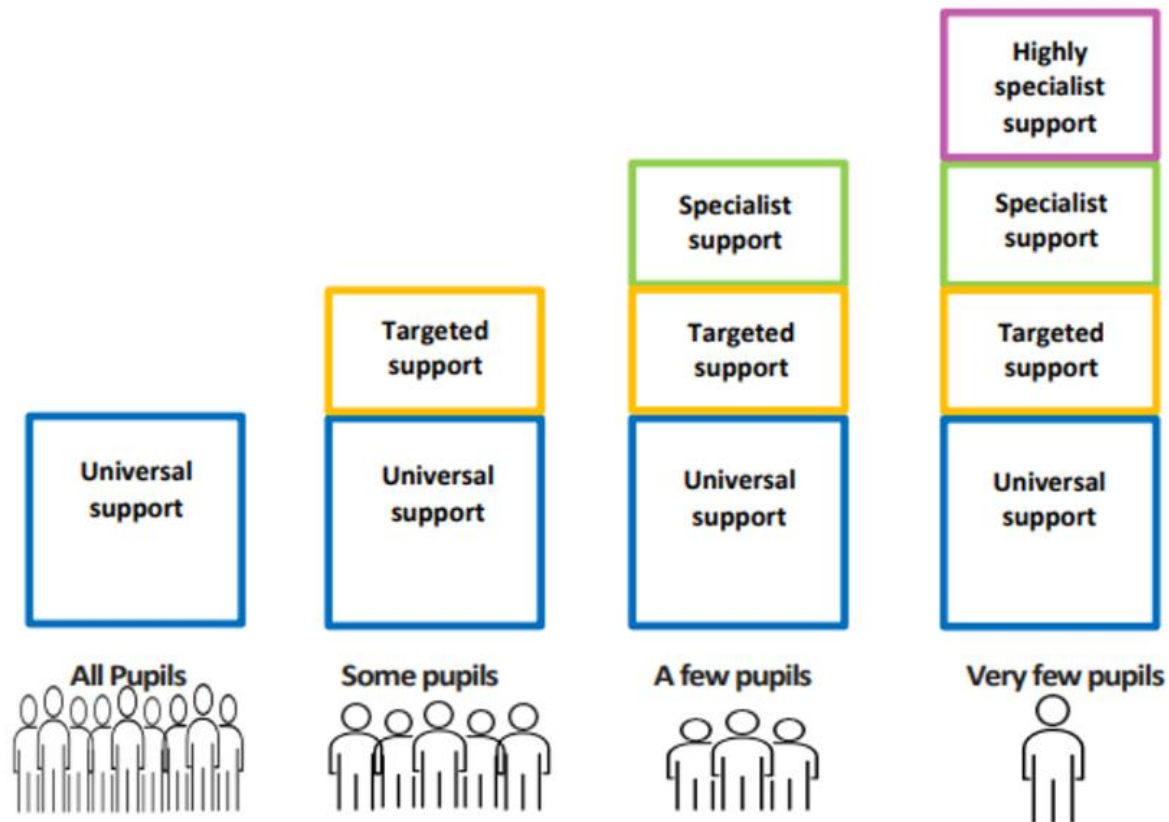


Graduated Response to Attendance/Non-Attendance

A Graduated response consists of a series of stages that build on one another in response to the level of need, as illustrated in the graphic below. Each stage includes elements of the stages before them. Not every element of each stage will be appropriate for each pupil and support can be tailored for each individual.



Stage	Provision required	Support and provision	Assessment, recording and monitoring systems	Comments
1	<p>Universal provision</p> <p>All pupils</p>	<p>All practice follows the agreed attendance policy</p> <p>Adults build warm relationships with children – children feel you know them individually.</p> <p>Children are welcomed daily to ensure they feel known and valued.</p> <p>The classroom provides a safe physical and emotional space for learning.</p> <p>Learning meets the needs of all pupils</p> <p>Strong relationships and open communication is formed with parents</p> <p>Teachers identify barriers that cause children to struggle in school.</p> <p>Teachers notice children who are absent and welcome them warmly on their return – interest and care</p> <p>Follow up call by well-known adult for absent pupils after day two missing – welfare/valuing</p> <p>Additional strategies may include-</p> <ul style="list-style-type: none"> • Attendance assemblies • Certificates • Attendance awards and praise for improvements • Attendance newsletters • Attendance boards 	<p>Daily attendance records</p> <p>Bromcom alerts –pri 95% markers</p> <p>Analysing data for groups weekly, particularly for vulnerable groups</p> <p>Robust daily processes to follow up absence.</p>	<p>The purpose of the welfare call on day three of absence is to check how the child is and let them know you are looking forward to their return.</p>

