



# Attendance Management Plan (AMP) – Vauxhall School

## Introduction

At Vauxhall School, we are committed to supporting regular attendance, recognising that attending school every day is critical for learning, wellbeing, and long-term success.

Our goal is to achieve **at least 80% regular attendance**, aligned with the Ministry of Education's national priorities.

We have adapted the **Stepped Attendance Response (STAR)** model to provide timely support at different attendance thresholds.

### Important:

In line with Ministry of Education guidance, **all absences** (justified, unjustified, or unexplained) affect a student's attendance rate.

Our response will **differentiate** based on whether absences are explained (e.g., illness) or unexplained/unjustified.

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## STAR Attendance Response Framework

Stage	Trigger	Response Summary
Universal (Regular)	<5 days absent (attendance >90%)	Promote strong attendance culture; daily checks and positive reinforcement.
Worrying (Irregular)	5–9 days absent (80–90%)	Early whānau contact to understand reasons; informal support strategies.
Concerning (Moderate)	10–14 days absent (70–80%)	Meeting with whānau; develop an Attendance Support Plan.
Serious (Chronic)	≥15 days absent (<70%)	Escalated intervention; legal warning; potential referral to Attendance Service.

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## Stage 1: Universal (Regular Attendance)

### Trigger:

- Fewer than 5 days absent per term (attendance >90%), regardless of absence reason.

**Actions:**

- Celebrate and reinforce strong attendance habits.
- Ensure daily attendance is marked accurately.
- Same-day follow-up for any unexplained absence (via SMS, phone, or email).

**Key Point:**

Even justified absences (e.g., illness) are tracked, but no intervention is needed unless patterns emerge.

**Roles:**

- Principal: Promote school-wide culture of attendance.
  - Teachers: Mark attendance daily; alert office to any concerns.
  - SENCO: Monitor vulnerable students closely.
  - Deputy Principal: Support teachers with follow-up as needed.
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**Stage 2: Worrying (Irregular Absence)****Trigger:**

- 5–9 days absent per term (attendance 80–90%), explained or unexplained.

**Actions:**

- Class teacher or office contacts the family early to check in.
- Confirm reasons for absences: if explained (e.g., medical), offer support; if unexplained or unjustified, stress the importance of regular attendance. Leadership team notified for follow up concerning unjustified or unexplained absences.
- Informal support strategies offered (e.g., regular check-ins, attendance incentives).

**Communication:**

- Early "concern" letter or email sent for unjustified and unapproved absences (template below) *[Teacher]*.
- Tone remains warm and solutions-focused.

### Example Template:

Dear [Parent]

We've noticed that [Name]'s attendance has dropped below our target 90% this term. We understand there may be good reasons, and we'd like to check in to offer any support needed. Please contact your child's teacher, our SENCo Mary Laurence or myself to discuss this further.



## Stage 3: Concerning (Moderate Absence)

### Trigger:

- 10–14 days absent per term (attendance 70–80%).

### Actions:

- Meeting with family, led by Deputy Principal or Principal for concerning justified, unjustified or unexplained absences.
  - Develop an **Individual Attendance Support Plan** setting goals and strategies.
  - Involve SENCO or external agencies if needed.
  - Acknowledge genuine medical absences while focusing on how to maintain connection to learning.

### Communication:

- Meeting invitation letter sent for unjustified and unapproved absences (template below) *[SENCoDeputy Principal/Principal]*.

### Example Template:

*Dear [Parent],  
[Student]'s attendance has now dropped to 90% this term. We'd like to meet with you to discuss a plan to support [Student]'s attendance and learning. Please contact the office to arrange a meeting with [SEnCoDeputy Principal/Principal]. We look forward to working together.*

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## Stage 4: Serious (Chronic Absence)

### Trigger:

- 15+ days absent per term (attendance below 70%).

### Actions:

- For concerning justified, unjustified or unexplained absences, issue a formal **Warning Notice** regarding legal obligations under the Education and Training Act 2020.
- Refer to Ministry of Education's Attendance Service if there is no improvement.
- Continue to offer support, but make clear the seriousness.
- Acknowledge genuine medical absences while focusing on how to maintain connection to learning.

### Communication:

- Formal warning letter issued *[Principal]*.

### Example Template:

*Dear [Parent],  
[Student] has been absent for [X] days this term, and their attendance has dropped below 70%. Despite previous conversations and support offers, attendance remains a concern. Regular attendance is a legal obligation.  
If [Student]'s attendance does not improve by [Date], we may need to refer this matter to the Ministry's Attendance Service for further action. Please contact us urgently to discuss this.*

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## Key Reminders:

- **Track all absences.** Explained absences still impact attendance percentages.

- **Tailor the response.** Be understanding where genuine reasons exist but keep the focus on connection to school.
- **Escalate gradually.** Clear, step-by-step communication helps families know what to expect.
- **Record all actions.** Keep notes of all contacts, meetings, and letters sent.



## Vauxhall School - Attendance Response Flowchart (STAR)

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### ✓ Stage 1: Universal (Regular Attendance)

- **Trigger:** Attendance >90% (fewer than 5 days absent)
  - **Action:**
    - Celebrate attendance.
    - Daily roll checks.
    - Same-day follow-up for any unexplained absence.
  - **Key:** No action unless a pattern of absence appears.
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### ⚠ Stage 2: Worrying (Irregular Attendance)

- **Trigger:** 5–9 days absent (attendance 80–90%)  
(All absences, whether explained or unexplained)
  - **Action:**
    - Teacher/office phones home to check in.
    - Early letter/email sent [*Teacher*].
    - Offer support if needed (e.g., check-ins, incentive systems).
  - **Key:** Warm, early intervention.
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### ◆ Stage 3: Concerning (Moderate Absence)

- **Trigger:** 10–14 days absent (attendance 70–80%)
  - **Action:**
    - Meeting arranged [*SENCoDeputy Principal/Principal*].
    - Develop Individual Attendance Support Plan.
    - Involve SENCO if barriers identified (e.g., anxiety, health).
  - **Key:** Collaborative planning with whānau.
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#### **Stage 4: Serious (Chronic Absence)**

- **Trigger:** 15+ days absent (attendance <70%)
  - **Action:**
    - Formal Warning Letter sent [*Principal*].
    - Referral to Attendance Service if no improvement.
    - Continue support offers alongside formal process.
  - **Key:** Clear communication of legal obligations.
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## **Important Notes**

- **All absences** count (justified or unjustified). Our response will **differentiate** based on whether absences are explained (e.g., illness) or unexplained/unjustified.
  - Tailor conversations based on absence reasons (medical vs unexplained).
  - **Document** every step (contacts, letters, meetings).
  - **Early and positive contact** makes later stages easier.
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