



# The Federation of the Church Schools of Shalfleet and Yarmouth Achieving Together for a Brighter Future



The purpose of the Federation of the Church Schools of Shalfleet and Yarmouth is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives  
**Headteacher Shalfleet and Yarmouth: Mrs Elizabeth Grainger BEd English (Hons)**



3<sup>rd</sup> July 2022

Dear Parents and Carers,

## Changes to Attendance Legislation September 2022

The Department of Education have released new legislation for attendance, to begin in September 2022. This document is a comprehensive guide to everyone's responsibilities for attendance. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Our duty is to work with you to secure good attendance in a calm, orderly, safe and supportive environment. To help remove barriers by building strong and trusting relationships and working together to put the right support in place.

*"The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent to make sure their child receives that education either by attendance at a school or by education otherwise than at school"*

*Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school".*

*(information taken from Working together to improve school attendance guidance, May 2022)*

At the Federation, we have always worked collaboratively with families and taken individual circumstances into consideration. However, the new guidance for schools is clear and states that the only authorised absences to be allowed by a school cover such things as:

- Medical appointments
- Funerals and other unavoidable events

As you may know, we do not authorise holiday requests but have taken the decision never to fine. It is evident that all holidays from September that are taken during term-time may now incur a Fixed Term Penalty notice. Fixed Term Penalty notices are £60 per parent if paid within 21 days, rising to £120 in 28 days. If it is not paid after 28 days then the Local Authority have to decide whether to prosecute. **There is no right of appeal by parents against a Fixed Penalty notice.**

We have attached the school term times and government expectations for your reference.

Yours Sincerely

Mrs E Grainger  
Headteacher

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### Pupils at risk of becoming persistently absent

| Parents are expected to:  | Schools are expected to:  | Academy trustees and governing bodies are expected to:   | Local authorities are expected to:  |
|---|---|--|---|
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered to prevent the need for more formal support.</p> | <p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Hold a termly conversation with every school to identify, discuss and signpost or provide access to services for pupils who are persistently or severely absent or at risk of becoming so.</p> <p>Where there are out of school barriers, provide each identified pupil and their family with access to services they need in the first instance.</p> <p>If the issue persists, facilitate a voluntary early help assessment where appropriate. Take an active part in the multi-agency effort with the school and other partners. Provide the lead practitioner where all partners agree that a local authority service is best placed to lead. Where the lead practitioner is outside of the local authority, continue to work with the school and partners.</p> |

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### Persistently absent pupils

| Parents are expected to:  | Schools are expected to:   | Academy trustees and governing bodies are expected to:   | Local authorities are expected to:  |
|---|--|--|---|
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p> | <p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Work jointly with the school to provide formal support options including parenting contracts and education supervision orders.</p> <p>Where there are safeguarding concerns, ensure joint working between the school, children's social care services and other statutory safeguarding partners.</p> <p>Where support is not working, being engaged with or appropriate, enforce attendance through legal intervention (including prosecution as a last resort).</p> |

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### Severely absent pupils

| Parents are expected to:  | Schools are expected to:   | Academy trustees and governing bodies are expected to:   | Local authorities are expected to:  |
|---|--|--|---|
| <p>Work with the school and local authority to help them understand their child’s barriers to attendance.</p> <p>Proactively engage with the formal support offered – including any parenting contract or voluntary early help plan to prevent the need for legal intervention.</p> | <p>Continued support as for persistently absent pupils and:</p> <p>Agree a joint approach for all severely absent pupils with the local authority.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Continued support as for persistently absent pupils and:</p> <p>All services should make this group the top priority for support. This may include a whole family plan, consideration for an education, health and care plan, or alternative form of educational provision.</p> <p>Be especially conscious of any potential safeguarding issues, ensuring joint working between the school, children’s social care services and other statutory safeguarding partners. Where appropriate, this could include conducting a full children’s social care assessment and building attendance into children in need and child protection plans.</p> |

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### Support for cohorts of pupils with lower attendance than their peers

| Parents are expected to: | Schools are expected to:   | Academy trustees and governing bodies are expected to:  | Local authorities are expected to:  |
|--------------------------|--|---|---|
| Not applicable.          | Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.<br><br>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance. | Regularly review attendance data and help school leaders focus support on the pupils who need it. | Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools. |

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### Support for pupils with medical conditions or SEND with poor attendance

| Parents are expected to:  | Schools are expected to:  | Academy trustees and governing bodies are expected to:   | Local authorities are expected to:  |
|---|---|--|---|
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p> | <p>Maintain the same ambition for attendance and work with pupils and parents to maximise attendance.</p> <p>Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed.</p> <p>Consider additional support from wider services and external partners, making timely referrals.</p> <p>Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Work closely with relevant services and partners, for example special educational needs, educational psychologists, and mental health services, to ensure joined up support for families.</p> <p>Ensure suitable education, such as alternative provision, is arranged for children of compulsory school age who because of health reasons would not otherwise receive a suitable education.</p> |
| <p>Not applicable.</p>  | <p>Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them.</p> <p>Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.</p>   | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Track local attendance data to prioritise support and unblock area wide attendance barriers where they impact numerous schools.</p>  |

