

## Post-16 Attendance Policy for managing the attendance and absence of students

This document is informed by:

Education and Skills Act 2008 (ESA 2008)  
 Education & Skills Funding Agency Regulations (EFA)  
 The Education Act 1996, 2002 & 2011,  
 DfE Working Together to Improve School Attendance Statutory Guidance August 2024,  
 Working Together to Safeguard Children Guidance,  
 The School Attendance (Pupil Registration) (England) Regulations 2024  
 The Education (School Day and School Year) (England) Regulations 1999,  
 The Education and Inspections Act 2006,  
 Children Act 1989 & 2004,  
 Keeping Children Safe in Education Statutory Guidance (KCSiE),  
 Regional Local Authority Early Help Pathways,  
 Meridian Trust Behaviour and Safeguarding Policies.  
 DfE Supporting Pupils at school with Medical Conditions Guidance  
 DfE Supporting Students with Health Needs Who Cannot Attend School Guidance  
 Meridian Trust Supporting Pupils with Medical Conditions Policy  
 Meridian Trust Supporting Students with Health Needs Who Cannot Attend School Policy  
 Meridian Guidance for Reasonable Adjustments and Timetables  
 DfE Guidance Summary of responsibilities where a mental health issue is affecting attendance (Feb 2023)

### Document Control

<b>Version Number:</b>	1
<b>Applicable To:</b>	All Academies with Post 16 Provision
<b>Committee:</b>	Valuing Students
<b>Approved By Principals in:</b>	
<b>Review Cycle:</b>	Every 2 years
<b>Date of Next Review:</b>	September 2026

### Revisions

Version	Page/Para No.	Description of Change	Approved On

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## 1) Introduction and Legal Duties in respect of this policy:

- a) Under Part 1 of Education and Skills Act 2008 (ESA 2008) young people aged 16 and 17, who have not attained sufficient level 3 qualifications, are under a duty to continue in education or training until the young person's 18th birthday. The statutory duty does not extend until the end of the academic year in which the young person turns 18 however, they should be encouraged to complete the education or training they are undertaking beyond their 18th birthday.
- b) Under the ESA 2008 there are statutory duties for all local authorities, schools, academies, post-16 & college provisions to promote participation in education and training to enable young people to meet their duty to participate. Part 1, Chapter 2(10) & (11) of that Act specifically places a duty on education providers to promote good attendance.
- c) Under Part 1, Chapter 2(13) of the ESA 2008 education providers have a duty to inform their local authority (LA) when a young person is no longer participating, for example they have dropped out or been permanently excluded. The LA have a duty to keep a **NEET** (Not in Education, Employment or Training) register of students who are not participating and work with them to re-engage them.
- b) Under section 175 Education Act 2002, education providers also have **safeguarding** duties to keep all enrolled students safe and investigate any unexplained absences as absence from school is a safeguarding concern - **The student's welfare is always paramount.**
- c) As per DfE Working Together to Improve Attendance Statutory Guidance the Trust supports its academies to set high expectations for all students whilst ensuring adaptations are made for individual students by recognising that absence is a symptom and improving it is linked to the student's overall welfare.
- d) We recognise the importance of attendance and punctuality in enabling students to achieve their maximum educational potential, helping them to participate in the life of the academy that they are enrolled in, their post-16 provision, as well as their local community. This supports students to have optimum life chances when entering adulthood as high attainment depends on good attendance.
- e) We understand that absence can be linked to several factors, including but not limited to, trauma, physical and mental health, socio-economic circumstances and learning needs, therefore we will work to provide an environment in which all our students feel safe, are eager to learn and look forward to coming to school every day.
- b) The trust ensures that school leaders fulfil their expectations and **statutory duties**, ensuring that all academy staff receive adequate **training** on attendance. All Meridian Trust academies have access to trust level attendance support guidance and can discuss concerns with the Trust Attendance Welfare Leader.
- c) All academies regularly review and use attendance data to identify trends and comparisons to local and national data to inform discussion and challenge at academy level data to help improvement efforts. Absence from post-16 education is frequently monitored, explored, and supported, making reasonable adjustments where required. The Meridian Trust Post-16 Attendance Support Procedures (Annex A of this policy) will be used along with guidance from senior and specialist leaders.
- f) We believe this policy helps us all to keep students safe, healthy, and able to participate in their education and community, in turn supporting learning, achievement and transition to become successful adults.
- g) Under the Education & Skills Funding Agency Regulations education providers must provide a minimum full-time provision of at least 540hrs of planned learning (both qualification and non-qualification hours) per year; this equates to approx. 14 hours per week over 38 weeks. The attendance register is used to prove this duty is being upheld. Activities such as work experience, or tutorials can be included within these hours.
- h) Each Meridian Trust academy has a member of the Senior Leadership Team responsible for promoting good attendance as the academies **Senior Attendance Champion** in line with statutory guidance. Please refer to Annex D of the main Meridian Attendance Policy for contact details.

