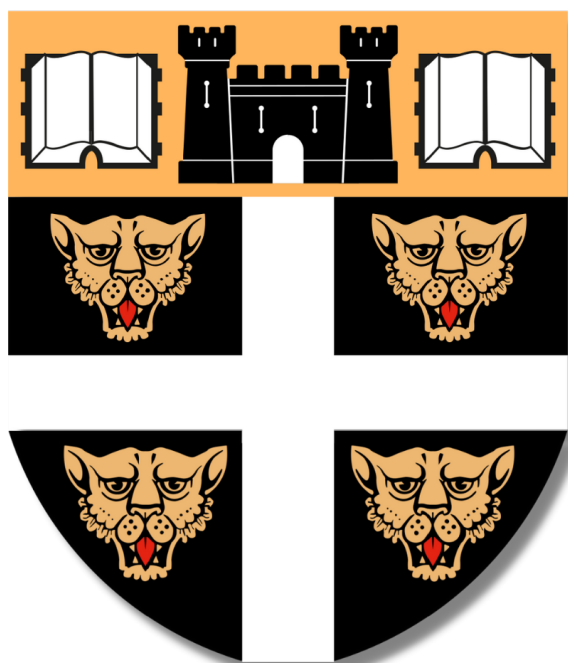


Attendance Policy

Dover College



Owner:	Deputy Head, Pastoral (Senior) Deputy Head (Prep)	Date: August 2026
Approved By:	Chair of Council	Date: August 2026
Review Frequency	Annually	
Last reviewed on:	August 2026	
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1. Aims & Ethos. Dover College is committed to meeting our obligation concerning school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance.
- Reducing absence, including persistent and severe absence.
- Ensuring every pupil has access to the full-time education to which they are entitled.
- Acting early to address patterns of absence.
- Building strong relationships with families to ensure pupils have the support to attend school.
- We will also promote and support punctuality in attending lessons.

2. Legislation and Guidance. This policy has regard to the Department for Education statutory guidance Working Together to Improve School Attendance, July 2026, and the School Attendance (Pupil Registration) (England) Regulations 2024. It should also be read alongside Keeping Children Safe in Education 2026, Children Missing Education statutory guidance and relevant guidance concerning pupils whose physical or mental health affects attendance.

Part 6 of [The Education Act 1996](#)

Part 3 of [The Education Act 2002](#)

Part 7 of [The Education and Inspections Act 2006](#)

School Attendance (Pupil Registration) (England) Regulations 2024

It also refers to:

[School census guidance](#)

[Keeping Children Safe in Education](#)

[Mental health issues affecting a pupil's attendance: guidance for schools](#)

3. Roles and Responsibilities.

3.1 The governing board.

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, pupils and parents

- Promoting the importance of school attendance across the school's policies and ethos.
- Making sure school leaders fulfil expectations and statutory duties, including:
 1. Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority as appropriate
 2. Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific pupils, where appropriate
- Recognising and promoting the importance of school attendance across the school policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for pupils who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all pupils, but adapts processes and support to pupils' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual pupils or cohorts who need it most.
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge.
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting pupils' needs.
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure staff receive adequate training on attendance as part of regular continued professional development offer, so that staff understand:
 1. The importance of good attendance
 2. That absence is almost always a symptom of a wider issue
 3. The school's legal requirements for keeping registers
 4. The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific pupils, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Headteacher to account for the implementation of this policy.

3.2 The Headteacher

The Headteacher is responsible for:

- Implementation of this policy at the school.

- Monitoring school-level absence data and reporting it to governors.
- Supporting staff with monitoring the attendance of individual pupils.
- Monitoring the impact of any implemented attendance strategies.
- Working with the parents of pupils with special educational needs and/or disabilities (SEND) to develop specific support approaches for attendance for pupils with SEND, including where school transport is regularly being missed, and where pupils with SEND face in-school barriers
- Communicating with the local authority when a pupil with an education, health and care (EHC) plan has falling attendance, or where there are barriers to attendance that relate to the pupil's needs
- Communicating the school's high expectations for attendance and punctuality regularly to pupils and parents through all available channels

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading, championing and improving attendance across the school.
- Setting a clear vision for improving attendance across the school.
- Evaluating and monitoring expectations and processes.
- Having a strong grasp of absence data and oversight of absence data analysis.
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by staff
- Liaising with pupils, parents/carers and external agencies, where needed
- Building close and productive relationships with parents/carers to discuss and tackle attendance issues
- Creating intervention reintegration plans in partnership with pupils and their parents/carers
- Delivering targeted intervention and support to pupils and families.

