LEARNER ATTENDANCE POLICY (ENGLAND ACADEMIES)

Policy Group: Quality & Support

Effective: March 2026

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GUIDANCE

Vision

Transform lives through learning

Values

P PASSIONATE - We are passionate about inspiring young people, adults and our Purple People to be their best and we take pride in creating a positive learning environment to fulfil their potential.

U UNSTOPPABLE - We are unstoppable in our quest for the pursuit of excellence. We are dedicated and resilient to develop ourselves and our learners.

R RIGHT - We treat each other with respect and strive to do the right thing through insight, inclusion, honesty, growth and trustworthiness.

P PARTNERSHIPS - We support the people surrounding us in our everyday lives, building effective partnerships with businesses, learners and all stakeholders where we can pass on our knowledge and skills to help them meet their goals.

L LEARNERS - Learners are at the centre of everything we do and we are driven to provide life-changing and life-long learning for them.

E EMPOWERED - We encourage our Purple People to be independent and autonomous to maximise their goals surpassing their barriers and targets. Feel it, believe it, live it.

Tone of voice

Our tone of voice takes its direct influence from our core values. We are passionate about people and learners and are driven to get the best out of everyone by understanding them. We are caring and supportive, as well as being determined and striving for growth. We talk with purpose and enthusiasm in a way that connects and empowers people.
Innovation is at the heart of Learning Curve Group and we're always thinking about what's next!

SUMMARY CHANGES

Date	Page	Details of Amendments
September 2023	9	Updates to reasons for authorised absence
July 2024		Update Policy
August 24		Added related policy
October 25	9	Updates to reasons for authorised absence
February 26	Appendix D Appendix E	Non-Attendance Framework EHCP Emergency Review
March 26	7 9	Attendance intervention update Update to codes – suspension.

INTRODUCTION

The purpose of the policy is to clarify the roles and responsibilities of all learners, parents/next of kin and staff to improve attendance and timekeeping in line with attendance targets and identify processes and resources that are working in support of this objective.

Rationale

As part of our commitment to preparing learners for their next steps, good attendance is a priority and will be expected of all learners for every session on their timetable.

Attendance is important for an array of reasons:
- Helps learners stay safe and secure and supports social-emotional development.
- Regular attendance gives students the chance to stay up to date with their studies and fully participate in discussions and activities. This helps them gain a better understanding of the material being taught, which can increase their knowledge and sharpen their skills.
- Attendance provides students with access to a variety of resources that can help them succeed academically, such as additional learner support and educational materials.
- Attending college regularly demonstrates to both tutors and peers that students are serious about their studies and encourages academic engagement. It also helps foster a culture of respect and professionalism in the classroom, which can bode well for their future.
- Finally, regular attendance also helps students develop time management skills, which can help them become successful in both their academic and professional pursuits.

Good attendance will ensure our learners maximise their achievement, develop next-level skills and access opportunities to help realise their career goals. The importance of monitoring attendance is to ensure that for any absences:

- learners are given the means to catch up on missed learning opportunities.
- Parents/next of kin are informed and kept up to date in real time.
- We have a duty of care and responsibility to the safeguarding of the learners.

Learners' attendance and punctuality is monitored via:
- Promonitor/Pro-solution
- Business Intelligence Reporting
- Pro-portal for learners and parents/next of kin
- Power BI
- Weekly departmental management reports
- Departmental management meetings
- Student Support Services

This policy and procedure do not form part of your terms and conditions of employment and can be changed at any time as we deem appropriate.

KEY PERFORMANCE INDICATOR FOR ATTENDANCE AND PUNCTUALITY

Performance Grade	% Rate
Outstanding	>=95%
Good	85% - 94%
Satisfactory	80% - 84%
Unsatisfactory	<80%

This data is including AA.

There are two methods for calculating attendance, which are explained in Appendix A. Absences are either categorised as **authorised** or **unauthorised** – and these are explained in more detail in Appendix B.

Applies to:

The policy applies to all classroom-based learners, and the staff who support them.

REASON FOR POLICY:

To provide current and up-to-date guidance for all delivery and management staff, on roles and responsibilities in relation to attendance monitoring. The policy is produced in line with ESFA funding rules and requirements and helps safeguarding of learners.

ROLES AND RESPONSIBILITIES

Management

It is the responsibility of Academy Managers to:

- Monitor learner attendance and periods of absence using Annex D as support.
- Ensure registers are marked timely and accurately.
- Intervene when attendance falls below targets.
- Implement the policy and procedures for their staff.
- Review factors that influence attendance of learners.
- Ensure all classes have teaching staff available.
- Liaise with parents and carers of under 18-year-olds should attendance become a concern.
- Celebrate achievements, it should be a positive tool as well as supporting at risk learners (see Annex C).

