



Reconnect Learning — Attendance Policy

Version 1.0 | Approved: September 2026 | Review: September 2027 | Policy Owner: Ellen Kerr – Managing Director & DSL

1. Statement of Commitment

Reconnect Learning believes that **regular attendance and engagement** are essential for positive educational, social and emotional outcomes. We recognise that many learners accessing Alternative Provision, home tuition and specialist support may have experienced significant barriers to attendance.

SEND

Special Educational Needs and Disabilities

SEMH Needs

Social, Emotional and Mental Health challenges

Anxiety & Trauma

Emotional barriers to participation

Medical Conditions

Physical health impacting attendance

School Avoidance

Exclusion and previous negative experiences

Family Circumstances

Home environment and wider context



Our attendance approach is **supportive, relational and child-centred**. Attendance is viewed as a safeguarding and wellbeing priority.

Our Aims

→ **Improve Attendance & Engagement**

Increase participation across all provision types through consistent, positive support.

→ **Understand Barriers**

Identify and address the root causes of non-attendance with empathy and professionalism.

→ **Collaborate with Families & Professionals**

Work in partnership to create joined-up, effective support for every learner.

→ **Promote Positive Outcomes**

Support learners to achieve their potential through sustained engagement.

→ **Support Reintegration**

Enable successful transitions back into mainstream or specialist provision where appropriate.

2. Scope

This policy applies across all roles and provision types within Reconnect Learning.

Who This Policy Applies To

- Learners
- Parents and Carers
- Staff
- Tutors
- Associate Tutors
- Volunteers

Provision Types Covered

- Alternative Provision
- Home Tuition
- Online Learning
- Reintegration Programmes
- Mentoring Programmes
- Intervention Programmes

3. Legislative Framework

This policy has been developed with regard to the relevant legislation, statutory guidance and governance expectations applicable at the date of approval and will be reviewed following significant legislative or regulatory changes.

- 1

Keeping Children Safe in Education (KCSIE) 2026

The primary statutory safeguarding guidance for all organisations working with children and young people.
- 2

Working Together to Safeguard Children 2026

Statutory guidance on inter-agency working to safeguard and promote the welfare of children.
- 3

Working Together to Improve School Attendance

Current DfE guidance on improving attendance across all provision types.
- 4

SEND Code of Practice: 0 to 25 Years (2015)

Statutory guidance on supporting learners with special educational needs and disabilities.
- 5

Education Act 1996 & 2002

Foundational legislation governing education provision and attendance duties.
- 6

Children Act 1989 & 2004

Statutory framework for safeguarding and promoting children's welfare.
- 7

Equality Act 2010

Ensures reasonable adjustments and non-discrimination for all learners.
- 8

Data Protection Act 2018 & UK GDPR

Governs the lawful processing, storage and sharing of attendance and safeguarding records.

This policy should be read alongside Reconnect Learning's Safeguarding and Child Protection Policy, which is the organisation's overarching safeguarding policy.

4. Attendance Principles

Reconnect Learning's approach to attendance is grounded in five core principles that guide every decision and interaction.



Every Session Matters

Every learning opportunity contributes to progress and positive outcomes.



Shared Responsibility

Learners, families, staff and professionals all have a role to play.



Difficulties Require Support

Poor attendance often reflects underlying barriers rather than a lack of willingness.



Early Intervention

The sooner barriers are identified, the sooner support can be provided.



Relationships Matter

Positive relationships increase engagement and participation.

5. Attendance Expectations

Learners Are Expected To

- Attend all agreed sessions
- Engage appropriately throughout
- Arrive on time where applicable
- Participate to the best of their ability
- Communicate difficulties where possible

Parents & Carers Are Expected To

- Support and encourage attendance
- Inform Reconnect Learning of absences
- Engage with attendance support processes
- Work collaboratively to address barriers

6. Recording Attendance

Attendance will be recorded for **all sessions** across every provision type. Records are maintained securely and retained in accordance with Reconnect Learning's Records Retention Schedule, the Data Protection Act 2018 and UK GDPR, and inform ongoing monitoring and support.

