ATTENDANCE & PUNCTUALITY POLICY

Policy implemented:	February 2025
Last reviewed:	September 2026
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EQUALITY AND DIVERSITY STATEMENT

Salutem Care & Education is committed to the fair and equitable treatment of all individuals in accordance with the Equality Act 2010. An Equality Impact Assessment has been completed for this policy to ensure it can be applied consistently and without discrimination. Salutem Care & Education is committed to safe, high-quality, person-centred services that uphold people's rights and dignity.

All colleagues (including volunteers, agency workers and contractors) must follow this policy, guided by our values. Policies are reviewed every two years; if a review is delayed, the current version remains in force until approved by the Policy Sponsor.

Training will support understanding, and people we support will be involved in reviews. Local procedures may support this policy, but corporate policies must not be changed locally without formal approval.

This policy must be shared with all colleagues. The controlled version is on BLINK; printed/downloaded copies may be out of date

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1. Summary

Regular attendance and active participation are essential to achieving positive educational outcomes, developing independence and preparing learners for adulthood, employment and community participation. Beaumont College is committed to promoting excellent attendance across all college programmes and recognises that attendance is a key indicator of learner engagement, wellbeing, safeguarding and successful progression.

The College aims to create a culture in which attendance is valued by learners, families, staff and stakeholders, whilst recognising that barriers to attendance may be complex and individual. As a specialist further education college, Beaumont College understands that learners may experience challenges relating to Special Educational Needs and Disabilities (SEND), physical health, mental health, anxiety, transport arrangements, residential circumstances or other factors which may affect attendance. The College is committed to working collaboratively with learners, families, carers and external professionals to identify and remove barriers wherever possible.

The College aims for all learners to achieve attendance of at least 90% and will monitor attendance closely across all elements of a learner's programme, including educational sessions, therapies, work-based learning opportunities and community-based activities. Attendance information is used to identify patterns, monitor engagement, ensure learner safety and inform support strategies that enable learners to maximise their educational opportunities.

This policy sets out:

- Beaumont College's expectations regarding attendance and engagement.
- The importance of regular attendance within specialist further education.
- Roles and responsibilities relating to attendance monitoring.
- Arrangements for recording and monitoring attendance.
- The distinction between authorised and unauthorised absence.
- Procedures for reporting planned and unplanned absence.

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- Support available where attendance becomes a concern.
- Escalation processes where attendance continues to decline.
- Safeguarding arrangements relating to attendance.
- Monitoring, reporting and quality assurance processes.

This policy should be read alongside the College's safeguarding, behaviour, wellbeing and learner support procedures and reflects Beaumont College's commitment to providing a safe, supportive and aspirational learning environment for all learners

2. Document Control

Policy Sponsor (Name & Role):	Vicky Muncaster (Assistant Principal)
Policy Reviewer (Name & Role):	Aaron Churchyard (Quality Manager for Education)
Approved by (Name/Role):	Melinda Glover (Quality Assurance Inspection & Regulation Director)
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4. Definitions

4.1 Attendance

Attendance refers to the time a learner spends accessing their planned educational programme at Beaumont College. Attendance may be monitored across a range of educational, therapeutic, vocational and community-based activities to ensure learners are engaging with the provision identified within their individual programme and learning outcomes. Attendance is a key indicator of learner engagement, wellbeing, retention and educational progress.

4.2 Good Attendance

Good attendance is attendance at or above the College's expected benchmark and demonstrates consistent engagement with a learner's programme. Beaumont College aims for all learners to achieve attendance of at least 90%. Good attendance supports positive educational outcomes, personal development, wellbeing, independence and progression into adulthood, employment and community participation.

4.3 Authorised Absence

An authorised absence is an absence which has been approved by the College, either in advance or because the College accepts the reason for the absence as valid. Examples may include illness, medical appointments, agreed therapeutic interventions, exceptional family circumstances or other circumstances agreed by the College. Authorised absences are recorded and monitored in accordance with College procedures.

4.4 Unauthorised Absence

An unauthorised absence occurs when a learner is absent without prior approval, the reason for absence is not known, or the College does not accept the reason provided. Unauthorised absence may result in attendance concerns being escalated and additional monitoring or intervention being implemented.

4.5 Planned Absence

Planned absence refers to an absence which has been requested and agreed in advance by the College. Planned absences may include medical appointments, authorised leave, educational visits, agreed wellbeing interventions or exceptional circumstances. Requests for planned absence should be submitted in writing and within agreed timescales.

