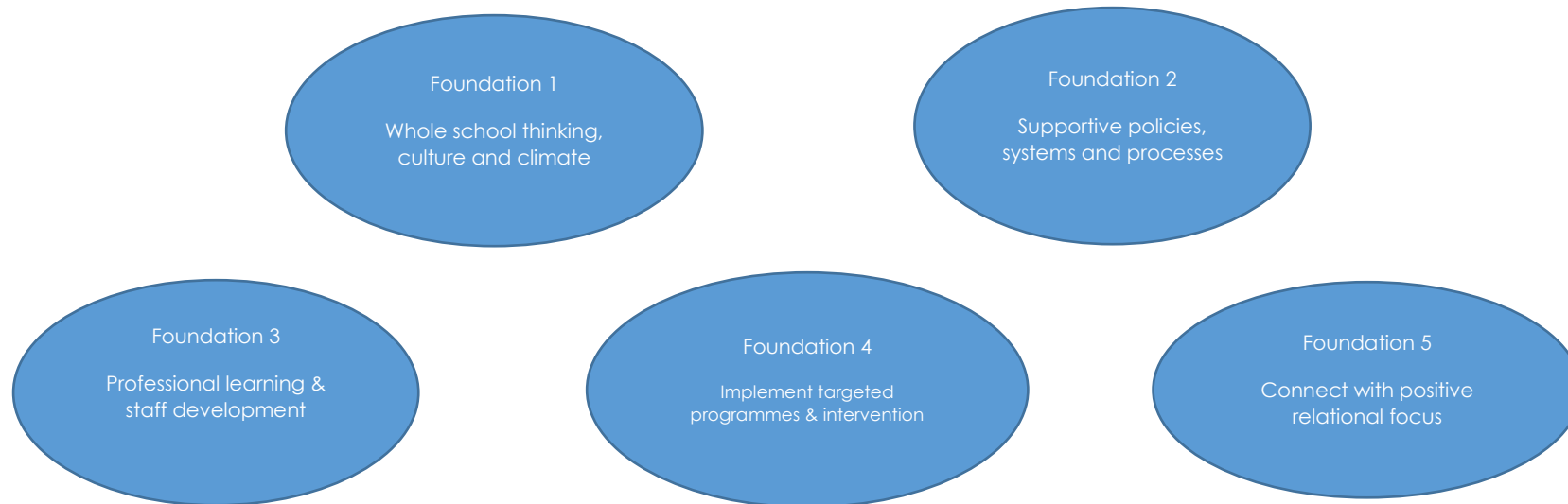


## Strategic Approach to Attendance

Cleaswell Hill School adopts 5 foundations of effective attendance in our practice;



**Foundation 1** - School has a fully embedded ethos in which excellent school attendance is expected, developed and nurtured. A graduated response (Appendix One) ensures school has a child-focussed approach to supporting families and improving attendance

**Foundation 2** - The approach to improving attendance is built on solid policies, systems and processes; this ensures sustainable and continuous improvement drives practice. Succession planning is built around an effective systems leadership model – where Phase Leaders and Class Leads work collaboratively with the Attendance Lead and Attendance Officer. The Attendance Policy and suite of attendance guidance documents drive school practice, it is deeply embedded in daily practise and ensures the school sets, and maintains, high expectations regarding attendance

**Foundation 3** - School prioritises developing a fully engaged team of attendance experts with a shared vision and core purpose. Through this development, the Attendance Lead will raise the status of attendance and ensure improved attendance is both sustained and continuous. Professional development will support staff at all levels to fully understand their role in supporting attendance. The development of external partnerships will support attendance improvements through a multi-disciplinary approach for identified children and families.

**Foundation 4** - Data information and analysis direct resources proactively towards key groups and identified individuals. The expert use of data analysis informs decision making at all levels. A rigorous and effective attendance monitoring cycle ensures the Attendance Lead not only captures key information but also further understands the 'deeper roots' that create barriers regarding attendance to school.

**Foundation 5** - Connecting and belonging drives school's approach to supporting attendance - this is deeply embedded in an evidence-based approach. The school has effective routines in place that are followed by staff. Staff understand the 'deeper roots' regarding poor attendance and this is supported through a systematic approach. The school has developed and embedded effective strategies to further drive attendance improvements and celebrate success.

#### **DFE: Working Together To Improve School Attendance May (from September) 2022**

DFE 'Working Together to Improve School Attendance' paper replaces all previous guidance on school attendance except for statutory guidance for parental responsibility measures.

The table below identifies how the 5 foundations of effective practice underpin the DFE 2022 paper.

