



## Admissions & Attendance Policy

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1	Zena Hardy	September 2025	September 2026

## Policy Statement

We Believe You Achieve is committed to ensuring that all learners have equitable access to high quality mentoring and alternative education. Our admissions and attendance procedures aim to support young people who may have experienced barriers to learning in mainstream education by providing a structured, safe, and nurturing environment in which they can re-engage, develop, and thrive.

This policy sets out the processes for admitting learners and maintaining regular attendance in line with statutory guidance, local authority expectations, and our organisational values.

## Aims

The aims of this policy are to:

- Provide a clear and transparent admissions process for schools, local authorities, parents/carers, and learners.
- Ensure placements are appropriate to the learner's needs and our capacity to support them.
- Promote and monitor regular attendance to maximise learner outcomes.
- Set out the procedures for managing non-attendance or poor punctuality in a fair and supportive manner.
- Maintain accurate records in line with safeguarding and data protection requirements.

## Scope

This policy applies to:

- All learners referred to We Believe You Achieve by local authorities, schools, parents/carers, or external agencies.
- All staff involved in the admissions, enrolment, and attendance monitoring processes.
- All programmes delivered on-site and off-site through our provision.

## Admissions Process

### Referral

Referrals may be made by:

- Local Authority Inclusion or Exclusions Teams
- Schools seeking part-time alternative provision

- Parents/carers of school-age children (e.g. school refusers or EHE learners)
- Other agencies working with young people

**Referrals must be submitted using our Referral Form**, with supporting information such as:

- Learner profile and background information
- Education, Health & Care Plan (EHCP) if applicable
- Behaviour and attendance history
- Safeguarding information (CP, CIN, or Early Help status)
- Risk assessments or relevant reports

#### Initial Review and Suitability

Upon receipt of a referral:

- The Director (or delegated staff member) will review the documentation to assess suitability.
- A risk assessment will be undertaken to ensure we can safely meet the learner's needs.
- Where necessary, discussions will take place with the referring agency to clarify information.
- If the referral is accepted, an initial induction meeting will be arranged with the learner, parent/carer, and referring agency.

#### Induction

The induction meeting will:

- Introduce the learner and parent/carer to the provision and staff.
- Outline expectations around behaviour, attendance, and engagement.
- Agree an initial timetable and start date.
- Share key policies and sign the Learner Behaviour & Conduct Agreement.
- Gather baseline information to support planning (e.g. learning levels, interests, support needs).

A placement start date will then be confirmed in writing.

### Attendance Expectations

#### General Expectations

- Learners are expected to attend all scheduled sessions punctually and fully engage in their programmes.

- Our provision is part time, but attendance is monitored with the same rigour as a school.
- Registers are taken at the start of each session and attendance is recorded daily.

## Authorised and Unauthorised Absence

### **Authorised Absences include:**

- Medical appointments (with evidence where possible)
- Illness (reported by parent/carer before the session starts)
- Religious observance
- Exceptional family circumstances approved in advance

### **Unauthorised Absences include:**

- Absence without explanation or parental notification
- Persistent lateness without valid reason
- Holidays during term time not agreed in advance

## Reporting Absence

Parents/carers must notify the provision by telephone or email before 8am on the day of absence, giving the reason and expected duration. Where no contact is received, staff will attempt to contact parents/carers and may escalate concerns to the DSL if safeguarding issues arise.

## Monitoring and Follow-Up

- Attendance is monitored daily and reviewed weekly.
- Patterns of absence or punctuality concerns are addressed promptly with parents/carers and, where relevant, the referring agency.
- Persistent non-attendance will trigger an attendance review meeting with parents/carers, the learner, and referrer.
- Where concerns remain, a placement review may be initiated and referrals made to the appropriate Local Authority team in line with statutory guidance.

## Safeguarding and Attendance

Poor or irregular attendance may indicate underlying safeguarding concerns. All unexplained or repeated absences are recorded on the Safeguarding Incident Form and reviewed by the DSL/Deputy DSL. Non-attendance is managed in accordance with KCSIE, Working Together to Safeguard Children, and local safeguarding procedures.

## Data Protection

All information collected during the admissions and attendance process is stored securely and processed in accordance with the Data Protection Policy, UK GDPR and the Data Protection Act 2018.

## Roles and Responsibilities

- **Director** – oversees admissions decisions and attendance processes.
- **DSL/Deputy DSL** – monitors attendance for safeguarding concerns.
- **Admin/Attendance Officer** – maintains registers, follows up absences, and reports to referring bodies.
- **Staff** – promote attendance and report concerns promptly.
- **Parents/Carers** – ensure learners attend regularly and report absences promptly.
- **Learners** – attend all sessions and engage positively.

## Policy Review

This policy will be reviewed annually, or earlier if required due to legislative or operational changes.