4.6 Unplanned Absence

Unplanned absence refers to an absence which occurs unexpectedly and could not reasonably have been communicated in advance. Examples may include illness, family emergencies, transport disruption or unforeseen circumstances. Parents, carers, residential staff or other relevant

stakeholders must notify the College as soon as possible and before the start of the College day wherever possible.

4.7 Attendance Improvement Plan

An Attendance Improvement Plan is a formal support plan developed where attendance levels become a concern. The plan identifies barriers to attendance, agreed actions, support strategies, review arrangements and the responsibilities of all parties involved. The aim of the plan is to improve attendance and ensure learners can fully access their programme.

4.8 Engagement

Engagement refers to a learner's active participation in the educational, therapeutic, vocational and personal development opportunities that form part of their programme. Whilst attendance measures physical presence, engagement measures participation in learning and development activities. Attendance and engagement are monitored together to provide a comprehensive picture of learner progress and wellbeing.

4.9 Safeguarding Concern

A safeguarding concern is any concern relating to a learner's safety, welfare or wellbeing. Poor attendance, irregular attendance patterns, unexplained absences or sudden changes in attendance may indicate safeguarding concerns and will be managed in accordance with the College's safeguarding procedures.

4.10 Individual Learning Record (ILR)

The Individual Learning Record (ILR) is the statutory record used to evidence learner participation, funding and educational activity. Attendance information forms part of the learner record and must be maintained accurately to meet funding, regulatory and quality assurance requirements.

4.11 Education and Skills Funding Agency (ESFA)

The Education and Skills Funding Agency (ESFA) is responsible for funding and accountability arrangements within further education. Beaumont College has a responsibility to maintain accurate attendance records and provide attendance-related information where required to support funding and compliance arrangements.

Principles

5.1 Commitment

Beaumont College is committed to promoting excellent attendance and engagement across all aspects of college life. Regular attendance is fundamental to ensuring learners achieve their educational outcomes, develop independence, build positive relationships and maximise the opportunities available through their individual learning programmes. The College recognises that attendance is closely linked to learner wellbeing, safeguarding, progression and quality of life.
The College aims to create a culture in which attendance is valued by learners, families, carers, staff and stakeholders, whilst recognising that barriers to attendance may be complex, individual and linked to a learner's assessed needs. Beaumont College is committed to working collaboratively with all relevant parties to promote attendance and remove barriers wherever possible.

5.2 Rationale

Consistent attendance enables learners to access educational, therapeutic, vocational and personal development opportunities that form part of their programme. Poor attendance can significantly impact learning outcomes, social development, wellbeing, progression and future opportunities. Conversely, positive attendance supports achievement, confidence, independence and preparation for adulthood.
As a specialist further education college, Beaumont College recognises that learners may experience barriers to attendance including:

- Special Educational Needs and Disabilities (SEND).
- Physical health conditions.
- Mental health and wellbeing needs.
- Anxiety associated with learning or transition.
- Residential circumstances.
- Transport difficulties.
- Medical appointments and therapeutic interventions.
- Family or personal circumstances.

The College adopts a supportive and person-centred approach, recognising that attendance concerns should be understood within the context of each learner's circumstances whilst maintaining high expectations for participation and engagement.

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5.3 Aims

This policy aims to:

- Promote a culture where attendance and engagement are valued.
- Encourage learners to attend all planned educational activities.
- Support learners to achieve the best possible outcomes.
- Identify attendance concerns at the earliest opportunity.
- Ensure attendance data is accurate, reliable and timely.
- Promote collaborative working with families, carers and external professionals.
- Ensure learners remain safe when absent from College.
- Meet funding, safeguarding and regulatory requirements.
- Support learners to overcome barriers to attendance.
- Maintain attendance levels at or above the College benchmark wherever possible.

5.4 Attendance Expectations

The College aims for all learners to achieve attendance of at least 90% across their agreed programme. Attendance is monitored throughout the learner journey and considered alongside engagement, wellbeing and progress.

Learners are expected to attend all timetabled activities unless authorised absence has been agreed or exceptional circumstances prevent attendance. This includes:

- Educational sessions.
- Tutorials.
- Work-based learning.
- Community-based learning activities.
- Therapy sessions forming part of the programme.
- Employability activities.
- Enrichment opportunities.
- Transition and independence activities.

