

*ATTENDANCE, DEVELOPMENT
& ACHIEVEMENT POLICY*

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RISE LEARNING ZONE

ATTENDANCE, DEVELOPMENT & ACHIEVEMENT POLICY

As providers of alternative provision, we 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 first priority, often being charged with care of siblings, infirm relatives or asked to work. Many young people are also likely to truant or abscond from their education due to peer pressure, the perceived need for drugs or if they believe that there are other issues preventing them from being in the provision in the first place.

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 learner with us 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 curriculum area leader keeping a record of their work completed, attainment and progress in the learning they are undertaking.

Attendance is reported back to schools on either a daily or a weekly basis (usually daily) according to how the school requires this information. Progress made by learners is reviewed, recorded and reported back to the school on a regular basis. The frequency will be at least monthly, which we believe is important for the referring school to be able to maintain up-to-date records with their young people, but can be more regularly depending on the needs of the school referrer. The form of the report that is sent back to schools is usually a regular email or verbal message, followed up with a written attainment tracker on a termly basis; however, this again can be amended if a school requires something different. A copy of each pro-forma is included at the end of this section.

Reviews with learners will take place on a regular basis, usually on a one-to-one basis with the learner's named tutor. 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 regularly, 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 referring 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 conditions exist:

- *The level/nature of the cause for concern indicates a need for urgent involvement by the home school and potentially parents or carers*
- *As 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 referring school to be involved*

- *We feel that parental awareness and/or involvement is needed*

The following process should then take place:

- *We will send the form home as soon as possible, but as appropriate to the reason for it going home.*
- *The referring school should ensure that learner's parents / carers are made aware of the cause for concern within one week.*
- *It should be made clear to all parties that if improvements are not made or sustained, the learner may be withdrawn from the programme.*

Attendance

It is our responsibility to provide our learners with high quality support to ensure they are able to achieve their learning goals. However, in order 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 referring school and education support workers, 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:

- *Attendance is recorded as follows*
 - *Learner arrives at the provision and by the allotted start time and receives a full attendance.*
 - *Learner arrives at the provision later than the allotted start time and receives a late mark. A note is also made of how late they are.*
 - *Learner fails to attend but parental notice is given to us as learning provider (preferably) or to the referring school and the learner is given an authorised absence (if the reason for absence is considered appropriate and genuine).*
 - *Learner fails to attend and no parental notice is given the learner is given an unauthorised absent mark.*
- *Attendance is recorded with the referring school on either a daily or a weekly basis as agreed in the referral process.*
- *Unauthorised absentees are followed up within 1 hour of the allotted start time with parents/carers by either the designated family link worker or the learner's tutor. All contact with parents / carers should be noted on a daily contact list, which is kept for future records and reference.*
- *Contact will be made with parents / carers every day of the absence. On day three, a letter warning parents of the dangers of non-attendance will be sent to parents / carers, and a copy placed in the student's file.*
- *At day three, the referring school will be contacted to ensure they are aware of the issue of non-attendance and to arrange a multi-agency welfare visit to the home.*
- *If a learner is not seen for 10 consecutive days and there has been no response or explanation for absence, then the referring school should be making contact with the educational welfare officers. Ensure all information is logged and available to the referring school and welfare officers as they seek to provide support to the student*
- *On return to provision after a lengthy absence whether valid or otherwise, the learner should be engaged in a 1-2-1 meeting with their support tutor on the first day to discuss their*

ILP and how this can be maintained, as well as ensuring that the learner is provided with a plan for catching up with work missed. Persistent absentees, particularly those truanting or absconding from provision will be reminded of their learner agreement, and asked to re-sign it, taking note of the attendance section.

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 mentored. Mentoring will focus on sourcing opportunities for the individual learning plan, working collaboratively across agencies, pastoral support, signposting key services and supporting transition events.

Each learner will attend for a minimum of 12 hours per week, a daily signed register will monitor attendance and retention and a weekly review will map progress and distance travelled.

RISE has a robust initial assessment process. Each learner will undertake a written Initial assessment process, which will identify any support needs and map out their training routes, and will have an ILP that will map their training throughout the programme, linked to regular reviews and updated as the learner progresses and regular review with Connexions Advisors. We will also use the RAPPa diagnostic tool, which identifies learning aims and maps progression. We have past experience of learning that builds on the learner's individual learning plan.

Post 16 Attendance, Development and Achievement

Provision is flexible (for instance, potential for delivery outside of school/college hours where appropriate). Depending on the group of learners accessing provision (for example, young offenders or Looked After children), working in close partnership with a range of partners including the RISE's own Youth and Education teams, schools, Connexions, Youth offending teams and third sector and community organisations or specialist providers adding to the robust offer. Outreach and engagement of young people will be from a range of geographical locations and local venues (inside and outside of school) and where appropriate residential activity. Use of local venues such as youth centres, children's centres, and Young Offender Institutions will also be accessed to ensure that learning is flexible and located as close to the hardest to reach as possible.

The programme will take into account three types of needs to cater for the diverse client group.

- *Those who require some preliminary activity to prepare them for further study or employment*
- *Those who require longer term support, often of a one-to-one nature and then a programme, which is similar to mainstream activities, but with added features to help young people sustain their engagement with learning/employment.*
- *Those who require all of the above and then further support once they are enrolled onto a mainstream programme/Apprenticeship to assist with overcoming the barriers that the hardest to reach face.*