

Gloucestershire Virtual School Attendance Processes-June 2025

Virtual School Process for children who cannot attend their named school:

- Social Worker, school and carer to ensure that the young person is appropriately safeguarded whilst not attending school and take appropriate action if this is not the case.
- Current school to keep the young person on school roll and provide access to learning.
- Social Worker to complete protocol for a potential school move and submit this to Virtual School Education Advisor for Virtual School Head agreement.
- Virtual School Education Advisor to offer advice/support to Social Worker regarding in-year applications and appeals.
- Social Worker to make in year-applications to schools and consider transport to school as part of this process (Virtual School cannot fund school transport).
- Virtual School Education Advisor to signpost Social Worker to Fair Access team if appropriate.
- Social Worker to arrange a transition PEP meeting.
- School to complete transition plan as part of the PEP document.
- When planning reunification, social workers will consider school placement stability and attendance. Advice on this will be included in the reunification protocol which must be signed off by the Virtual School Head.
- Social Worker to contact Child in Care nurse, if there are any health needs, and invite to the attendance/PEP meeting.
- Child in Care nurse to signpost to appropriate health professionals.
- School to complete attendance improvement plan as part of the PEP document.
- Virtual School to signpost the school to appropriate training and support services.
- The use of PP+ to be explored.
- School, Social Worker and carer to implement the attendance improvement plan as agreed at the attendance/PEP meeting and ensure they are carrying out their responsibilities as set out above.
- Virtual School Education Advisor to action funding request as agreed at the attendance/PEP meeting.
- Follow up meeting to be arranged.
- Virtual School Education Advisor/Social Worker to escalate concerns to Social Worker TM and IRO if there are no improvements in attendance.

Virtual School Process for children with an EHCP who cannot attend their named school:

- Social Worker, school and carer to ensure that the young person is appropriately safeguarded whilst not attending school and take appropriate action if this is not the case.
- Current school to keep the young person on school roll and provide access to learning.
- Social Worker to find out the name and contact details of the allocated SEND case co-ordinator.
- Social Worker to check progress of the consultation process and that a letter has been sent to the receiving LA if appropriate.
- Social Worker to arrange a transition PEP meeting.
- School to complete transition plan as part of the PEP document.
- When planning reunification, Social Workers will consider school placement stability and attendance. Advice on this will be included in the reunification protocol which must be signed off by Virtual School Head.
- Social Worker to contact Child in Care nurse, if there are any health needs, and invite to the attendance/PEP meeting.
- Child in Care nurse to signpost to appropriate health professionals.
- School to complete attendance improvement plan as part of the PEP document.
- Virtual School to signpost the school to appropriate training and support services.
- The use of PP+ to be explored.
- Virtual School Education Advisor to action funding request as agreed at the attendance/PEP meeting.
- Follow up meeting to be arranged.
- Virtual School Education Advisor/Social Worker to escalate concerns to Social Worker Team Manager and IRO if there are no improvements in attendance.

Virtual School Process for children who could go to school but are not attending:

- Social Worker, school and carer to ensure that the young person is appropriately safeguarded whilst not attending school and take appropriate action if this is not the case.
- Social Worker and school to notify the Virtual School Education Advisor as soon as attendance concerns arise.
- School to robustly apply their attendance policy.
- Social Worker, school and carer to explore barriers to attendance including push/pull factors and gain the views of the young person.

- Social Worker to liaise with school and carer to discuss attendance concerns and reasons and report these to Virtual School Education Advisor.
- Social Worker to arrange an attendance focused meeting/PEP to discuss reasons for absence and to agree action plan to improve attendance.
- Social Worker to contact Child in Care nurse, if there are any health needs, and invite to the attendance/PEP meeting.
- Child in Care nurse to signpost to appropriate health professionals.
- School to complete attendance improvement plan as part of the PEP document.
- Virtual School to signpost the school to appropriate training and support services.
- The use of PP+ to improve attendance to be explored.
- School, Social Worker and carer to implement the attendance improvement plan as agreed at the attendance/PEP meeting and ensure they are carrying out their responsibilities as set out above.
- Virtual School Education Advisor to action funding request as agreed at the attendance/PEP meeting.
- Follow up meeting to be arranged.
- Virtual School Education Advisor/Social Worker to escalate concerns to Social Worker TM and IRO if there are no improvements in attendance.

% Attendance	Intervention		
	Who?	Authorised Absence	Unauthorised Absence
95%-100% Good Attendance	School/Education Setting	Follow school attendance policy. Monitor absence. Record and request attendance reward.	Follow school attendance policy. Investigate and challenge the reasons for any unauthorised absence –normally a phone call to the carer and inform Virtual School and Social Worker.
	Virtual School	Monitor attendance data. Reward attendance over 95%.	
	Social Worker	Congratulate the young person for good attendance.	
90%-94.9% Poor Attendance	School/Education Setting	Follow school attendance policy. Monitor absence and communicate to all professionals and parents/carers. Identify any recurring patterns of absence and discuss concerns with Social Worker. Add attendance target to the PEP document.	Follow school attendance policy. Investigate and challenge the reasons for any unauthorised absence. Inform the Education Advisor and Social Worker that a specific number of sessions have been missed. Add attendance target to the PEP document.
	Virtual School	Monitor Absence and ensure the authorised code is a valid reason.	Monitor absence and follow up unauthorised absences. Contact social worker, to highlight the concern for the absences, and discuss the expectation of improving attendance.
	Social Worker	Discuss absence concerns with Foster Carer/parent and young person. Involve Child in Care nurse if appropriate.	
50%-89.9% Persistent Absence 0%-49.9% Significant Absence	School/Education Setting	Monitor daily, with communication on every day of absence, to Social Worker/Foster Carer/parent. Attendance improvement plan completed as part of the PEP document.	Attendance/PEP meeting to consider the needs of the child not attending school and other interventions and strategies to be used. Attendance improvement plan completed as part of the PEP document.
	Virtual School	Discussion at the Attendance/PEP meeting about the level of absence and any additional needs to avoid the CiC falling behind and missing out on education.	This should now be escalated with a clear focus on challenge to both Foster Carer and Social Worker
	Social Worker	Discuss absence concerns with Foster Carer/parent and young person. Escalate with CiC nurse if appropriate.	

This processes document is to be used in conjunction with Gloucestershire Virtual School Attendance Policy.

This document is reviewed annually and will next be reviewed in June 2026.