Attendance concerns may be identified through overall attendance levels or through patterns emerging within particular activities, sessions, locations or aspects of a learner's programme.

5.5 Attendance Monitoring

Attendance is monitored to ensure learners are safe, engaged and receiving the educational provision identified within their programme. Attendance data provides valuable information relating to:

- Learner engagement.
- Retention.
- Wellbeing.
- Progress.
- Safeguarding.
- Effectiveness of provision.
- Suitability of learning environments.
- Barriers to learning.
- Attendance may be monitored against:
- Authorised and unauthorised absence.
- Planned and unplanned absence.
- Overall attendance rates.
- Specific days of attendance.
- Sessions and timetabled activities.
- Individual subjects and pathways.
- Work-based learning activities.
- Community-based learning.
- Indoor and outdoor learning environments.
- Therapeutic interventions.
- Attendance affected by behaviours of concern.

5.6 Authorised and Unauthorised Absence

The College recognises two categories of absence:

Authorised Absence

An absence is authorised where:

- Prior approval has been obtained from the College.

- The reason for absence is accepted by the College.
- Appropriate evidence has been provided where required.

Examples may include:

- Illness.
- Medical appointments.
- Agreed therapeutic interventions.
- Exceptional family circumstances.
- Approved holiday leave.
- Bereavement.
- Religious observance.

Unauthorised Absence

- An absence is unauthorised where:
- No reason has been provided.
- Approval has not been sought where required.
- The reason provided is not accepted by the College.
- Attendance information cannot be verified.
- Where concerns arise, attendance monitoring and support arrangements may be implemented.

5.7 Planned Absence

Requests for planned absence should be submitted in writing and in advance of the requested absence.

The College recognises that planned absence may be necessary for:

- Medical appointments.
- Hospital appointments.
- Personal or family circumstances.
- Therapeutic interventions.
- Other exceptional circumstances.

Requests for holiday leave should be submitted using the College's holiday request process. Wherever possible, requests should be submitted at least one month in advance. Holiday leave will only be authorised where appropriate and following consideration by the College.

Parents, carers and stakeholders are encouraged to consult with the College prior to making travel arrangements to minimise disruption to key educational activities and planned experiences.

5.8 Unplanned Absence

Where a learner is unable to attend due to illness or unforeseen circumstances, parents, carers, residential staff or other stakeholders must notify the relevant College location as early as possible and before the start of the College day wherever practicable.

Where the College has not received notification of absence, staff will seek to establish the learner's whereabouts and wellbeing by contacting the appropriate individuals.

The College's response to unexplained absence forms part of its safeguarding responsibilities and may result in additional welfare checks where concerns exist.

5.9 Attendance Support and Intervention

Where attendance falls below expected levels, the College will work proactively with learners, families, carers and relevant professionals to understand and address barriers to attendance.

Support strategies may include:

- Meetings with learners and stakeholders.
- Attendance Improvement Plans.
- Adjustments to learning programmes.
- Additional pastoral support.
- Positive Behaviour Support strategies.
- Wellbeing interventions.
- Therapeutic support.
- Phased returns where appropriate.
- Joint working with external agencies.

Attendance concerns will be reviewed regularly and actions adjusted according to need. Where attendance continues to deteriorate despite support, the College may notify the placing Local Authority and other relevant stakeholders.

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5.10 Long-Term Absence

The College recognises that some learners may experience extended periods of absence due to medical, mental health, wellbeing or personal circumstances. During periods of long-term absence, the College will seek to maintain engagement wherever appropriate and possible.

Support may include:

- Regular welfare contact.
- Keeping in touch arrangements.
- Home learning activities.
- Outreach support.
- Residential-based learning.
- Phased returns.
- Flexible programme delivery.

The level and type of support provided will be determined by individual circumstances and learner needs.

5.11 Safeguarding

Attendance is an important safeguarding indicator. Poor attendance, sudden changes in attendance patterns or unexplained absence may indicate that a learner requires additional support or protection.

Where attendance concerns suggest potential safeguarding risks, the College will implement safeguarding procedures and, where necessary, work with external agencies to ensure learners remain safe and supported.

5.12 Recording and Reporting

Attendance information will be accurately recorded through the College's management information systems and monitoring processes. Attendance records contribute to:

- Learner support planning.
- Quality assurance.
- Safeguarding oversight.
- Funding requirements.