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### *Support for pupils with a social worker*

| Parents are expected to:  | Schools are expected to:  | Academy trustees and governing bodies are expected to:   | Local authorities are expected to:  |
|---|---|--|---|
| <p>Work with the school and local authority to help them understand their child's barriers to attendance.</p> <p>Proactively engage with the support offered.</p> | <p>Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.</p> | <p>Regularly review attendance data and help school leaders focus support on the pupils who need it.</p> | <p>Regularly monitor the attendance of children with a social worker in their area.</p> <p>Put in place personal education plans for looked-after children.</p> <p>Secure regular attendance of looked-after children as their corporate parent and provide advice and guidance about the importance of attendance to those services supporting pupils previously looked after.</p> |

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### Monitoring

| Parents:  | Schools:   | Academy trustees and governing bodies:   | Local authorities:   |
|---|--|--|--|
| Schools regularly update parents on their child's attendance. | Ofsted considers schools' efforts to improve or sustain high attendance as part of inspections. Multi-academy trusts regularly review attendance data and support schools. | DfE Regions Group considers multi academy trusts' efforts on attendance as part of decision making. Ofsted considers governing bodies' efforts as part of inspections. | DfE Regions Group monitors local authority efforts as part of regular interaction. |

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## Isle of Wight School Terms And Holidays 2022 – 2023

Determined programme of school term and holiday dates for county and controlled schools for the  
academic year 2022/23

Development Days are highlighted in **yellow**

| SEPTEMBER 2022 |    |    |    |    |    |
|----------------|----|----|----|----|----|
| M              | 29 | 5  | 12 | 19 | 26 |
| T              | 30 | 6  | 13 | 20 | 27 |
| W              | 31 | 7  | 14 | 21 | 28 |
| T              | 1* | 8  | 15 | 22 | 29 |
| F              | 2  | 9  | 16 | 23 | 30 |
| S              | 3  | 10 | 17 | 24 |    |
| S              | 4  | 11 | 18 | 25 |    |

| OCTOBER 2022 |   |    |     |    |     |
|--------------|---|----|-----|----|-----|
| M            | 3 | 10 | 17  | 24 | 31* |
| T            | 4 | 11 | 18  | 25 |     |
| W            | 5 | 12 | 19  | 26 |     |
| T            | 6 | 13 | 20  | 27 |     |
| F            | 7 | 14 | 21# | 28 |     |
| S            | 1 | 8  | 15  | 22 | 29  |
| S            | 2 | 9  | 16  | 23 | 30  |

| NOVEMBER 2022 |   |    |    |    |    |
|---------------|---|----|----|----|----|
| M             | 7 | 14 | 21 | 28 |    |
| T             | 1 | 8  | 15 | 22 | 29 |
| W             | 2 | 9  | 16 | 23 | 30 |
| T             | 3 | 10 | 17 | 24 |    |
| F             | 4 | 11 | 18 | 25 |    |
| S             | 5 | 12 | 19 | 26 |    |
| S             | 6 | 13 | 20 | 27 |    |

| DECEMBER 2022 |   |    |     |    |    |
|---------------|---|----|-----|----|----|
| M             | 5 | 12 | 19  | 26 |    |
| T             | 6 | 13 | 20  | 27 |    |
| W             | 7 | 14 | 21  | 28 |    |
| T             | 1 | 8  | 15  | 22 | 29 |
| F             | 2 | 9  | 16# | 23 | 30 |
| S             | 3 | 10 | 17  | 24 | 31 |
| S             | 4 | 11 | 18  | 25 |    |

| JANUARY 2023 |    |    |    |    |    |
|--------------|----|----|----|----|----|
| M            | 2  | 9  | 16 | 23 | 30 |
| T            | 3* | 10 | 17 | 24 | 31 |
| W            | 4  | 11 | 18 | 25 |    |
| T            | 5  | 12 | 19 | 26 |    |
| F            | 6  | 13 | 20 | 27 |    |
| S            | 7  | 14 | 21 | 28 |    |
| S            | 1  | 8  | 15 | 22 | 29 |

| FEBRUARY 2023 |   |     |     |    |  |
|---------------|---|-----|-----|----|--|
| M             | 6 | 13  | 20* | 27 |  |
| T             | 7 | 14  | 21  | 28 |  |
| W             | 1 | 8   | 15  | 22 |  |
| T             | 2 | 9   | 16  | 23 |  |
| F             | 3 | 10# | 17  | 24 |  |
| S             | 4 | 11  | 18  | 25 |  |
| S             | 5 | 12  | 19  | 26 |  |

| MARCH 2023 |   |    |    |    |     |
|------------|---|----|----|----|-----|
| M          | 6 | 13 | 20 | 27 |     |
| T          | 7 | 14 | 21 | 28 |     |
| W          | 1 | 8  | 15 | 22 | 29  |
| T          | 2 | 9  | 16 | 23 | 30  |
| F          | 3 | 10 | 17 | 24 | 31# |
| S          | 4 | 11 | 18 | 25 |     |
| S          | 5 | 12 | 19 | 26 |     |