## 2) Core Expectations for Students, Parents/Carers and Academy Staff Members:

The trust expects the following to be upheld to maintain the above duties:

- i) All staff (teaching & support) to have a key role in supporting and promoting excellent attendance in an environment where all enrolled students are eager to learn, feel valued and look forward to coming to school daily. Staff also have a responsibility to set a good example in matters relating to their own attendance and punctuality.

- ii) Post-16 Provisions will be welcoming and caring environments where students feel safe, secure and valued as part of each academy's **whole school culture**, with a commitment to supporting students' wellbeing as well as learning, to be 'whole child' centered when proactively managing and improving attendance across the school community, which consistently promotes the benefits of good attendance.
- iii) We will build strong relationships with families to enable barriers to education to be removed and work collaboratively with students, their families, local authorities, health, and other local partners to support effective communication to prevent students becoming persistently absent. This may be via conversations, emails, letters, meetings and/or other interventions, including but not limited to, the early help pathways available within each academy's respective Local Authority.
- iv) Appropriate systems of **recognition** and **encouragement** to recognise the effort students make in achieving good attendance and punctuality.
- v) Post-16 students who have chosen to enroll into the provision, should demonstrate their dedication to the intensive courses they have committed to. This means taking responsibility for their learning within timetabled lessons as well as independent study during non-contact periods, and part of this dedication is good attendance and punctuality, which are important life skills for the future.
- vi) Post-16 students to aspire to achieve 100% attendance with a minimum of 96%, of their expected/agreed timetable, with absence only being for **exceptional** reasons. All absence affects the pattern of learning and relationships within school; both with staff and peers. As absence disrupts teaching routines, it may also affect the learning of others in the same class.
- vii) All Persistent (more than 10% absence or 10 sessions of absence in 10 weeks) and Severe (more than 50%) absence will be taken seriously and will cause discussion, actions, and consequences.

### 3) Definition of a 'Parent/Carer':

The term 'Parent/Carer' is used to address those with responsibilities for children and young people under the age of 18. For the purposes of education, 'Parents' are determined as per Section 576 of the Education Act 1996 which defines a parent as:

- *the natural parents of a child, whether they are married or not;*
- *anyone who although not a natural parent, has parental responsibility for a child;*
- *any person who has care of a child or young person i.e., lives with and looks after the child.*