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- ESFA reporting.
- Individual Learning Records (ILR).
- Local Authority reporting requirements.

Accurate attendance recording is essential to ensure compliance with funding, regulatory and safeguarding responsibilities and to support effective decision-making across the College.

6. Monitoring, Audit and Compliance

Beaumont College is committed to ensuring that attendance monitoring processes are robust, consistent and effective across all educational, therapeutic, vocational and community-based learning environments. Attendance information is used not only to monitor learner participation but also to identify trends, evaluate the effectiveness of provision, support learner wellbeing and fulfil safeguarding, quality assurance and funding requirements.

6.1 Attendance Recording and Data Accuracy

Attendance must be recorded accurately and promptly in accordance with College procedures. Attendance information is maintained through the College's Management Information System (MIS), session registers and Individual Learning Record (ILR) processes. Accurate attendance data is essential to demonstrate learner participation, support funding compliance and maintain effective safeguarding oversight.

Attendance records must:

- Accurately reflect learner attendance and participation.
- Clearly distinguish between authorised and unauthorised absence.
- Record planned and unplanned absence appropriately.
- Be maintained in line with ESFA and ILR requirements.
- Be updated promptly when additional information becomes available.
- Be available for audit, quality assurance and reporting purposes.

6.2 Monitoring Arrangements

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Attendance is monitored at learner, pathway, curriculum and organisational level to identify strengths, emerging concerns and opportunities for improvement. Monitoring takes place through regular review of attendance data and learner engagement information.

Attendance information may be reviewed against:

- Individual learner attendance.
- Authorised and unauthorised absence.
- Planned and unplanned absence.
- Attendance by pathway or curriculum area.
- Attendance by subject, tutor group or learning activity.
- Work-based learning attendance.
- Community-based learning attendance.
- Attendance within specific environments or locations.
- Therapy participation and attendance.
- Impact of behaviours of concern on attendance and engagement.
- Attendance trends over time.
- The College will analyse attendance data to identify:
- Emerging patterns and trends.
- Areas of strong performance.
- Learners requiring additional support.
- Potential safeguarding risks.
- Curriculum or environmental factors affecting engagement.
- Barriers to attendance and progression.

6.3 Attendance Concerns and Intervention

Where attendance falls below expected levels, concerns will be reviewed promptly and proportionately. The College recognises that attendance difficulties are often complex and may be linked to health, wellbeing, SEND, transport, residential arrangements or personal circumstances.

Attendance concerns may result in:

- Discussions with learners.
- Engagement with families, carers and residential teams.

- Review of support arrangements.
- Attendance Improvement Plans.
- Adjustments to learning programmes.
- Additional wellbeing or therapeutic support.
- Multi-agency working.
- Notification to placing Local Authorities where appropriate.

The College's primary aim is to identify and remove barriers to attendance whilst maintaining high expectations and promoting learner success.

6.4 Safeguarding Oversight

Attendance is a key safeguarding indicator. Unexplained absence, sudden reductions in attendance, changing attendance patterns or prolonged absence may indicate a need for additional safeguarding assessment.

Where attendance raises safeguarding concerns:

- Learner welfare checks may be undertaken.
- Relevant safeguarding procedures will be followed.
- Designated Safeguarding Leads will review concerns.
- External agencies may be consulted where appropriate.
- Actions and outcomes will be recorded in accordance with safeguarding procedures.

The College will seek to ensure that all learners who are absent are accounted for and that appropriate actions are taken where concerns about safety or wellbeing exist.

6.5 Quality Assurance and Audit

Attendance information forms part of the College's wider quality assurance framework and is reviewed through established quality monitoring processes. Attendance performance may be considered alongside learner outcomes, retention, progression, wellbeing and safeguarding information.

Quality assurance activities may include:

- Attendance audits.
- Curriculum reviews.
- Quality assurance cycles.

- Learner progress reviews.
- Safeguarding audits.
- Internal compliance monitoring.
- Attendance trend analysis.
- Local Authority and funding body reporting requirements.
- Findings from quality assurance activities may be used to inform:
- Curriculum development.
- Learner support strategies.
- Resource allocation.
- Staff development.
- Environmental adaptations.
- Strategic planning.