Present

Learner attended and engaged with the session as expected.

Late

Learner attended after the agreed start time. Punctuality is noted and monitored.

Authorised Absence

Absence accepted for valid reasons including illness, medical appointments, bereavement or exceptional circumstances.

Unauthorised Absence

Absence where no acceptable reason has been provided. These are monitored closely and may trigger a review.

7. Monitoring Attendance

Reconnect Learning maintains a proactive approach to monitoring attendance, identifying concerns early and acting swiftly to provide support.



Regular Monitoring

Attendance is reviewed regularly to identify patterns of absence and emerging concerns.



Pattern Identification

Punctuality, engagement levels and absence frequency are all assessed as part of ongoing review.



Information Sharing

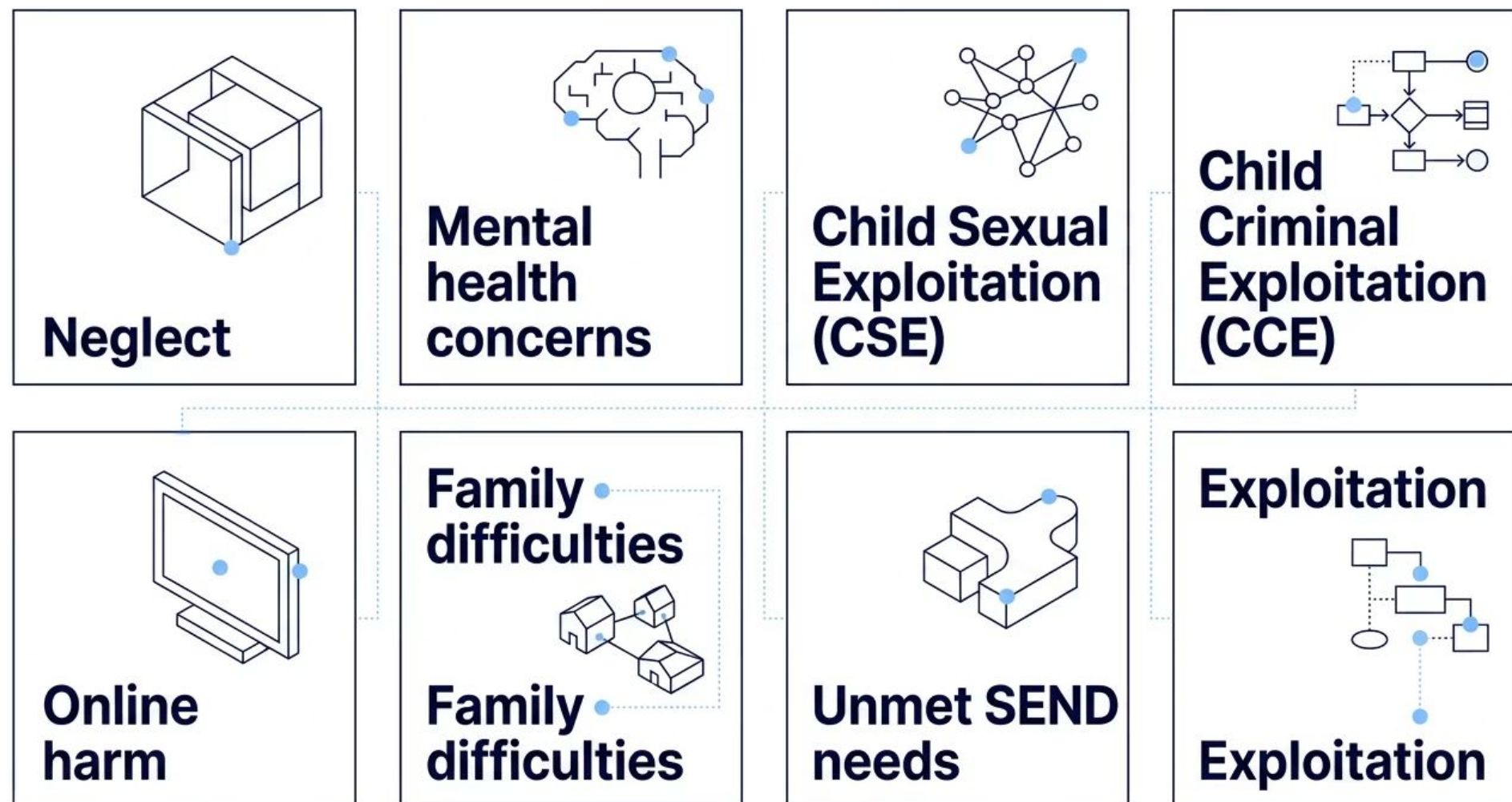
Attendance data may be shared with schools, Local Authorities, Social Workers and other relevant professionals where appropriate and lawful.