### 4) Registration & Punctuality

- a) All Post-16 provisions will keep registers in accordance with government statutory regulations and Education Funding Agreements by taking an official register twice during the academy day (as morning and afternoon sessions vary, please see each academy website for detailed registration times). Post-16 student registration may be within a tutor or lesson time and the coding used to identify the type of absence will be used as per compulsory school age students i.e. authorised and unauthorised differentiation as this helps us to identify students of concern and enable conversations to happen to support them (see section 5 of this policy for definitions of absence).
- b) All Post-16 students will be expected to attend tutor time unless an individual or group alternative is agreed/arranged.
- c) Poor punctuality is not acceptable. Students arriving within the registration period (max 30 mins of the register opening) will be deemed as '**late**' and therefore will be coded as '**L**' on the register; a consequence such as detention, may be used.
- d) Students arriving after the register closes without a verified reason will be marked as '**unauthorised late**' and coded as '**U**'. A '**U code**' means absent for the whole session due to missing the legal registration period; continued U code absences will be treated as persistent absence and lead to consequences as per section 8 of this policy. If the reason for the lateness is acceptable, the code used will be an authorised absence code, which also gives the student a whole session of absence statistically.
- e) The Student or Parents/carers should **notify** the Post-16 Provision of absence, on every morning of absence, giving the reason. If **no contact** is received, for the purposes of keeping the child safe, it must be assumed that the child is on their way to school and if they do not arrive, the absence will be **followed up** by 9.30am. This may be by telephone, email, or text.
- f) When a student is absent, if the absence highlights a **concern**, due to reason given, frequency or pattern of absence, or no contact received, we will assess if another action is required e.g., a conversation, a home visit, an email, or letter to advise of the concern and offer support or a meeting

may be arranged. If contact is **not achieved** at any point between day 1 and 5 of absence, a 'Safe and Well Home Visit' will be made.

## 5) **Unplanned Absence and Definitions/Types of Absence:**

- a) Every half-day = one session. One whole day = two sessions. It is the Post-16 provision (not the student or parents/carers) that decides whether an absence from school is recorded as AUTHORISED or UNAUTHORISED. Therefore, information about the cause of absence is always required, preferably in writing with supportive information whenever possible at student/parents/carers cost.
- a) **Authorised** absence may be for illness, medical/dental appointments (which unavoidably fall within the school day), emergencies or other short exceptional cause/circumstance that is unavoidable and the Headteacher/Principal agrees the absence is necessary. It is the Headteacher/Principal who decides if an absence should be authorised as per the DfE Guidance.
- Where possible, parents' sharing supportive information with the school is beneficial to working together to ensure absence is recorded accurately and support can be put into place quickly where needed.
  - Although reasons given for absence will be recorded, the absence **may** not be authorised if the reason is not deemed appropriate, reasonable, or if there are ongoing attendance concerns.
  - A 'concern' may be where absences are **frequent**, or have a pattern, thus giving the academy reason to fulfil their **duty to explore** and subsequently support or challenge.
  - 'Exceptional Circumstances' are not specified by the Government therefore Headteachers/Principals will decide based on the information and/or evidence provided by parents/carers, ensuring they consider each individual request and are consistent with their decisions across all applications for leave within *their* academy. See Section 7) d) of this policy for more information on requesting leave of absence.
- b) **Unauthorised** absence is where the Headteacher/Principal or their designated staff members do **not** consider it reasonable to be absent due to the reason given, or overall level of concern, and/or for which no "Term Time Absence Request" has been received.
- The above includes but is not limited to: parents/carers keeping children off school unnecessarily e.g., looking after other children, birthdays, shopping trips, truancy before or during the school day, unexplained absences, late arrival at school after registration has closed, holidays, cheaper holidays/flights, visiting family or friends, unagreed leave, family wedding of more than 1 day, or absence that has no exceptional cause evident, medical treatment overseas (unless it was an emergency treatment whilst abroad as part of a pre-authorised absence).
  - Unauthorised absence** can lead to the academy several consequences as detailed in Section 8 of this policy.
- b) **Persistent Absence (PA)** is where a student misses **10%** or more of their education within a specific timeframe or overall (e.g., whole academic year, a term, or for a minimum 10-week period) for whatever reason (authorised or unauthorised).
- c) **Severe Absence (SA)** is where a student misses **50%** or more of their education within a specific timeframe or overall. Persistent & Severe absence is likely to be detrimental to the student's educational prospects and is viewed as failing to adhere to the provisions acceptable behaviour guidelines and can lead to permanent exclusion.
- d) Persistent and Severe absence from school is considered a **safeguarding** concern.
- e) **Supportive Information** (which could be a form of medical evidence if health related) will be requested where a student's level of attendance becomes a concern, and absences may not be authorised without it. This will lead to unauthorised absence being recorded. Provision of supportive information will be at the student or parents/carers own cost.