Student Support Services

It is the responsibility of Student Support Services to:
- Receive calls/messages from learners in relation to attendance and punctuality.

- Record on Promonitor any notes relevant to such and ensure visibility for staff.
- Contact learners to discuss and challenge absence.
- Contact parents/next of kin to discuss any issues with attendance.
- Offer support and guidance to learners before they become at risk (See Annex C).
- If applicable refer learners for further support such as safeguarding or additional learning support.

Teaching Staff

It is the responsibility of teaching staff to:
- Establish expectations of excellent attendance and punctuality.
- Provide interesting and engaging sessions that promote attendance.
- Manage performance of learners who do not meet attendance and punctuality targets, taking disciplinary action if appropriate. Recording on Pro Monitor all actions, using Annex D as support.
- Escalate to Management concerns of performance, following at risk intervention strategies. Recording on Promonitor where appropriate.
- Keep up-to-date registers, using the appropriate register marks.
- Mark the register within the first 20 minutes of a class, using electronic registers when available.
- Plan how learners can catch up with missed learning, in cases of both authorised and unauthorised absence. Recording these on Promonitor where appropriate.
- Celebrate achievements, it should be a positive tool as well as supporting at risk learners (See Annex C).
- Where periods of absence of 4 weeks transpire, remove the learner from learning aim via withdrawal process, unless EHCP learner. In this instance you are to notify SEND department immediately of your intentions.
- Attend all classes on time.

Learners

It is the responsibility of learners to:
- Attend all learning session.
- Account for absence and lateness.
- Mitigate the risk of absence by arranging appointments outside of scheduled class times.
- Contact Student Support Services as soon as possible if absence or lateness is expected.
- If absent, take appropriate catch-up work as agreed with the tutor to ensure successful completion of programme.
- Monitor their attendance and punctuality on Pro-portal and raise any discrepancies as soon as identified with their tutor.

Parents/Next of Kin

All parents/next of kin will have the opportunity to monitor the learners progress during their time at LCG and as such support this Attendance and Punctuality policy and encourage the learner to attend in line with the policy.

- Implementation of Policy

Notification process

If learners are unable to attend, they must contact student support services by 0930am to have an authorised absence mark. Any notifications after this time will be treated as unauthorised. Contact can be made by:

Email: help@learningcurvegroup.co.uk

Telephone: 0303 003 3677

Requesting Authorised Absence through Pro-portal

It is not expected that learners will need to authorise an absence very often or to miss classes regularly.

As such staff must ensure that when authorising an absence, they must ensure the learner or parent/next of kin have recorded the following:

The date/time of the absence

The reason for the absence (e.g., driving test)

Proof of absence.

The corresponding details will be updated by Student Support Services on Promonitor for all staff to monitor.

It is important that Teaching staff check any messages on Promonitor for authorised absences as this may influence the payment of Bursary in the following week. MIS will monitor the attendance and use this information to determine if a payment should be made or not. If a payment is not to be made the learner will be notified and encouraged to discuss their unauthorised absence with their tutor. Individual records can be monitored by staff to support these cases through Pro-solution.

Any disputes on bursary payments will need to be addressed to MIS managers for those academies.

ATTENDANCE INTERVENTION PROCESS

At Day 16 of continuous absence, Learner Support Department launches an enhanced intervention to re-engage the learner, identify hidden barriers, and protect wellbeing, learning progress, and programme retention.

This stage activates alongside existing curriculum-led attendance processes and is designed to add *additional wrap-around support*.

Daily attendance reports are monitored through Power BI, and on a weekly basis Learner Support Staff attempt to contact with non-attending learners in all academies, in addition to the daily responsibility of teaching staff and centre Administrators.

Staff makes **multi-channel contact** using:
- Phone call (primary contact)
- SMS / WhatsApp message
- Email
- Emergency or next of kin contact if no response

Purpose of contact:
- Check on wellbeing

- Identify new or ongoing barriers (health, anxiety, financial, travel, caring responsibilities, employment issues)
- Clarify whether the learner intends to remain on programme
- Reinforce support for the learner to re-engage.

This will continue until a response has been received and actioned, or the learner returns.
Learner Support will attempt to contact the learner and (parent/next of kin if under 18) at least once a week by telephone.

All these points of contact will be recorded and monitored through Pro-monitor.