The designated senior leader responsible for attendance is Andrew Day and can be contacted via 07743 807491 and daya@dovercollege.org.uk

3.4 House Staff and Tutors. House Staff and Tutors are responsible for recording attendance for both morning and afternoon sessions on a daily basis, using the correct codes on iSAMS, and submitting this information to Priory Lodge on the same day.

3.5 Reception Staff: The reception staff in Priory Lodge will:

- Take calls from parents/carers and pupils about absence on a day-to-day and record it on the school system.

- Transfer calls from parents/carers and pupils to the designated senior leader to provide them with more detailed support on attendance.
- Collate and monitor attendance data, following up on absences with teaching and house staff.
- Provide regular attendance feedback to staff and report concerns about attendance to the DSL and the Headmaster.

3.6 Parents.

Where this policy refers to a parent, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child or young person
- Those who have day-to-day responsibility for the child (i.e. lives with and looks after them)

Parents are expected to:

- Make sure their child attends every day on time if they are a day pupil.
- Call the school to report their child's absence before 8.30 am on the day of the absence and each subsequent day of absence, and advise when they are expected to return.
- Provide the school with more than one emergency contact number for their child.
- Ensure that, where possible, appointments for their children are made outside of the school day.
- Keep to any attendance contracts that they make with the school.
- Seek support, where necessary, for maintaining good attendance, by contacting Andrew Day , Deputy Head Pastoral , who can be contacted via 07743 807491 and daya@dovercollege.org.uk

3.7 Pupils.

All pupils are expected to:

- Attend school every day, on time.
- Attend every timetabled session, on time

4. Recording Attendance.

4.1 Attendance Register.

We will keep an electronic attendance register and place all pupils on this register. We take our attendance register at 8.30am and 1.30pm each school day. It will mark, using the appropriate national attendance and absence codes from the School Attendance (Pupil Registration) (England) Regulations 2024, whether every pupil is:

- Present.
- Attending an approved off-site educational activity.
- Absent.
- Unable to attend due to exceptional circumstances.

Any amendments to the attendance register will be updated automatically as information is shared.

We will also record:

- Whether the absence is authorised or not.
- The nature of the activity if a pupil is attending an approved educational activity.
- The nature of circumstances where a pupil cannot attend due to exceptional circumstances.

We will keep every entry on the attendance register for six years after the date on which the entry was made.

The school day starts at 8.30am and ends at 4.20pm.

Pupils must arrive at school by 8.30 am on each school day, and the register will be kept open until 9 am. The register for the second session will be taken at 1.30pm and will be kept open until 1.40pm.

4.2. Unplanned Absence.

The pupil's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8.30 am or as soon as practically possible by calling the school Reception staff in Priory Lodge.

We will mark an absence due to physical or mental illness as authorised unless the school is concerned about the authenticity of the illness.

Where the absence is longer than 5 days there are doubts about the authenticity of the illness, the school will ask for medical evidence such as a doctor's note, prescription, appointment card, or other appropriate form of evidence. We will not request unnecessary medical proof.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parents will be notified of this in advance.

4.3 Planned Absence. Attending a medical or dental appointment will be counted as authorised if the pupil's parent notifies the school before the appointment.

Parents should schedule medical and dental appointments outside of school hours. When this isn't possible, the student should be away for a minimum of time necessary.

The pupil's parents must also apply for other types of term-time absence as far in advance as possible of the requested absence. Section 5 details which term-time absences the school can authorise.

4.4 Lateness and Punctuality.

A pupil who arrives late:

- Before the register has closed, they will be marked as late, using the appropriate code.
- After the register has closed, the entry will be marked as absent using the appropriate code.
- Lateness and punctuality is maintained and addressed by house staff in the first instance.

4.5 Following Up on an Unexplained Absence.

Where any pupil we expect to attend school does not attend or stops attending, without reason, the school will:

- Call the pupil's parent/carer on the morning of the first day of unexplained absence to ascertain the reason.
- If the school cannot reach any of the pupil's emergency contacts, the school may take additional steps to establish their whereabouts, such as contacting the police.
- Identify whether the absence is approved or not.
- Identify the correct attendance code to use and input it as soon as the reason for the absence is ascertained. This entry will be no later than five working days after the session(s) for which the pupil was absent.
- Call the parent each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary.
- If the absence continues, the school will consider involving the Local Authority.
- Where relevant, report the unexplained absence to the pupil's youth offending team officer
- Where appropriate, offer support to the pupil and/or their parents to improve attendance
- Identify whether the pupil needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged with: work with the relevant local authority and other agencies to consider whether formal support or statutory intervention is appropriate.

4.6 Reporting to Parents.

The school will regularly inform parents about their child's attendance and absence levels via Parent Portal

5. Authorised and Unauthorised Absence.

5.1 Approval for Term-Time Absence.

The headteacher will allow pupils to be absent from the school site for certain educational activities, or to attend other schools or settings.