## 6) **Independent Study and Requirements for Arriving/Leaving the Academy Site Outside of Normal Start/finish Times:**

- a) All post-16 students are expected to complete the full day on site at/within the academy, irrespective of whether actual lessons or learning hours are timetabled, unless it has been agreed/authorised by a senior leader to deviate from this expectation. Any deviation would be based the following:

- i) Independent study is an important part of post-16 learning as it increases a student's independence, research skills, planning and resilience. If students are granted the privilege of studying at home, they are expected to be committed to spending their time effectively.
- ii) This privilege may be withdrawn resulting in the student reverting to working on-site if the following expectations are not met:
  - Acceptable attendance and/or punctuality
  - Excellent behaviour
  - Expected progress in subjects
  - Subject work commitments fulfilled
- b) It is a legal **safeguarding** requirement that we always know who is on site. Students **must** sign in if they are late and sign out if leaving the building throughout the day e.g. to leave the site for lunch, an appointment or for home study.
- c) Where a student is given permission to complete their Independent Study Session off-site or is not expected to attend or study due to no timetable provision for that session (as minimum learning hours have been met) the session will be recorded as 'non-compulsory not expected to attend' (**X** code).

#### 7) Requests for Exceptional Leave of Absence During Term Time:

- a) Absence during term time is actively **discouraged** as each student should attend all sessions regularly and punctually to avoid disruption and maximise their educational achievement. Where planned absence is required, parents/carers must complete a **Post-16 Term Time Exceptional Absence Request Form** (see Annex B) **in advance** of the absence taking place (we ask that this is at least three weeks prior wherever possible, to enable the request to be considered and responded to).
- b) If absence is not requested in advance, the absence **will not** be subsequently authorised, unless information provided later demonstrates the absence has been coded incorrectly.
- c) Parents must detail and demonstrate what is **exceptional** about the request, at the time of requesting the request, or if subsequently requested by the academy. Forms are available from the academy website Post-16 section or the Post-16 office.
- d) The Post-16 Provision will have a designated/authorised senior leader identified to determine whether the request for leave meets "**exceptional circumstances**" criteria which may include: Driving Test (practical and theory, Bereavement, Emergency Clinical Visits, Hospital Appointments, Planned Illness e.g. planned recuperation following an accident or medical procedure, Orthodontist appointments, Religious Observance, Apprenticeship/University/Post-18 employment job interviews,. Parent/carers may receive a telephone call or be requested to attend a meeting to discuss the request in more detail.
- e) Where the leave of absence request, or part thereof is authorised, parents/carers will be notified in writing detailing any restrictions set e.g. adhering to the dates requested. If restrictions are not adhered to, the leave will revert to unauthorised. The absence will be recorded as an '**C**' code on the register.
- f) Where leave of absence is unauthorised, parents/carers will be notified in writing. The absence will be recorded as a '**G**' code on the register.
- g) Where an absence is **suspected** of being for the purposes of leave and a request has not been made, it is the parents/carers responsibility to disprove the suspicion by providing evidence that the absence was for an alternative exceptional reason. The absence will be recorded as unauthorised.
- h) Where leave of absence is stated as '**for the purpose of religious observance**' each post-16 provision will follow the statutory guidance which allows **an individual day**, that has been exclusively set aside **by a religious body**. We would normally expect this to be a day the parent would also be expected to be away from their employment. We will allow a maximum of three single day events within an academic year. Please note, evidence from the religious body may be required.