8. Attendance & Safeguarding

⊗ Attendance is a **safeguarding matter**. Poor attendance may be an indicator of serious risk. The DSL must be informed immediately where safeguarding concerns arise.

Poor attendance may indicate a range of safeguarding concerns that require prompt action:



Where safeguarding concerns arise, the Designated Safeguarding Lead (DSL) must be informed immediately. Safeguarding procedures will be followed in accordance with Keeping Children Safe in Education (KCSIE) 2026 and Working Together to Safeguard Children 2026. Referrals to children's social care or other agencies will be made where appropriate. All safeguarding records relating to attendance will be retained in accordance with Reconnect Learning's Records Retention Schedule.

9. Attendance Support

Reconnect Learning seeks to understand and address barriers to attendance through a wide range of supportive measures. Support plans may be developed where attendance concerns persist.



Attendance Meetings



Learner Voice Activities



Pastoral Support



Flexible Timetables



Online Alternatives



Transition Planning



Multi-Agency Support



Reintegration Support

10. Learners with SEND

Reconnect Learning recognises that attendance difficulties may be directly linked to a learner's special educational needs or disabilities. Attendance concerns will always be considered in the context of **individual learner needs**.

SEND-Related Attendance Factors

- Autism Spectrum Condition
- ADHD
- Anxiety disorders
- Social, Emotional and Mental Health needs
- Medical conditions
- Sensory processing needs

Our Commitment

Reasonable adjustments may be implemented where appropriate to ensure every learner can access provision in a way that meets their individual needs.

- ① Attendance expectations are always considered alongside each learner's Education, Health and Care Plan (EHCP) or individual support documentation.

11. Emotionally Based School Avoidance (EBSA)

Reconnect Learning recognises that some learners may experience **Emotionally Based School Avoidance (EBSA)** — a complex and distressing experience that must be approached with sensitivity and understanding.

How EBSA May Present

- Anxiety around attendance
- Distress before sessions
- Refusal to engage
- Physical symptoms linked to anxiety

Support Strategies

- Gradual re-engagement
- Reduced timetables
- Online learning options
- Relationship-based approaches
- Multi-agency support



EBSA will always be approached as a **wellbeing concern** rather than a disciplinary matter.

12. Home Tuition Attendance

For learners receiving home tuition provision, clear expectations and processes are in place to ensure consistent recording and prompt response to concerns.



Parents and carers should notify staff if sessions cannot take place. Repeated non-engagement may trigger a formal attendance review to ensure the learner's needs are being met.

13. Online Learning Attendance

For online provision, attendance encompasses more than simply joining a session. Reconnect Learning monitors the quality and consistency of online engagement.

Joining Sessions

Learners are expected to connect at the agreed time and remain present throughout.

Remaining Engaged

Active participation and appropriate interaction are expected during online sessions.

Participating Appropriately

Learners should contribute to learning activities and respond to tutor guidance.



Where learners experience technical difficulties, alternative arrangements may be considered and support will be provided where possible. Persistent online non-engagement will be reviewed.