- If personal or financial difficulties are causing the absences, discussions will be held to ensure we attempt to remove these barriers for the learner to return by using the Learner Support Policy
- It is the teaching staff and managers responsibility to monitor persistent absences, in conjunction with reviewing the notes from attendance intervention and individual KPI and decide on the correct course of action for the learner.
- Should poor attendance be persistent and fall into unsatisfactory KPI's this will be included in Business Intelligence reports and require Academy Manager intervention.

MONITORING OF POLICY

Monitoring the use of this policy will be conducted in several ways, dependant on the department through a range of themed reviews such as quality deep dives, observations, surveys and MIS audit.

LONG PERIODS OF NON-ATTENDANCE

ESFA funding rules dictate that learners who have not attended learning aim sessions for 4 consecutive weeks must be withdrawn. It is expected that in this period all methods of contact would have been exhausted and the relevant notes recorded on ProMonitor. In this instance, staff should follow the withdrawal process, submitting for MIS to process in a timely manner. Appendix A Measures

Attendance Measures attendance can be measured in two ways.

Attendance (excluding Authorised Absence)

$$\text{Att\% (exc AA)} = \frac{\text{Present Marks + Late Marks}}{\text{Total Possible Attendance Marks} - \text{Authorised Absence}}$$

This measure is useful as it calculates absences not approved, so a learner's performance does not appear lower if it is for an approved reason.

Attendance (including Authorised Absence)

$$\text{Att\% (inc AA)} = \frac{\text{Present Marks + Late Marks}}{\text{Total Possible Attendance Marks}}$$

This measure is useful as it calculates all absences, so only physical attendance is counted against planned. This is useful as it shows the actual number of sessions a learner has attended, irrespective of whether and absence was authorised or not.

ATTENDANCE MARKS

For the calculation of attendance, marks are categorised as Positive, Negative or Excluded and there are a range of marks may be used on the attendance registers:

Mark	Description	Usage	Status
/	Present	Learner arrived on time and attended the session.	Positive
L	Late	Learner arrived late for the session.	Positive
O	Absent	Learner did not attend the class for an unauthorised reason.	Negative
A	Authorised Absent	Learner did not attend the class for an authorised reason.	Excluded
N	Tuition Fund Not Required to attend	Learner marked for Tuition fund not required in session. *Not to be used for anything else.*	Excluded
X	Work Placement	Used for learners who are on placement as part of the course while all other learners are in the session.	Positive
W	Withdrawn	Learner withdrawn.	Excluded
I	In Learning but not in Person	Independent task related to learning programme, authorised by instructor/tutor.	Positive
E	Suspended	Where a learner is suspended from their class and the reasons recorded on ProMonitor or MyConcern.	Excluded

APPENDIX B

Authorised Absence Marks

An authorised absence mark indicates a missed session for a reason deemed reasonable BUT nonetheless representing a missed learning opportunity and therefore requiring appropriate action to ensure they are able to catch up.

Absences will only be **authorised** in circumstances which are unavoidable, e.g., thefollowing:

- To attend the funeral of a close family member
- To attend a medical appointment
- Recognised religious holidays.
- To sit a driving test
- To attend a job interview
- To attend an educationally relevant visit organised and/or supported by the Academy.
- Appointments with the Job Centre
- When a class has been cancelled
- Hospitalisation
- Cadet camp
- Scheduled pre-booked holidays where centre staff have been informed during the enrolment process.
- Long-term sickness – where this has been reported to the Centre Manager and medical evidence has been provided.

Appointments with a doctor, dentist etc. should be fitted into private study time or aftertimetabled hours unless an emergency.
Authorised absence **cannot be granted for the following** - these would be categorised as unauthorised:

- Driving learning session.
- Missing the bus.
- Routine appointments with their GP.
- Sleeping in.
- Holidays.
- Part-time or full-time employment which is not part of their programme of study.
- Birthdays or similar celebration.

APPENDIX C

At Risk Learners

At-risk learners may struggle with academic achievement and lag behind their grade-level peers in instruction. They may experience failure because of external factors beyond their control. Low socio-economic status, excessive absences, domestic violence, language barriers, and behavioral or mental health challenges may contribute to the learning deficits of at-risk learners. According to McMillan and Reed (1994), "At-risk students show persistent patterns of underachievement and of social maladjustment in school, leading to their failure to finish high school," (p. 137). Educators must identify the challenges at-risk students face and provide differentiated instructional strategies to help them experience academic success in the educational setting.

At LCG, learner support services will attempt to contact these learners and/or next of kin to establish what the barriers to learners are and what they require from us for them to return.
We need to establish a rapport with both learners and next of kin that will extend beyond this period of absence and let them know that we are here to support and guide them in the right direction if they need this support.