2	<p>Early intervention support</p> <p>At risk of PA (92-94/95%)</p>	<p>Parent's will receive notifications of their child's attendance by letter/email/text with a reminder of our policy and processes.</p> <p>Access to breakfast club and end of day activities, subsidised if needed</p> <p>Conversation with teacher or family support worker to consider what might help improve attendance.</p> <p>Additional strategies may include-</p> <ul style="list-style-type: none"> • Letters/postcards home for attendance improvements • Targeted Clinic for parents – Coffee morning, keeping in touch, help and support with pastoral team • Transport problem solving • Remote offer of work – through Oak Academy while reengagement plan in place to help child come to school more regularly • Environmental review and consideration of sensory needs • Access to pastoral / ELSA support if appropriate <p>Pupil given role or responsibility if this will support confidence, routine or integration with peers</p>	<p>Log of actions will begin</p> <p>Attendance at any extra-curricular activities will be logged for praise.</p> <p>In-school pastoral/ELSA support sessions will be logged.</p> <p>Records of communications with Parents/Carers will be made.</p> <p>Action plans in place for returning regularly to school if the pupil is working remotely</p>	<p>Attendance Officer and family liaison officers will take a greater role in stage 2. However, it is important to remember that the relationship with the teacher remains pivotal in improving attendance.</p> <p>This stage is focused on supporting a child and parent to understand the importance of education and to help them to feel more comfortable in attending school.</p>
---	---	--	---	--

3	<p>Targeted, additional support</p> <p>Those now close to PA or PA</p> <p>(87-91%)</p>	<p>Support within class through small groups and individual support to ensure learning can be accessed effectively.</p> <p>The school will begin to follow the process of referral to the Education Welfare Officer or School Attendance Panel.</p> <p>Team around the child meeting to discuss barriers and solutions with parents present.</p> <p>Home visits as needed, to keep in touch and ensure child feels valued</p> <p>Attendance support plan jointly agreed with parents to increase attendance over time and will consider evidence-based interventions or 1:1 catch up on learning missed through absence.</p> <p>Work with parents regarding routines and signposting support outlining potential need for local authority intervention in the future if there is no improvement.</p> <p>The school will begin to follow the process of referral to the Education Welfare Officer or School Attendance Panel with all accompanying paperwork where appropriate.</p> <p>Where attendance falls in stage three due to medical need, there should be a clear plan to support the child to learn remotely where possible and to maintain contact with peers.</p>	<p>This group of pupils should be reviewed weekly by the attendance officer and HT.</p> <p>Reviewed at Pupil Progress and Phase Review meetings with Senior Leadership Team</p> <p>Assessment for Learning systems used to identify strengths/gaps</p> <p>Individual Attendance Plan with weekly review</p>	<p>At this stage, pupils should be monitored closely and worked with intensively and positively to reverse negative attendance trends. The teacher must continue to make positive contact with the child in their absence, but it will also be helpful for the child to have a key worker/key person they can speak openly with and who will maintain regular contact.</p>
---	---	---	---	--

<p>4</p>	<p>Targeted, intensive additional support</p> <p>(80 – 87%)</p> <p>Attendance is a real concern</p>	<p>Targeted support within class through small groups and working individually with an adult</p> <p>The school will work with other agencies to ensure that attendance is a key focus in any support.</p> <p>A formal referral to the Local Authority Education Welfare Department or School Attendance Panel will be made by the school if the absences are unauthorised. you may have a child on low percentage attendance but this has all been authorised by the school due to the circumstances or the family have been away on an extended holiday and have received an FPN. In these types of cases referrals would not be made.</p> <p>Discussions will be held with the DSL to identify if there are any safeguarding concerns and need for support through children’s social care.</p> <p>Previous schools and the schools of siblings will be contacted to triangulate support.</p> <p>Multi-professional planning and coordinated support including clarity for parents regarding impact of attendance. Where pupil is too young to make their own choices, the focus of the plan will be to support parents’ engagement.</p> <p>Offer temporary alternative provision to the classroom – e.g, forest school, home or online tutoring, access to skills courses with a view to return to school</p> <p>Identified on school provision map</p> <p>Possible mentor/friend from outside agency to encourage pupil to learn and aid reintroduction where needed.</p> <p>Opportunities for peer contact to ensure some relationships are maintained.</p>	<p>SENDCo made aware (Concern sheet completed, detailing evidence of intervention, impact and outcomes)</p> <p>SENDCo monitoring provision through individual provision checklist</p> <p>EWO referral form will be sent and logged.</p> <p>Contact with other schools and agencies will be recorded.</p> <p>DSL will record contact with children’s services.</p>	<p>At this stage children are missing up to a day a week, so ensuring they do not fully disengage with education is vital. We need to ensure specific and detailed plans support education first and attendance on school site as a close second!</p>
----------	--	---	---	---

5	<p>Provision over and above that which would be expected</p> <p>(Below 80%)</p> <p>Attendance is a serious concern</p>	<p>In addition to Stages 1 – 4:</p> <p>Local Authority intervention will be sought by the school where appropriate.</p> <p>Any attendance action plans will be strengthened with additional referrals to partners and outside agencies for support and adapted timetable and environment will be put in place where needed.</p> <p>The school will work with parents/carers, outside agencies/partners and the local authority to consider more formal support options including parenting contracts, education supervision orders and prosecution as a last resort.</p> <p>Access to adapted environment if appropriate</p> <p>Possible personalised curriculum</p>		<p>At this stage, it is likely that parents are being asked to comply with their legal duty. However, even at this stage we must ensure the child knows we miss them and want them back</p>
6.	<p>Severely Absent (Below 50%)</p> <p>Intensive provision in line with local authority guidance</p>	<p>The school will agree a joint approach with the Local Authority.</p> <p>The school may ask for consideration for an EHCP or Alternative provision if not already in place.</p> <p>The school will ask for a full Children’s Social Care assessment where appropriate and build attendance into existing children in need and child protection plans.</p>		<p>As above</p>