| APRIL 2023 |   |    |     |    |    |
|------------|---|----|-----|----|----|
| M          | 3 | 10 | 17* | 24 |    |
| T          | 4 | 11 | 18  | 25 |    |
| W          | 5 | 12 | 19  | 26 |    |
| T          | 6 | 13 | 20  | 27 |    |
| F          | 7 | 14 | 21  | 28 |    |
| S          | 1 | 8  | 15  | 22 | 29 |
| S          | 2 | 9  | 16  | 23 | 30 |

| MAY 2023 |   |    |    |     |    |
|----------|---|----|----|-----|----|
| M        | 1 | 8  | 15 | 22  | 29 |
| T        | 2 | 9  | 16 | 23  | 30 |
| W        | 3 | 10 | 17 | 24  | 31 |
| T        | 4 | 11 | 18 | 25  |    |
| F        | 5 | 12 | 19 | 26# |    |
| S        | 6 | 13 | 20 | 27  |    |
| S        | 7 | 14 | 21 | 28  |    |

| JUNE 2023 |    |    |    |    |    |
|-----------|----|----|----|----|----|
| M         | 5* | 12 | 19 | 26 |    |
| T         | 6  | 13 | 20 | 27 |    |
| W         | 7  | 14 | 21 | 28 |    |
| T         | 1  | 8  | 15 | 22 | 29 |
| F         | 2  | 9  | 16 | 23 | 30 |
| S         | 3  | 10 | 17 | 24 |    |
| S         | 4  | 11 | 18 | 25 |    |

| JULY 2023 |   |    |     |    |    |
|-----------|---|----|-----|----|----|
| M         | 3 | 10 | 17  | 24 | 31 |
| T         | 4 | 11 | 18  | 25 |    |
| W         | 5 | 12 | 19  | 26 |    |
| T         | 6 | 13 | 20  | 27 |    |
| F         | 7 | 14 | 21# | 28 |    |
| S         | 1 | 8  | 15  | 22 | 29 |
| S         | 2 | 9  | 16  | 23 | 30 |

| AUGUST 2023 |   |    |    |    |    |
|-------------|---|----|----|----|----|
| M           | 7 | 14 | 21 | 28 |    |
| T           | 1 | 8  | 15 | 22 | 29 |
| W           | 2 | 9  | 16 | 23 | 30 |
| T           | 3 | 10 | 17 | 24 | 31 |
| F           | 4 | 11 | 18 | 25 |    |
| S           | 5 | 12 | 19 | 26 |    |
| S           | 6 | 13 | 20 | 27 |    |

## Isle of Wight School Terms And Holidays 2022 – 2023

Determined programme of school term and holiday dates for county and controlled schools for the  
academic year 2022/23

| Bank and Public Holidays 2022/2023 |                  |                     |                |
|------------------------------------|------------------|---------------------|----------------|
| Christmas Day Holiday              | 27 December 2022 | Easter Monday       | 10 April 2023  |
| Boxing Day                         | 26 December 2022 | May Day Holiday     | 1 May 2023     |
| New Year's Day Holiday             | 2 January 2023   | Spring Bank Holiday | 29 May 2023    |
| Good Friday                        | 7 April 2023     | Summer Bank Holiday | 28 August 2023 |

\* First day after break



School Holidays



Bank Holidays and National Holidays

# Last day before break

Development Days

**Autumn Term 2022** starts on Thursday 1<sup>st</sup> September 2022 and ends on Friday 16<sup>th</sup> December 2022

(Half term from Monday 24 October to Friday 28 October 2022)

**Spring Term 2023** starts on Tuesday 3 January 2023 and ends on Friday 31 March 2023

(Half term from Monday 13 February to Friday 17 February 2023)

**Summer Term 2023** starts on Monday 17 April 2023 and ends on Friday 21 July 2023

(Half term from Monday 29 May to Friday 2 June 2023)

| Term        | Start date                                  | End Date         |
|-------------|---|------------------|
| Autumn 2022 | 1 September 2022                            | 16 December 2022 |
|             | Half term<br>24 October - 28 October 2022   |                  |
| Spring 2023 | 3 January 2023                              | 31 March 2023    |
|             | Half term<br>13 February - 17 February 2023 |                  |
| Summer 2023 | 17 April 2023                               | 21 July 2023     |
|             | Half term<br>29 May – 2 June 2023           |                  |

**Please note that the dates as published are correct.**

**It has now been agreed and confirmed that 1 September 2022 is the start date for the Autumn Term 2022/23.**

**Please also note that the first day of the Autumn Term in September 2023 will not be determined until the 2023/24 timetable has been consulted upon and approved in January 2023.**

**HIGHLIGHTED IN YELLOW ARE OUR DEVELOPMENT DAYS**