Buckland Primary School

Supporting Inclusive Attendance – Tiered Approach

Tier 3 Specialised Target Support Pupils absent +20% **Intensive** support & interventions	• ***Attendance Contract*** put in place with families, set targets, review regularly • Consider issuing of a ***Notice to Improve*** letter – meetings held, letters sent • Referral to Inclusion Officer – letters, meetings and escalation if required • Referral - Early Help / Request for Support (Surrey Children's Services) if risks identified; Multi Agency partnership work • Partnership with MHST where need identified e.g., EBSNA, anxiety, ND • Consider alternatives for pupil in school - phased return or RTT (temporary) • Additional needs identified – SENCo, work with partners e.g., STiPs, OH, S&L, EP. *See Persistent Absentee Response Flowchart*	**Building trusting relationships with families – removing barriers whilst holding to account. Emphasis on partnership work.**
Tier 2 Targeted Support Pupils absent 10-20% **Early Intervention** - Partnership, referrals	• Regular contact with families – establish the barriers, how can school support, what can families do to help themselves. Putting in the 'right' support • Acknowledge lived experiences of parents/carers • TAF – lead by the school, raise concerns with key staff/external partners • Early Help Referral – support from Family centre. Signposting or make referral. • Adapt provision where relevant - consider alternatives • Sensory circuit – KS1 and KS2 (additional needs) • Attending Breakfast Club / After School Provision • Agree targets with families to improve attendance – clear with regards to actions if does not improve. ***Attendance Assessments completed.*** • Home visits - consent with families (safeguarding, attendance, welfare) • Inclusion Officer - support and guidance (initial meetings with families)	
Tier 1 Universal Offer All pupils and families **Prevention** – flexible, open, honest	Daily, robust monitoring of attendance of all pupils with clear follow up processes. • Tracking attendance for all pupils – daily, weekly, regular conversations including vulnerable groups. Phone calls, informal conversations • Consistent communication and messages shared - weekly bulletin, attendance newsletters, posters • Clear and consistent policies and procedures – partnership with partners • Prompt meetings to discuss barriers – raise attendance concerns with key staff • Peacock of Perfection – monthly recognition, including most improved • Empathy and understanding towards families – supportive approach • Parent workshops to encourage attendance - HSLW/MHST/SLT • All children welcomed – every day is a 'fresh' start • No blame attached to children – absence and lateness • Safe, secure environment - 5 trusted adults, PSHE/RSHE provision	

Foundational support which promotes positive conditions for learning - school culture, values and ethos

*Protective Factors

Positive environment – home and school. Welcomed into school every day.

Reaching out to families – building relationships

Supportive parents who engage with the school and partners – secure attachments

Enriching curriculum - including PE, Sports, Forest School

Clear consistent policies and procedures – whilst also being flexible to support needs

*Risk Factors – including school data (early identification)

Chaotic home life

Separated parents

Lack of resilience

Low self-esteem – parent and child

Socio and Economic Factors

Unclear/inconsistent boundaries

Parent mental wellbeing – ACES

*Taken from NHS risk/protective for CYP