We need to ensure that they have the right levels of support, which may include financial support to enable them to overcome barriers that may be in place, to have realistic and hopeful pathways to completing their goals set out at induction.

Additional support in center, such as Tuition fund sessions may benefit At Risk learners, as these group sessions of no more than 5 learners will be able to differentiate content alongside peers on or near the same ability level.

At risk learners will be identified in a variety of ways.
Attendance patterns may flag the learner as At risk – dependent on the attendance policy.
Teaching staff may identify learners as At Risk and as such mark them accordingly on Pro Solution to highlight the need to engage in a different manner.

LCG has a variety of teaching strategies in place to ensure called the Purple Standards of Excellence. At Risk learners are given the correct levels of support to re-integrate them back into learning. The ongoing recording of what we have done to engage and support these learners will be utilising Pro Monitor to capture, 1-1 reviews, Attendance Monitoring Reviews, and enrichment activities for group sessions.

APPENDIX D

Non-Attendance Framework (0-28+ days)

Non - Attendance Monitoring Framework (0–28+ Days)

Using the Power BI reports Non Attendance , staff are able to track the learners attendance regularly. The report breaks non-attendance into risk categories, and each risk category has its own responsibility levels and interventions:

1. **0–7 Days Non-Attendance**

Stage: Early identification & prevention = Early Inclusion
When absence is spotted early, staff can quickly check in, understand barriers, and make reasonable adjustments. This helps learners feel seen, valued, and supported rather than overlooked.

Academy Manager Responsibilities
- Ensure registers are completed on time, with correct codes and follow up missing marks, which may impact on inaccurate reporting.

- Check the absence reports daily for their Academy.

- Check staff have made required contacts and recorded interventions on ProMonitor.

- Escalate any concerns of learners to SEND (EHCP) or safeguarding as appropriate.

Head of Department/ ROM Responsibilities
- Ensure tutors are following early-stage attendance expectations.

- Spot early patterns (whole-group or curriculum-related attendance dips).

- Support staff in addressing curriculum-related barriers.

SEND/ALS Team Responsibilities
- Daily Monitor EHCP learner absences.

- Contact Academy Manager to discuss possible early interventions where needed (if LSA are present support tweak, anxiety support, etc.).

2. **8–15 Days Non-Attendance**

Stage: Targeted problem solving & support plan creation
The focus at this stage is on needs assessment, conversation, and support plans.

Academy Manager Responsibilities
- Ensure registers are completed on time, with correct codes and follow up missing marks, which may impact on inaccurate reporting.

- Hold a structured welfare conversation with learner and ensure recorded on Pro Monitor and Action Plans created for a phased return if necessary.

- Adjust classroom strategies if needed (catch-up work, reduced sensory load, etc.).

- Coordinate with safeguarding where risk is increasing.

- Support arrangements for meetings with parents/carers.

- Coordinate multi-agency involvement, including SEND team where applicable for EHCP learners (e.g., Early Help).

Head of Department Responsibilities
- Ensure staff are completing all actions.

- Review whether timetable, teaching style, curriculum level, or exam pressure is contributing.

- Work with Academy Manager + SEND to plan curriculum adjustments where needed for EHCP learners.

SEND/ALS Team Responsibilities (EHCP Learners)
- Complete welfare check.

- Support Academy staff with strategies to adjust the EHCP provision delivery (e.g., mentoring, LSA hours, quieter learning spaces, phased returns).

- Inform Local Authority SEN Caseworker of attendance concerns.

- Add support notes to EHCP evidence log.

3. **16–27 Days Non-Attendance**

Stage: High risk of disengagement — multi-agency work required
At this stage, an added tier of support is added through Learner Support Attendance intervention. The Learner Support department involvement ensures that learners at risk of disengagement receive equitable opportunities to succeed.

Academy Manager Responsibilities
- Attend and contribute to the Formal Attendance Review Meeting.

- Ensure all contact attempts, interventions and safeguarding measures are recorded.

- Coordinate multi-agency involvement, including SEND team where applicable for EHCP learners (e.g., Early Help).

- Oversee reintegration strategies.

Head of Department Responsibilities
- Ensure the checks are carried out by staff.

- Review whether curriculum suitability or teaching factors are contributing to non-attendance.

- Approve curriculum flex (reduced timetable, blended learning).

- Ensure staff are following any Reintegration Plans consistently.

SEND/ALS Team Responsibilities (EHCP Learners)
- Trigger an emergency EHCP review (Appendix E) if attendance <50% or risk escalates.

- Work with LA SEN Officer to reassess provision.

- Document unmet needs or required adjustments.