The headteacher will only grant a **leave of absence** to a pupil during term time if the request meets the specific circumstances set out in the [2024 school attendance regulations](#).

These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the headteacher's discretion, including the length of time the pupil is authorised to be absent for.

We define 'exceptional circumstances' as e.g., weddings, funerals, or other significant life events that involve the child's immediate family. The application will be considered carefully on a case-by-case basis.

Leave of absence will not be granted for a pupil to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, the school cannot grant an authorised absence for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence. The headteacher may require evidence to support any request for leave of absence. If a pupil is over compulsory school age (e.g. sixth form), leave can be requested or agreed by a parent they normally live with.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parent(s) belong(s). If

necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart

- Parent(s) travelling for occupational purposes – this covers Roma, English and Welsh gypsies, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the pupil is attending educational provision
- If the pupil is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a pupil to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the pupil is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the pupil not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

5.2 Persistent unauthorised absence and formal intervention

- Dover College is an independent school and does not issue attendance penalty notices or Notices to Improve under the National Framework for Penalty Notices.
- Where attendance concerns arise, the College will work first with the pupil and their parents/carers to understand the reasons for absence, remove barriers to attendance and provide appropriate support.
- Where absence persists, support is unsuccessful or is not engaged with, the College will work with the relevant local authority School Attendance Support Team and other appropriate agencies. The local authority may consider formal intervention available to it under education legislation, including an attendance contract, Education Supervision Order or prosecution, where the statutory criteria are met.
- Any decision to refer a case for formal intervention will take account of the individual circumstances of the pupil and family, safeguarding considerations, any special educational needs or disabilities, and the College's duties under the Equality Act 2010.

- Nothing in this section prevents the College from applying its own contractual or pastoral procedures where appropriate, but these are distinct from statutory attendance enforcement powers.

6. Strategies for Promoting Attendance.

The school seeks to promote effective partnerships with parents and to provide support, advice and guidance on the importance of regular and punctual attendance of their children. The foundation for good attendance is a strong partnership between the school, parents and the pupil. To help us all to focus on this, we will:

- Seek to foster and develop positive partnerships with parents.
- Invite parents into the school to discuss individual attendance concerns.
- Signpost parents to our House Staff, school Nurses, counsellors or other professionals for support and guidance.
- Expect that all pupils will achieve an attendance level of at least 95%.
- Highlight the importance of good attendance in our newsletters, class, assemblies, consultation evenings, workshops, and prospectus.
- Attendance issues may also be discussed in governors' meetings, INSET days and relevant staff meetings.
- Dover College encourages the active involvement of other agencies to support and promote good attendance, including Local Authority safeguarding officers, social services and the police.

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil but additional support may need to be provided.

The school will:

- aim to understanding the individual needs of the pupil and family
- work in partnership with the pupil and family to put in-school support in place and working with the local authority and other agencies where external support is needed (and available)

- regularly review and update the support approach to make sure it continues to meet individual needs.

7.2 Pupils absent due to mental or physical ill health or SEND

Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil but additional support may need to be provided.

The school will not diagnose or treat physical or mental health conditions, but will work together with families and other agencies with the aim of ensuring regular attendance for every pupil.

The school will:

- facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue.
- consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.
- make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days.

For pupils with special educational needs and disabilities, the college will:

- work in partnership with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day.

- establish strategies for removing the in-school barriers these pupils face, including considering support or reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.

- ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

Attendance is everyone's business so in many of these cases the college school will not be able to fully support a pupil without the assistance of a range of other agencies therefore the college will:

- make use of school nursing services and mental health support teams where they are available.
- consider whether additional support from other external partners (including the local authority, children and young people's mental health services, GPs or other health services) would be appropriate and make referrals.
- where external support is provided the school will work together with those services to deliver any subsequent support.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that are related to the pupil's needs, the school will inform the local authority.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

In order to help alleviate anxiety the school will:

- Meet with the student and a family member
- Request support from medical or hospital school staff where applicable
- Liaise with school medical team where applicable
- Inform staff on a 'need to know' basis
- Discuss a plan for catching up - monitor and evaluate this
- Monitor for changes in quality of work and behaviour. Consult with the pupil and their parent if there are any concerns.
- Provide support to build confidence

8. Attendance Monitoring. The Designated Safeguarding Lead does this with SLT support. Attendance data will be collected and analysed to implement intervention strategies. House Staff and Tutors will receive regular attendance updates. SLT, Assistant Heads,

House Staff, and the DSL must meet regularly to discuss and implement poor attendance and punctuality strategies.