#### 8) Trust Post-16 Attendance Support Procedures – Support and Addressing Concerns re Attendance and Engagement with Learning (see Annex A for Visual Demonstration):

- a) The trust procedures are based on a **relational** approach, of communication, discussion and **support** in the first instance. It uses a 'staged' escalation from Stage 1 to 5 consisting of:
  - i) Daily absence identification and support
  - ii) Identification of concerns and support/reasonable adjustments
  - iii) Interventions and meetings

- iv) Escalation to warnings
  - v) Consequences.
- b) Support is accessed via internal resources within the academy and external resources from Charities, External Agencies, Health Professionals, LA Early Help Pathways, by completing an Early Help Assessment (EHA). The EHA process assists in the assessment of need, to enable appropriate support to be considered, given, or referrals to be made. Each academy will assist parents and students in the removal of any barriers preventing regular attendance by offering support in respect of safeguarding, attendance, SEND, behaviour, and welfare within all the above processes.
- c) If concerns continue, and the support fails to improve the situation, more formalised support, meetings and warnings will take place prior to considering any permanent action e.g. permanent exclusion. It is important that we all work together to avoid this escalation.

## 9) Deletions from Register:

- a) Under Section 9(3) of The School Attendance (Pupil Registration) (England) Regulations 2024, the following are prescribed as the grounds on which the name of a pupil **not of compulsory school age** can be deleted from the admission register;
- (a) the pupil is not a boarder, and the proprietor does not have reasonable grounds to believe that they will attend the school again;*
  - (b) the pupil is a boarder and has ceased to be a pupil at the school;*
  - (c) the pupil has been continuously absent from the school for at least twenty school days and—*
    - (i) the pupil was not absent with leave at any point during that period;*
    - (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or an unavoidable cause; and*
    - (iii) the proprietor has made reasonable efforts to find out the pupil's location and circumstances but—*
      - (aa) has not succeeded; or*
      - (bb) has succeeded and has no reasonable grounds to believe that the pupil will attend the school again;*
  - (d) the pupil has died; or*
  - (e) the pupil has been permanently excluded from the school.*
- b) Where a student has chosen to leave the provision or is removed from the register for any other reason detailed above, a **NEET referral** will be made to the Local Authority under the duty described in Section 1(c) of this policy.

By following this policy, Meridian Trust Post-16 Provisions will be demonstrating their duty to **promote** working in partnership with parents/carers, students, and other agencies to promote maximum attendance to secure successful outcomes for students to fulfil their duty to participate in their education.

### Attendance Policy Supporting Documents in relation to individual academies

Annexes are subject to change without official ratification of the whole policy as they will need to be altered locally to link with each Local Authority as appropriate:

<b>Annex A</b>	Trust Post-16 Attendance Support Procedures
<b>Annex B</b>	Post-16 Exceptional Term Time Absence Request Form
<b>Annex C</b>	Post-16 Student Admission Agreement (Learning & Attendance)