14. Reintegration & Transition Support

Reconnect Learning actively supports learners as they transition to new settings, using attendance data as a key tool in planning and outcome monitoring.



Mainstream School

Supporting learners to return to mainstream education with confidence and appropriate support in place.



Specialist Provision

Facilitating smooth transitions to specialist settings that meet individual learner needs.



Further Education

Preparing learners for post-16 pathways through structured transition planning.



Employment Pathways

Supporting learners moving towards work-based learning and employment opportunities.

15. Persistent Absence

A learner may be considered at risk where attendance falls significantly below expected levels. Reconnect Learning's response remains **supportive and solution-focused** at all times.



The focus will always remain on understanding barriers and providing appropriate support — not on punitive measures. Safeguarding concerns will be escalated where necessary.

16. Staff Responsibilities

All staff play a vital role in promoting and monitoring attendance. Attendance concerns should **never be ignored**.

1 Record Accurately

Attendance must be recorded for every session using the correct codes and systems.

2 Promote Positively

Staff should encourage and celebrate attendance, fostering a welcoming and supportive environment.

3 Report Promptly

Any concerns about attendance or engagement must be reported without delay.

4 Follow Safeguarding Procedures

Where attendance raises safeguarding concerns, established procedures must be followed immediately.

5 Support Learners

Staff should actively support learners experiencing barriers to attendance with empathy and professionalism.

17–18. Partnership Working & Monitoring

Partnership Working

Reconnect Learning values collaborative working with all relevant partners to improve attendance outcomes.

- Parents and Carers
- Schools
- Local Authorities
- Social Workers
- Attendance Teams
- SEND Teams
- Health Professionals

Monitoring & Review

The Managing Director and DSL will oversee ongoing monitoring to ensure the policy remains effective and responsive.

- Monitor attendance trends
- Review attendance concerns
- Monitor safeguarding links
- Review support effectiveness
- Evaluate attendance outcomes

- This policy will be reviewed annually and without unnecessary delay following changes to legislation, statutory guidance, safeguarding practice, attendance guidance, organisational arrangements or learning identified through audits, inspections, complaints, monitoring, learner feedback or service reviews.

19. Statutory Guidance Compliance

This policy has been developed with regard to the relevant legislation, statutory guidance and governance expectations applicable at the date of approval and will be reviewed following significant legislative or regulatory changes.



KCSIE 2026 Aligned

Fully aligned with Keeping Children Safe in Education 2026.



Working Together 2026 Aligned

Aligned with Working Together to Safeguard Children 2026 and current DfE attendance guidance.



SEND Code Aligned

Fully aligned with the SEND Code of Practice: 0 to 25 Years (2015).

✓ Alternative Provision Suitable

✓ Home Tuition Suitable

✓ Online Learning Suitable

✓ LA Commissioning Ready

✓ EBSA Included

✓ Safeguarding Embedded

✓ Ofsted Inspection Ready

✓ EOTAS Suitable

Related Policies

This Attendance Policy should be read alongside the following Reconnect Learning policies, which together form a comprehensive framework for learner safety, wellbeing and achievement.



Safeguarding and Child Protection Policy



SEND Policy



Relationships and Behaviour Policy



Curriculum Policy



Online Safety Policy



Health and Safety Policy



Equality, Diversity and Inclusion Policy



Complaints Policy



Mental Health and Wellbeing Policy



Admissions and Referrals Policy

Reconnect Learning Commitment

Reconnect Learning is committed to helping every learner access education, overcome barriers and achieve positive outcomes. Through strong relationships, early intervention and collaborative working, we seek to improve attendance, increase engagement and support successful educational journeys.

Strong Relationships

Building trust between learners, families and professionals.

Early Intervention

Acting swiftly to identify and address barriers before they escalate.

Collaborative Working

Partnering with all relevant agencies to achieve the best outcomes.

Approved By: Ellen Kerr – Managing Director & DSL | **Version:** 1.0 | **Date Approved:** September 2026 | **Review Date:** September 2027