



'Individual Attendance Plan' (IAP) Policy

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1. Principles

As outlined in our 'Attendance Policy':

"For students who are presenting with persistent absenteeism, an Individual Attendance Plan will be devised, implemented and regularly reviewed with parents/carers/social workers (at least half-termly). In such plans, the responsibilities of the students, their parents/carers and the school in supporting improved attendance will be outlined, with positive next steps identified. Individual Attendance Plans may be created, implemented and reviewed by any member of the school's leadership team.

We understand that some students may face significant challenges in attending the school on a full-time basis, particularly if they are enrolling at Gloverspiece following a period of NEET or reduced timetable in previous settings. We also acknowledge that some students may be characterised as demonstrating Emotion-Based School Avoidance (EBSA) and that appropriate support must be provided to promote a graduated effort to increase attendance. Again, for these students Individual Attendance Plans may be implemented and any such attendance arrangements will be identified and outlined to the appropriate Local Authority's SEND service within annual/interim reviews of their EHCP"

2. Structure of Individual Attendance Plans

When an Individual Attendance Plan (IPA) is created, it will outline information across the following key areas:

- Attendance history;
- Current risk factors/current barriers to attendance;
- Attendance Targets & Milestones;
- Strategies to be implemented by the school;
- Expectations of the pupil;
- Expectations of the family;
- External support;
- Record(s) of attendance reviewing meeting(s)

The IAP should be written clearly with details shared with the student (wherever appropriate), parents/carers, social workers (where relevant) and members of the school staff team who work closest with the student.

3. Review of IAPs

IAPs should be regularly reviews – at least half-termly – but additional reviews may be conducted whenever school staff or parents/carers feel most beneficial. IAPs reviews must include: a review of the attendance targets/milestones set out in the previous review; areas discussed and next step targets/milestones. Parents/Carers can request a review of their child's IAP at any time and can do so by contacting the members of the school's leadership team involved in the plan.



4. Parent/Carer Responsibilities

Gloverspiece School are responsible for the academic progress made by all their students, regardless of their individual attendance arrangements. As such, appropriate provisions will be made by the school to promote and facilitate the student's ongoing engagement with academic/SEMH activities, these may include (but are not limited to):

- The provision of 'home learning packs' for students to engage in when at not in school (as per their IAP);
- The facilitation of online (via Zoom/Teams etc.) lessons or Nurture sessions.

Details of such provision will be outlined in the student's IAP, with the responsibilities of parents/carers identified in relation to this. Parents/carers are expected to support the IAP through fulfilling their expectations.

[For example – if the provision of home learning packs is identified on a student's IAP, the expectation of their parent/carers/s to support their completion of these will be similarly outlined on the IAP]

If it is deemed that such expectations are not being met – for example, if a parent/carers is not encouraging their child's engagement with their home learning packs – the IAP lead will relay this to the Headteacher and consequential actions may be taken. For example, an emergency/interim review of the student's EHCP or a discussion with the appropriate LA's SEND service regarding the ongoing suitability of the educational placement.

Parents/Carers are expected to adopt a proactive and positive approach to their child's IAP, with and emphasis placed upon the overarching aim of achieving full-time attendance.