- Provide or arrange specialist interventions (SEMH support, transport solutions, LSA consistency).

4. **28+ Days Non-Attendance**

Stage: Severe risk — statutory duties activated.
Even when a learner is at risk of leaving, the process maintains dignity and safety. This ensures no learner silently drops out without safeguarding consideration. It tries to avoid unnecessary withdrawal by offering final chances to reconnect. If we are able to provide careers advice, alternative pathways, and signposting, we can demonstrate to the learner that they still "belong" and have value, which reduces the emotional impact of withdrawal and maintains positive relationships.

Academy Manager Responsibilities
- Ensure we continue weekly contact with learner (or more frequently if instructed).

- Provide remote or alternative learning materials.

- Attend multi-agency review meetings.

- Support reintegration planning where appropriate.

- Lead crises review meetings with safeguarding, SEND & curriculum leads.

- Ensure no withdrawal is processed until all stages have been followed and documented, including an EHCP Emergency review (Appendix E).

- Oversee implementation of emergency reintegration or alternative provision.

Head of Department Responsibilities
- Approve curriculum-level alternative pathways or provision changes.

- Ensure that teaching staff have completed all required actions.

- Liaise with senior leaders if curriculum adjustments cannot meet needs.

SEND/ALS Team Responsibilities (EHCP Learners)
- Mandatory notification to the Local Authority SEN Team.

- Hold a full EHCP Review before any withdrawal consideration.

- Evidence attempts to deliver EHCP provision even during absence:

- - remote 1-1s
  - education packs
  - outreach teaching
  - alternative provision
- Support exploration of alternative placements if needed.

ILR Removal / Withdrawal Point

A learner with an EHCP must NOT be withdrawn from the ILR until:
- The Local Authority has completed an EHCP Review (emergency or scheduled) (Appendix E) and confirmed either:
  - special educational provision is no longer necessary,
  - the learner no longer wishes to engage, or
  - other statutory cessation conditions.

- A formal multi-agency decision confirms withdrawal is appropriate and alternative provision has been arranged.
- All requests for withdrawals will be completed by Academy staff.
- All requests will first go to SEND department for authorisation following the Emergency Reviews (Appendix E).
- Once approved they will pass to MIS authorising ILR withdrawal.
- Learner is officially withdrawn from ILR.

APPENDIX E

EHCP Emergency Review

An EHCP Emergency Review is a non-scheduled, rapid version of an EHCP Annual Review. It is requested when:

- A learner's needs escalate quickly (e.g., mental health crisis, safeguarding concerns).

- A learner's attendance drops severely — often used when a learner is attending less than 50% or has long-term non-attendance.

- The current EHCP no longer provides suitable support.

- The learner may require alternative provision, a change in placement, or additional support urgently.

It ensures the Local Authority (LA) formally reassesses whether:

- The EHCP provision is still appropriate.

- New provision is needed.

- The placement (school/college) is still suitable.

- Additional agencies should be involved.

- A move to alternative provision should be considered.

Why is it called "emergency"?

Because it must happen as soon as reasonably possible, not at the next annual review date.
The Local Authority is expected to:

- Convene a multi-agency meeting quickly.

- Examine evidence from school/college, parents and professionals.

- Decide whether the EHCP must be amended.

- Issue an amendment or decision notice promptly (usually within weeks rather than months)

Here are some examples of when an Emergency Review is triggered.

- 28+ days non-attendance with no improvement

- Attendance below 50% due to unmet need

- Sudden deterioration in mental health (e.g., acute anxiety, self-harm concerns)

- A major safeguarding incident

- The current placement becomes unsuitable.

- Rapid changes in medical or care needs

In our policy and process documented here, the Emergency Review should be triggered at the 16–27 day non-attendance stage, specifically where an EHCP learner's attendance falls below 50% or risk escalates.

This ensures:

- The Local Authority is formally aware of the attendance crisis.

- The college has fulfilled its statutory obligation.

- A learner cannot be withdrawn from the ILR without LA involvement.

- All agencies contribute to a reintegration or alternative provision plan.

What happens during the review?

A typical emergency review includes:

- Discussion of current attendance, barriers, and risks
- Review of current EHCP Section B (needs) and Section F (provision)
- Assessment of whether provision is still suitable.
- Possible recommendations for:

  - Increased 1:1 support.

  - Reduced or flexible timetable

  - Specialist SEMH or therapeutic input

  - Transport changes

  - Referral to medical/alternative provision

  - Placement change (in extreme cases)

A LA Caseworker must attend and a formal report and decision notice follow.

RELATED POLICIES

Group 8

Learner Behaviour Policy