



Attendance & Non-Attendance Policy

Expectations for attendance, and how we respond to absence

Version 1.0 · 03/07/2026

1. Purpose

Regular attendance is central to a pupil's progress and reintegration. For our cohort, attendance patterns can also be an important safeguarding indicator. This policy sets out expectations and how Swale responds to absence.

2. Expectations

- Pupils are expected to attend agreed sessions, recognising that anxiety and SEMH needs are understood and supported, not penalised.
- Parents/carers notify the tutor of any absence as early as possible.
- Tutors record attendance for every session.

3. Responding to absence

- A single missed session is followed up with the family the same day to understand the reason and offer support.
- For pupils commissioned by a local authority or school, any unexplained absence is reported to the referring authority, commissioning school or EHCP caseworker the same day, in line with the commissioning agreement.
- Repeated or unexplained non-attendance is discussed with parents/carers and the referring authority or EHCP caseworker.
- Where a pupil cannot be accounted for, or absence raises a welfare concern, the tutor reports to the DSL and the Safeguarding & Child Protection Policy is followed.
- Where non-attendance suggests a child may be missing education, the DSL raises this with the local authority in line with Kent's Children Missing Education (CME) procedures.

4. Tutor absence

Tutor absence is communicated to the family promptly, and alternative arrangements or rescheduling offered where possible.

5. Records and review

Attendance records are maintained and reviewed. Patterns of concern are escalated. This policy is reviewed annually.

Approved by Shelley Wilson, Director & Designated Safeguarding Lead.

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