8.1 Monitoring Attendance. The school will monitor attendance and absence data (including punctuality) half-termly, termly, and annually across the school and at an individual pupil, year group and cohort level.

Specific information will be shared with the DfE on request.

The school will compare attendance to the national average for comparable schools and share this with Governors.

8.2 Analysing Attendance. The school will:

- analyse attendance and absence data regularly to identify pupils, groups or cohorts that need additional support with their attendance, and
- Identify pupils whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using Data to Improve Attendance. The school will:

- develop targeted actions to address patterns of absence (of all severities) of individual pupils, groups or cohorts that it has identified via data analysis
- provide targeted support to the pupils it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families (see section 8.4 below)
- provide regular attendance data to form tutor, to facilitate discussions with pupils and families, and to the governing board and school leaders (including the Head of Learning Support and the Designated Safeguarding Lead)
- use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- share information and work collaboratively with other schools in the area, local authorities and other partners where a pupil's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific pupils, where appropriate

8.4 Reducing Persistent and Severe Absence.

Persistent absence is where a pupil misses 10% or more of school, and severe absence is where a pupil misses 50% or more of school. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of pupils who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
 - Discuss attendance and engagement at school
 - Listen, and understand barriers to attendance
 - Explain the help that is available
 - Explain the potential consequences of, and sanctions for, persistent and severe absence
 - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these pupils. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary (see section 5.2, above)

9. Monitoring Arrangements.

This policy will be reviewed as guidance from the local authority, ISI, or DfE is updated annually by the DSL Andrew Day and earlier where statutory guidance, legislation, local procedures or College arrangements change. The policy will be approved at every review by the full governing board.

9. Links With Other Policies. This policy links to the following policies:

- Child Protection and Safeguarding Policy.
- Senior School Behaviour Policy.
- Prep School Behaviour Policy.

Appendix 1: attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
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/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment

J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school

Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: · In police detention · Remanded to youth detention, awaiting trial or sentencing, or · Detained under a sentence of detention
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes

O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2: Children with health needs who cannot attend school policy

Contents

1. Aims
2. Legislation and guidance
3. Responsibilities of the school
4. Monitoring arrangements
5. Links to other policies

1. Aims

This policy aims to ensure that:

Suitable education is arranged for pupils on roll who cannot attend school due to health needs

Pupils, staff and parents understand what the school is responsible for when this education is being provided by the local authority

2. Legislation and guidance

This policy reflects the requirements of the [Education Act 1996](#).

It is also based on guidance provided by our local authority. [Children with long-term illness - Kent County Council](#)

3. Responsibilities of the school

When Dover College is a child's regular school, Kent County Council will offer help if a child is unable to attend.

This may include:

- home tuition
- education at a local centre or other office
- education in hospital

The type of help they offer will depend on the child's specific illness or medical needs. To be eligible for their help, the child must have a suitably long-term medical condition. Short hospital stays or illnesses don't count.

Under 2013 government statutory guidance, the Dover College has the initial responsibility in making necessary arrangements or adjustments to meet the child's health needs. As soon as it is known that the child has a long-term illness or medical condition parents/carers need to talk to Dover College so that the school can provide necessary support.

If the school is unable to provide the support, they may refer your child to The Rosewood School who will get in touch with parents/carers if their child is eligible for their help.

3.1 If the school makes arrangements

Initially, Dover College will attempt to make arrangements to deliver suitable education for children with health needs who cannot attend school. The sort of arrangements that could be made could be sending work home.

3.2 If the local authority makes arrangements

If the school can't make suitable arrangements, Kent County Council will become responsible for arranging suitable education for these pupils as soon as it is clear that they will be absent for 15 days or more.

To find out if your child is eligible for their help, email enquiries will be made at - leybourne@trs.kent.sch.uk.

In cases where the local authority makes arrangements, the school will:

Work constructively with the local authority, providers, relevant agencies and parents to ensure the best outcomes for the pupil

Share information with the local authority and relevant health services as required

Help make sure that the provision offered to the pupil is as effective as possible and that the child can be reintegrated back into school successfully

When reintegration is anticipated, work with the local authority to:

- Plan for consistent provision during and after the period of education outside the school, allowing the pupil to access the same curriculum and materials that they would have used in school as far as possible
- Enable the pupil to stay in touch with school life (e.g. through newsletters, emails, invitations to school events or internet links to lessons from their school)
- Create individually tailored reintegration plans for each child returning to school
- Consider whether any reasonable adjustments need to be made

4. Monitoring arrangements

This policy will be reviewed annually by Andrew Day Designated Safeguarding Lead. At every review, it will be approved by the full governing board.

5. Links to other policies

This policy links to the following policies:

Special Educational Needs & Disability Policy

Safeguarding & Child Protection Policy

