



Think Like a Pony Youth Development Programme Attendance and Punctuality Policy 2025

Policy Statement

Think Like a Pony recognises that all learners have the right to participate at the centre. Regular attendance is essential to enable learners to take part in all the opportunities available and to develop their full potential. Learners, instructors, and parents/carers all have some part to play in securing these aims by implementing this policy.

Aims:

- To ensure that learners come to Think Like a Pony and stay for their entire session.
- By improving attendance and punctuality, to raise the standards achieved by individual learners.

Learning Rights

All learners at Think Like a Pony have the right to:

- Fully participate in their session.
- Be monitored and supported in their attempts to attend.
- Receive recognition for their efforts and improvements made.

Learner Responsibilities

All learners at Think Like a Pony have a responsibility to:

- Report on time to their sessions.
- Report to the office and then proceed to the learning session if late.

Post-registration truancy

One member of staff is assigned to each student throughout the session. That member of staff is responsible for the whereabouts of that individual. If any individual student's location cannot be verified at any point in the day, the member of staff assigned to that student must report to a senior member of staff to verify the location of the student and assess whether post-registration truancy has taken place.

All staff may access individual learners' attendance records for registration purposes.



Data Analysis and Target Setting

To effectively monitor attendance, set targets for improvement, and support learners, including those with SEND (Special Educational Needs and Disabilities), Think Like a Pony has developed a strategy for analysing attendance data and setting appropriate, individualised goals.

A. Data Collection and Monitoring

1. Detailed Attendance Records:

All attendance data will be carefully recorded, including reasons for absence (e.g., illness, family issues) and patterns of lateness or truancy. Specific SEND-related details (e.g., ADHD, autism, anxiety) will also be tracked to identify potential barriers to attendance for SEND learners.

2. Data Segmentation:

Attendance data will be analysed by different groups, such as:

- SEND status (e.g., students with autism, anxiety, dyslexia)
- Attendance trends (e.g., improvements or continued absenteeism)
- Demographic details (e.g., age, gender, socio-economic background)
- Specific sessions or times when attendance issues arise (e.g., morning sessions vs. afternoon sessions)

3. Predictive Analytics:

By analysing historical attendance data, we will predict future trends and identify learners at risk of poor attendance. Early intervention strategies will be put in place for learners identified as at risk of frequent absence.

B. Regular Data Review

1. Weekly/Monthly Reviews:

Attendance data will be reviewed regularly by the Youth Development Manager to assess patterns, and identify learners who may need additional support.

2. At-Risk Learners:

Learners who miss more than three consecutive sessions, have habitual lateness, or are engaging in truancy behaviours will be flagged for further action. This includes learners with SEND needs who may be facing additional challenges.

C. Use of Analytics Tools

1. Target Setting:

SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) attendance goals will be set for individual learners, with special consideration given to SEND learners to accommodate their needs.

SEND Considerations in Attendance

Think Like a Pony is committed to ensuring that learners with SEND have the support they need to attend regularly. Specific barriers that may impact attendance for SEND learners will be identified and addressed.



A. Identifying SEND Barriers to Attendance

Some SEND learners may face additional challenges to regular attendance, including:

- **Anxiety and Phobias:** Learners with SEND may have heightened anxiety that impacts their ability to attend sessions.
- **Sensory Processing Needs:** Some learners with sensory needs may find the environment overwhelming, leading to absences.
- **Autism Spectrum Disorder (ASD):** Learners with ASD may struggle with transitions, routine changes, or social interactions, leading to attendance difficulties.
- **Other SEND Needs:** Learners with other SEND needs, such as dyslexia or attention deficit hyperactivity disorder (ADHD), may find certain aspects of the day challenging, resulting in missed sessions.

B. Tailored Support for SEND Learners

To help SEND learners overcome barriers to attendance we will liaise closely with the child's school and team around the child.

Follow-Up Actions and Involvement of Parents/Carers

In addition to the above strategies, Think Like a Pony remains committed to involving parents/carers in the process of improving attendance for SEND learners.

1. **Communication with Parents/Carers:**
Clear communication will be maintained with parents/carers to explain the importance of regular attendance and the actions taken to support SEND learners. Regular updates on progress will be shared with parents/carers.
 2. **Review of Attendance Progress:**
If attendance remains below 75% for any learner (SEND or otherwise), we will liaise with the school and team around the child regarding strategies for improvement and to determine additional support mechanisms.
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Involvement of Referral Agencies and Community Support

To further enhance attendance, particularly for SEND learners, the Youth Development Manager will work with external agencies and local community resources.

Staff Responsibilities

1. **Learning Facilitators and Programme Staff:**
 - Maintain accurate attendance records, noting any SEND-related barriers to attendance.
 - Interpret attendance patterns and identify SEND-related issues that may affect a learner's ability to attend.



- Ensure that learning mentors are aware of SEND-related attendance concerns and provide ongoing support.
- 2. **Youth Development Manager and Centre Manager:**
 - Review attendance data, especially for SEND learners, and coordinate interventions to address persistent attendance issues.
 - Facilitate communication with external agencies and ensure that SEND learners receive the necessary support.

Conclusion

By integrating data analysis, target setting, and SEND-specific considerations, Think Like a Pony aims to ensure that all learners, including those with SEND, receive the support and encouragement they need to maintain regular attendance. The policy's comprehensive approach, focusing on personalized interventions, early identification of attendance issues, and collaborative support, will help foster a positive learning environment for every student.

Attendance Lead – Kate Reed Youth & Family Development Manager

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DOCUMENT CONTROL SHEET

Document Name:	Attendance and Punctuality
Document Owner:	Think Like a Pony CIC
Date:	08/04/2025
Review Date:	30/01/2026
Version	1