongoing learning plans and educational plans by us as alternative education provider. These will be reviewed with the young person as necessary and will be communicated with the school regularly and will be available for the parents to see as needed.

Significant Cause for Concern.

If there are significant concerns about a learner's progress, these are communicated promptly to both the learner's home and the home school. These concerns may relate to learning and achievement, attendance, behaviour or any other significant issue. A form to report concerns is used when any of the following occurs:

The level / nature of the cause for concern indicates a need for urgent involvement by the home school and potentially parents or carers.

As an alternative education provider, we have worked with the learner to remedy a cause for concern, but little or no progress has been made, indicating a need for the home school to be involved.

We feel that parental awareness and/or involvement is needed.

The following process should then take place:

The Programme manager will call the learner's home to discuss the issue and may invite parents/carers in for a meeting on site.

Any incident form will be shared with the school by the end of the following working day & the school contact will be called/messaged by the Programme manager.

It should be made clear to all parties that if improvements are not made or sustained, the learner may be withdrawn from Rise.

Attendance

It is our responsibility to provide our learners with high quality support to ensure they can achieve their learning goals. However, to support this process, the learners need to have a high level of attendance and good punctuality. Responsibility for attendance and punctuality lies with the learners, their parents, the home school, appropriate external agencies, and with us the learning provider.

We will make every effort to ensure all learners achieve the maximum possible attendance and that any issues that may impede full attendance are acted on as quickly as possible.

Our attendance process is as follows:

Learner arrives at the provision and by the allotted start time and receives a full attendance.

Learner arrives at the provision and by the allotted start time and receives a late mark.

A note is also made of how late they are.

The reason for non-attendance will be recorded & followed with parents/carers or the home school as necessary.

Unauthorised absentees are followed up within 1 hour of the allocated start time with parents / carers by the programme manager or pastoral team lead.

Contact will be made with parents / carers every day of the absence.

On return to provision after a lengthy absence whether valid or otherwise, the learner should be engaged in a 1-2-1 meeting with the Programme manager on the first day to discuss the importance of maintaining good attendance.

Child Absconds from Provision

If a child absconds from the provision, staff must act immediately to ensure their safety. A member of staff will attempt to maintain visual contact at a safe distance without giving chase, while another staff member notifies the Designated Safeguarding Lead (DSL). Parents or carers will be contacted promptly, and where there are concerns for the child's safety, the police will be informed without delay. All incidents of absconding will be recorded in the school's safeguarding and attendance systems, and a follow-up meeting will be arranged to assess the

reasons for the incident, review the risk assessment, and agree any additional support or preventative measures needed.

Children Missing from Education

Any child that goes missing from RISE will receive a well-coordinated response that decreases the harm or risk of harm to them (absence from school is a known potential indicator of abuse or neglect).

Staff will monitor learners that go missing from RISE, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures and will inform the home school. If a learner is subject to a child protection plan, the school will notify social care if there is an unexplained absence of more than two days.

If any learner has 20 continuous days of unauthorised absence, with no contact from parent(s) / carer(s), the DSL will inform the local authority.

There are many circumstances where a child may become absent from education, but some children are particularly at risk. These include children who: Are at risk of harm or neglect.

Come from Gypsy, Roma, or Traveller families.

Come from the families of service personnel.

Go missing or run away from home or care.

Are supervised by the youth justice system

Come from new migrant families.

Development and Achievement.

Each learner will need to have a plan that delivers individualised learning to meet their needs and overcome their barriers. Their plan needs to demonstrate a sustained programme of learning provision and will include opportunities for the young person to be supported by the Pastoral Team.

RISE has a robust initial assessment process. Each learner will undertake an Initial assessment using Skills Forward to help identify educational levels and identify possible support needs. Each learner will have regular 1-1 meetings with the Pastoral Team, to focus on wellbeing, emotional literacy & to complete their ILPs.