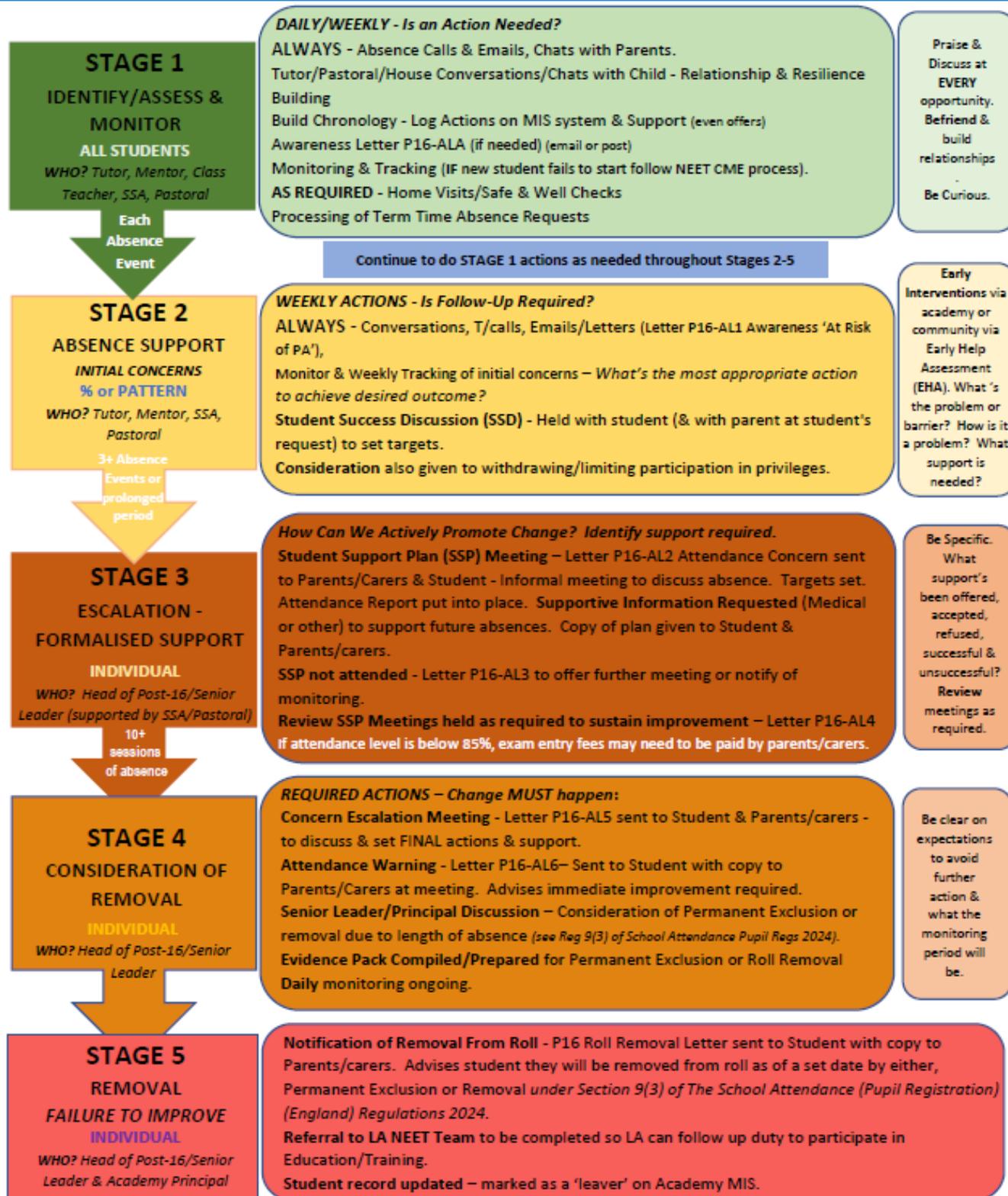
# ANNEX A - TRUST POST-16 ATTENDANCE SUPPORT PROCEDURES

## POST 16 SUMMARY OF ATTENDANCE SUPPORT PROCEDURES (STAGES 1-5)



The trust procedures are based on a *relational needs-led approach* focused on communication, discussion & support using early help pathways with a 'staged' process to identify concerns & take action to prevent escalation.

Attendance % is used as a **guide**, there needs to be a specific **TRIGGER** to justify an action e.g., the frequency or reasons etc. Each **ACTION** should be done **ASAP** after the trigger then, **MONITOR** & decide next action **weekly/fortnightly**.