6.6 Reporting Arrangements

Attendance information will be reported through established governance and management structures to provide oversight of attendance performance and learner engagement. Reports may be reviewed by:

- Senior Leadership Team.
- Principals, Assistant Principals & Head of Learning
- Pathway Co-ordinators.
- Relevant safeguarding personnel.
- Placing Local Authorities where required.
- Education and Skills Funding Agency (ESFA) through statutory reporting arrangements.

Attendance data will be used to support operational decision-making, quality improvement and continuous development across the College.

6.7 Continuous Improvement

The College is committed to continually improving attendance outcomes and ensuring that attendance monitoring systems remain effective and responsive. Analysis of attendance trends,

learner feedback, quality assurance findings and stakeholder feedback will be used to strengthen practice and enhance learner participation.

Where weaknesses or concerns are identified, actions may include:

- Review of procedures.
- Additional staff guidance and supervision.
- Targeted quality assurance activity.
- Enhanced learner support.
- Additional staff training.
- Review of attendance intervention strategies.

This policy will be reviewed regularly to ensure continued compliance with regulatory requirements, funding obligations, safeguarding expectations and best practice within specialist further education provision.

7. Areas of Responsibility

Effective attendance management relies upon a whole-college approach in which learners, staff, families, carers and external stakeholders work collaboratively to support regular attendance, active engagement and positive educational outcomes. Beaumont College recognises that attendance is closely linked to safeguarding, learner wellbeing, progression and achievement, and therefore all parties have responsibilities in promoting and supporting attendance.

7.1 Senior Leadership Team

The Senior Leadership Team is responsible for:

- Promoting a culture where attendance and engagement are valued and celebrated.
- Ensuring that this policy is implemented consistently across all College locations and provisions.
- Monitoring attendance trends and responding to areas of concern.
- Ensuring appropriate resources, staffing and support systems are available to improve attendance outcomes.
- Reviewing attendance data and quality assurance information.

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- Ensuring compliance with safeguarding, regulatory and funding requirements.
- Supporting positive partnership working with placing Local Authorities and other stakeholders.

7.2 Principals, Assistant Principals & Head of Learning

The Principals, Assistant Principals and Head of Learning are responsible for:

- Overseeing attendance monitoring systems and reporting processes.
- Monitoring attendance, engagement and retention trends across the College.
- Identifying patterns and areas requiring intervention or improvement.
- Supporting curriculum teams to improve learner attendance and engagement.
- Ensuring attendance data is accurate and reliable.
- Supporting quality assurance, audit and compliance arrangements.
- Producing attendance reports to inform decision-making and quality improvement.

7.3 Designated Safeguarding Leads (DSLs)

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads are responsible for:

- Reviewing attendance concerns where safeguarding risks may be present.
- Ensuring appropriate welfare checks are undertaken where learners are absent and concerns exist regarding their wellbeing or safety.
- Working with internal and external agencies where attendance forms part of a safeguarding concern.
- Ensuring attendance-related safeguarding concerns are recorded and managed in accordance with safeguarding procedures.
- Providing advice and support to staff regarding safeguarding aspects of attendance concerns.

7.4 Pathway Co-ordinators & Curriculum Staff

Pathway Co-ordinators and curriculum staff are responsible for:

- Promoting positive attendance within their learner groups.
- Monitoring attendance and engagement levels.
- Identifying early signs of disengagement or attendance concerns.

- Maintaining regular communication with learners, families, carers and residential teams.
- Contributing to Attendance Improvement Plans where required.
- Supporting learners to access programmes, interventions and adjustments that improve attendance and engagement.
- Ensuring attendance information is accurately recorded within College systems.

7.5 Positive Behaviour Support Practitioners and Specialist Teams

Positive Behaviour Support Practitioners and specialist professionals are responsible for:

- Supporting the analysis of patterns of attendance, engagement and behaviours of concern.
- Contributing to the development of strategies that support learner participation and attendance.
- Advising curriculum teams regarding environmental adaptations and individual support strategies.
- Working alongside educational, therapeutic and residential teams to improve learner outcomes.

7.6 Learners

Learners are encouraged to:

- Attend all timetabled activities and sessions wherever possible.
- Engage actively with their educational programme.
- Communicate concerns that may affect their attendance or engagement.
- Participate in agreed support strategies and Attendance Improvement Plans where appropriate.
- Take increasing responsibility for decisions that positively influence their attendance and educational progress.

