



ATTENDANCE POLICY

2025-2026

Reviewed: April 2025
Next Review due: April 2026
Approved by the Senior Leadership Team

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Purpose

This policy outlines the expectations for attendance at Bespoke Mentoring and Training Services Limited, which provides tailored educational and mentoring support for learners aged 6-25 with Special Educational Needs (SEN) and Social, Emotional, and Mental Health (SEMH) needs. It ensures consistent attendance to maximise learner progress and well-being while detailing actions for non-attendance or failure to arrive.

Attendance Expectations

1. **Regular Attendance:** Learners are expected to attend all scheduled sessions as outlined in their individualised learning plans. Regular attendance is critical for academic progress, skill development, and emotional well-being.
2. **Punctuality:** Learners must arrive on time for sessions to ensure full participation and minimize disruption.
3. **Notification of Absence:** Parents/guardians or learners (if over 18) must notify the provision by 8:30 AM on the day of an absence via phone, email, or the designated communication platform, providing a reason for the absence.
4. **Medical or SEN/SEMH Considerations:** Absences due to medical appointments or SEN/SEMH-related challenges must be communicated in advance where possible, with supporting documentation if requested.

5. **Authorised Absences:** Absences may be authorised for reasons such as medical appointments, religious observances, or exceptional circumstances, subject to approval by the provision's leadership team.

Procedures for Non-Attendance or Failure to Arrive

To address non-attendance or failure to arrive, Bespoke Mentoring and Training Services Limited will follow a supportive, staged approach, recognising the unique needs of learners with SEN and SEMH.

Stage 1: Initial Non-Attendance or Failure to Arrive

- **Immediate Action:** If a learner does not arrive for a session without prior notification, staff will:
 - Contact the learner and/or their parent/guardian within 30 minutes of the session start time using the primary contact details provided.
 - Record the absence in the attendance register with details of the attempted contact.
- **Follow-Up:** If no response is received by the end of the session:
 - A second attempt to contact will be made via an alternative method (e.g., email or secondary contact).
 - Staff will assess whether the absence may relate to SEN/SEMH needs and document any relevant observations.

Stage 2: Repeated Non-Attendance (2-3 Instances in a 4-Week Period)

- **Parental/Learner Meeting:** A meeting will be arranged with the learner, their parent/guardian (if applicable), and the learner's key worker to:
 - Discuss barriers to attendance, including SEN/SEMH-related challenges.
 - Review the learner's individualized learning plan and make adjustments if necessary (e.g., session timing, format, or additional support).
 - Set clear attendance expectations and agree on a support plan.
- **Support Measures:** Additional interventions may include:
 - Tailored SEMH support (e.g., counseling or mentoring sessions).
 - Liaison with external agencies (e.g., social services, CAMHS) if appropriate.
 - Temporary adjustments to session schedules to accommodate learner needs.
- **Written Notification:** A letter or email summarising the meeting, agreed actions, and the importance of attendance will be sent to the learner and/or parent/guardian.

Stage 3: Persistent Non-Attendance (4+ Instances or No Improvement After Stage 2)

- **Formal Review:** A formal review meeting will be convened with the learner, parent/guardian, key worker, and a senior staff member to:
 - Evaluate the effectiveness of previous interventions.
 - Identify any additional barriers, including potential safeguarding concerns.

- Consider escalation to external agencies (e.g., local authority, social services) if attendance does not improve.
- **Action Plan:** A formal action plan will be developed, which may include:
 - Increased monitoring of attendance and progress.
 - Referral to external support services for SEN/SEMH needs.
 - A fixed-term attendance contract outlining specific expectations and consequences.
- **Documentation:** All actions and communications will be documented, and a formal letter outlining the action plan and potential consequences of continued non-attendance will be issued.

Stage 4: Ongoing Non-Compliance

- **Escalation:** If non-attendance persists despite interventions:
 - The case will be referred to the local authority's education or inclusion team for further action, as required under statutory attendance regulations.
 - For learners under 18, safeguarding concerns may be escalated to social services if non-attendance indicates risk.
 - For learners over 18, continued non-attendance may result in a review of their place in the provision, with potential withdrawal of services if engagement cannot be re-established.
- **Withdrawal of Services:** As a last resort, and after consultation with all relevant parties, the provision may withdraw services if the learner's non-attendance significantly undermines their progress and engagement. This will be communicated in writing, with clear reasons provided.

Safeguarding Considerations

- **Welfare Checks:** If a learner fails to attend and cannot be contacted, staff will follow safeguarding protocols, which may include contacting emergency contacts or local authorities to ensure the learner's safety.
- **SEN/SEMH Sensitivity:** All actions will consider the learner's specific needs, ensuring interventions are proportionate and supportive rather than punitive.

Monitoring and Review

- **Attendance Tracking:** Attendance will be monitored daily and reviewed weekly by the learner's key worker. Monthly reports will be shared with the leadership team to identify patterns and inform interventions.
- **Policy Review:** This policy will be reviewed annually or as needed to ensure it meets the needs of learners and complies with relevant legislation.

Contact Information

For absence notifications or attendance concerns, please contact:

- **Phone:** 07840 459016
- **Email:** laura.davis@bespokementoring.org

- **Office Hours:** Monday–Friday, 9:00 AM–5:00 PM
- **Address:** Bespoke Mentoring and Training Services, Regents Walk, Newerne Street, Lydney, Gloucester, GL15 5RF.

Legal Compliance

This policy aligns with the Department for Education’s guidance on school attendance and the Education Act 1996, adapted to the context of alternative provision for learners with SEN and SEMH needs.

Approval

This policy was approved by the Senior Leadership Team on April 28, 2025, and is effective immediately.