## ANNEX B – POST-16 EXCEPTIONAL TERM TIME ABSENCE REQUEST FORM

 <b>Meridian Trust</b>	<b>Post-16 Term Time Exceptional Absence Request Form</b>
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<b>Student's Name:</b> One form per student		<b>Date of Birth:</b>	
<b>Class/House/Tutor Group:</b>		<b>Year Group:</b>	
<small>A Parent/carer is defined under Section 576 of the Education Act 1996 as: the natural parent of a child, whether they are married or not; anyone who although not a natural parent, has parental responsibility (PR) for a child; any person who has care of a child or young person i.e. lives with and looks after the child (e.g. partner, step-parent, sibling over the age of 18 or grandparent).</small>			
<b>Parent(s)/Carer(s) &amp; Adults Living with Child:</b>	<b>Parent/Carer 1</b> Tick here <input type="checkbox"/> if you have PR as above	<b>Parent/Carer 2/Adult Living with Child</b> Tick here <input type="checkbox"/> if you have PR as above	
<b>Surname:</b>			
<b>First Name:</b>			
<b>1<sup>st</sup> Line of Address &amp; Postcode:</b>			
<b>Telephone contact No's:</b>			
<b>Email Address Confirmation:</b>			
<b>Written language:</b> (if not English)			
<b>Sibling(s) Name(s) (or other children in same household) &amp; Year Group(s), House, Form/Class &amp; School(s):</b>			

<b>First date of absence:</b>		<b>Last date of absence:</b>	
<b>Please confirm the date your child will physically be back in school:</b>			
<b>Purpose of Absence</b> – Please ensure you detail <u>specific reasons</u> for the absence and what is exceptional about the circumstance. You may also attach a longer explanation if you wish.  Please <u>attach any evidence or supportive information</u> that demonstrates why the absence is exceptional, especially why the absence cannot be taken during a school holiday period during the year.  NB. Types of evidence can include, booking details, flight documents, booking cancellation details to show absence could not be avoided, invitations, certificates, appointment letters etc.			

**BEFORE SUBMITTING THIS REQUEST, PLEASE READ THE FOLLOWING TO ENSURE YOU ARE MAKING AN INFORMED DECISION/CHOICE:**

### PRE-REQUEST INFORMATION:

Please ensure you submit this request in **ADVANCE** of your child being absent from school as the statutory DfE Guidance states for absence to be authorised, it **MUST** be requested in advance. We ask for 3 weeks' notice for admin and discussion wherever possible. Decisions will be notified in writing. You may be asked to supply further information or attend a meeting to discuss your request.

**IMPORTANT:** If the absence request is not deemed exceptional circumstances, the absence will be refused and recorded on the student's record as unauthorised. Continued unauthorised absences can lead to behaviour and attendance consequences being imposed and potentially the loss of the post-16 place at the provision as per the Meridian Post-16 Attendance Policy which is followed by each Post-16 provision in the trust and can be found on the website.

1. The expectation is that all students aspire to achieve 100% attendance at school, with a minimum of 96% unless there are exceptional reasons for absence, which would then be authorised. Evidence may be requested to prove exceptional circumstances.

2. Attendance in Post-16 is vital for educational progress and absence during term time is strongly discouraged. There is **no entitlement** to have leave of absence during term time.
3. All adults involved with a young persons' care and education have a duty to ensure they promote the participation in education beyond compulsory school age from 16-19 years.
4. A Parent/carer is defined under Section 576 of the Education Act 1996 as: the natural parent of a child, whether they are married or not; anyone who although not a natural parent, has parental responsibility for a child; any person who has care of a child or young person i.e. lives with and looks after the child (e.g. partner, step-parent, sibling over the age of 18 or grandparent).
5. All requests will be considered on an individual basis and must be received in advance of travel (we request a minimum of **3 weeks** where possible) to allow for administering the request. Details of other school age siblings and where they attend school should be provided as we are required to liaise with sibling schools.
6. If the period of absence requested is authorised, the requested dates **must** be adhered to. Failure to travel and return on the requested dates, causing additional absences to be recorded as unauthorised.
7. If absence is not requested in **advance** and it is suspected that absence from school is due to unauthorised reasons e.g., holiday, recreation or leisure, you will be required to provide evidence to prove the absence was for legitimate authorised reasons.
8. If absence continues for more than 20 days or 10 days past the agreed return date, the place at Post-16 provision may be withdrawn and a referral to the Local Authority will be made.
9. All students must ensure they catch up on all lesson & coursework if they have a period of absence.
10. Please be aware that continued absence may place your child's Post-16 place in jeopardy and behaviour/attendance consequences may be used.