7.7 Families, Carers, Residential Teams and Stakeholders

Families, carers, residential teams and relevant stakeholders play a vital role in promoting attendance and are expected to:

- Encourage and support regular attendance.

- Inform the College promptly regarding planned or unplanned absence.
- Work collaboratively with the College to address attendance concerns.
- Attend meetings where attendance has become a concern.
- Contribute to Attendance Improvement Plans and agreed actions.
- Maintain open and honest communication with the College regarding factors affecting attendance.

8. Learning and Development

Beaumont College is committed to ensuring that all staff have the knowledge, skills and confidence required to promote positive attendance, identify emerging concerns and implement effective interventions that support learner engagement, wellbeing and achievement. As a specialist further education college, staff must understand the impact that SEND, health needs, mental health, communication differences, residential arrangements and other barriers may have on attendance and participation.

8.1 Training and Induction

All staff will receive training appropriate to their role, including:

- Attendance monitoring and recording procedures.
- Authorised and unauthorised absence processes.
- Safeguarding responsibilities relating to attendance.
- Learner engagement and retention.
- SEND and communication needs.
- Mental health and wellbeing awareness.
- Positive Behaviour Support approaches.
- Data recording and reporting requirements.

All new staff, agency workers and volunteers will receive induction covering attendance expectations, reporting procedures, safeguarding responsibilities and the use of relevant attendance recording systems.

8.2 Professional Development and Support

The College will provide ongoing professional development through:

- Supervision and appraisal processes.

- Team meetings and quality assurance activities.
- Safeguarding and attendance reviews.
- Specialist training relating to learner needs and attendance barriers.
- Coaching and guidance where additional support is required.

Managers are responsible for monitoring staff understanding and application of attendance procedures through supervision, audits, observations and performance reviews. Where gaps in knowledge or practice are identified, additional training and support will be provided.

8.3 Continuous Improvement

Attendance-related learning, quality assurance findings, safeguarding reviews and learner feedback will be used to inform future staff development and ensure attendance practice remains consistent with regulatory requirements and best practice within specialist further education provision. Staff should discuss individual learning needs with their line manager through supervision and ongoing professional development conversations.

9. Associated Documents

- Safeguarding and Child Protection Policy.
- Safeguarding Adults Policy and Procedure.
- Beaumont College Safeguarding Policy.
- Positive Behaviour Support Policy and Procedures.
- Behaviour Policy.
- SEND Policy and Procedures.
- Mental Health and Wellbeing Procedures.
- Complaints and Feedback Policy.
- Whistleblowing Policy.
- Equality, Diversity and Inclusion Policy.
- Prevent Policy and Procedure.
- Data Protection and Information Governance Policies.

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10. Legal, Regulatory & Standards Framework

- Equality Act 2010.
- Human Rights Act 1998.
- Children Act 1989.
- Children Act 2004.
- Care Act 2014.
- Mental Capacity Act 2005.
- Data Protection Act 2018.
- UK General Data Protection Regulation (UK GDPR).
- Keeping Children Safe in Education (KCSIE).
- Working Together to Safeguard Children.
- SEND Code of Practice: 0 to 25 Years.
- Department for Education attendance guidance.
- Education and Skills Funding Agency (ESFA) funding and compliance requirements.
- Individual Learning Record (ILR) reporting requirements.
- Ofsted Education Inspection Framework.
- Further Education and Skills Inspection Framework.
- Local Authority commissioning and attendance requirements.
- Local Safeguarding Partnership procedures and multi-agency safeguarding arrangements.

11. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Author	Summary of Changes	Approved By
V1	February 2025	Julia Park	New policy	Craig Harris
V2.0	July 2026	Lauren Hill/ Aaron Churchyard	Policy reformatted into the Beaumont Lancaster 2026 policy template and	Melinda Glover

			comprehensively reviewed. Content expanded to improve clarity, governance, responsibilities, attendance monitoring, safeguarding oversight and support arrangements. Enhanced alignment with specialist further education provision, SEND good practice, ESFA reporting requirements and attendance management expectations. No substantive changes made to Beaumont College attendance procedures or operational processes.	
V3	September 2026	Vicky Muncaster	Change of sponsor name and responsibilities to support the new framework of management.	

12. Appendices

- Appendix A: (e.g., checklist)
- Appendix B: (e.g., flowchart)