**DECLARATION:**

I/We have read all the Pre-Request Information and understand that the absence may not be agreed which may cause further discussions and actions to be taken.

*All parents/carers & adults living with the child must sign below:*

Signed:		Date:	
Signed:		Date:	

**To be completed by the academy/school:**

Date Received by School:		Request received in advance of travel? (Ideally 3 weeks')	Yes / No	Number of school days requested:		Current Attendance:	
Last year's attendance (if relevant e.g., Autumn)		Conversation or Meeting required to discuss reasons/gain more info?	Yes / No	Date additional evidence to be received by: (if appropriate)			
Specific Reason for Decision:				Decision:	AGREED / REFUSED		
Date decision letter posted to each parent/carer:				Date Email Copy Sent: (if sent)			
Principal/Headteacher Signature:				Date:			
Leave Taken:	Yes / No	Absence (G/C) & Reason noted on Student MIS Record:	Yes / No	Return Date Diarised: (to consider next action e.g., PN, Monitor etc.)		Yes / No	

**POST-16 STUDENT ADMISSION AGREEMENT (Learning & Attendance)**

Student Name: .....  
Date Commenced in Post-16: .....

**I understand and agree my responsibilities to ensure the following expectations are met:**

- To fulfil my legal duty to participate in education or training by attending every day, on time and am prepared for my learning.
- To attend registration/tutor sessions (unless formally agreed otherwise) and contribute to tutor session activities.
- To sign in and out of the site if I arrive after registration time or leave before the end of the school day.
- To inform a member of the Post-16/Pastoral team if there is a problem which may prevent me from attending the provision or lessons.
- Make every effort to arrange medical appointments outside of academy learning hours.
- Complete a Post-16 Term Time Absence Request Form if I need to arrange an absence from my learning; and I understand only exceptional reasons will be authorised.
- To provide supportive information for absences in conjunction with my parent(s)/carer(s), e.g., confirmation of information, appointment card/screenshot, letters etc.
- To not enter part-time employment that will interfere with Post-16 attendance or study time.
- To attend and participate in meetings to discuss concerns if they arise.

Signed: ..... Dated: .....

Parent Name(s): .....

**I/We understand and agree my/our responsibilities as the parents/carers of the above-named student:**

- To support and encourage my child to fulfil their legal duty to participate in education or training, ensuring they attend school regularly, on time and are prepared for learning.
- To ensure I have contacted the academy on the first day of their absence and then on all subsequent days. I understand that this responsibility may be passed on to my child once they are 18 years old; if in the first instance, my child has notified the provision, I will ensure I make a follow up call to discuss any concerns it may have caused or support that may be required.
- To ensure absence during term time is not taken unless it is for exceptional circumstances.
- To communicate promptly with a member of the Post-16/Pastoral team if there is a problem which may prevent my child from attending.
- To attend meetings to discuss concerns if they arise.

Signed: ..... Dated: .....

Signed: ..... Dated: .....

**What parents/carers and students can expect from the Post-16 Provision/Academy:**

- A high quality Post-16 education in a safe, helpful, welcoming environment which encourages students to learn and behave to the best of their ability and support them to fulfil their legal duty to participate in education or training.
- Promotion of excellent attendance and punctuality with robust regular monitoring of attendance and progress.
- Prompt action, support and challenge for absences and/or progress where concerns become apparent.
- Regular communication with parents/carers and students.