DfE summary of Expectations	Foundation 1	Foundation 2	Foundation 3	Foundation 4	Foundation 5
<b>Develop a whole school culture that promotes the benefits of high attendance</b>	✓	✓	✓	✓	✓
<b>Have a school attendance policy</b>		✓			
<b>Have day to day processes to follow up absence</b>	✓	✓	✓		

## Strategic Approach to Attendance

<b>Monitor and analyse data to identify those that need support</b>		✓	✓	✓	
<b>Engage with families, understand barriers to attendance and work together to remove them</b>	✓		✓	✓	✓
<b>Provide additional support for pupils with medical conditions or SEND</b>	✓	✓	✓	✓	✓
<b>Share information and work collaboratively with others</b>	✓	✓	✓	✓	
<b>A new focus on persistent and severe absence</b>		✓	✓	✓	✓
<b>Find out what the DfE expects from other stakeholders</b>		✓	✓	✓	

### This strategic approach is intended to;

- Ensure attendance is a key priority
- Create an ethos in which good attendance is recognised as the norm and all families aim for excellent attendance
- Reduce persistent absence and improve overall attendance as soon and efficiently as possible to minimise safeguarding risks and maximise pupils access to the outstanding provision offered at Cleaswell Hill School
- Support effective partnership working with external agencies, through agreed policies, systems and processes

- Use a systematic approach to gathering and analysing attendance data – proactively implementing strategies to remove barriers regarding school attendance
- Set achievable targets to improve cohort groups and individual children's attendance and Persistent Absence
- Embed the 5 foundations of effective attendance practice

**As a result of these approaches;**

- All children maximise their access to education
- All parents/carers are aware of individual and shared responsibilities and how to access support
- Attendance is well-managed and monitored to identify and support children and families in need
- School makes informed use of attendance data to target interventions and allocate resources appropriately

June 2023



## Appendix One

## Graduated response to supporting sustained and improved attendance

Refer to; Attendance Policy; Strategic approach to attendance, Children with health needs who cannot attend school policy and DfE guidance documents 'Working Together to Improve School Attendance' (School SEN summary of this is available) and 'Summary Table of Responsibilities for School Attendance' (2022)

Level 0  Universal	Level 1  School Attendance Team	Level 2  School Attendance Team Local Authority (EWO)	Level 3  School Attendance Team Local Authority (EWO)	Level 4  Additional targeted support
<p><b>Expected attendance 96-100%</b></p> <p>Attendance has high profile across school. Promotion of attendance-website, newsletters, admissions welcome pack</p> <p>School Attendance Team includes Link Governor and strong pastoral teams</p> <p>Registers taken twice daily at the start of the morning and afternoon sessions.</p> <p>Attendance Officer ensures daily operational support and first day response</p> <p>Parental engagement and understanding through attendance policy and guidance documents</p> <p>School Ping messages home celebrate improved attendance and 100% attendance termly</p> <p>Enabling learning environments; responsive, therapeutic, evidence-based curriculum offer; high quality teaching</p> <p>Multi-agency links</p>	<p><b>Satisfactory attendance 94-96%</b></p> <p>Occasional non-attendance</p> <p>In-school conversation</p> <p>Internal monitoring with LA (3-4 weekly)</p> <p>Pastoral teams informed of patterns and trends emerging</p> <p>Boost attendance by sending parents/carers alert and updates about how many days missed when dropped below 96%</p>	<p><b>Unsatisfactory Absence &lt; 94%</b></p> <p>Emerging pattern of non-attendance</p> <p>First Concern (Letter 1) and monitor</p> <p>Second Concern (Letter 2) Evidence of medical appointments needed</p> <p>Internal monitoring with LA (3-4 weekly)</p> <p>Identifying triggers creating barriers to school attendance eg. Emotionally based school non-attendance (EBSN)</p> <p>Support and intervention offered</p> <p>Continuous absence for 2 weeks- SEN Team advised by school and support sought (unless the absence is covered by a medical certificate)</p>	<p><b>Persistently absent &lt;90%</b></p> <p>Established pattern of non-attendance</p> <p>Forensic, individualised approach to increasing school attendance</p> <p>LA involvement. Agreed actions may inc; support services, action plan, Early Help</p> <p>Continuous absence for 2 weeks- SEN Team advised by school and support sought (unless the absence is covered by a medical certificate)</p>	<p><b>Severely absent &lt;50%</b></p> <p>Persistent Absence</p> <p>LA involvement. Agreed actions may inc; support services, action plan, Early Help</p> <p><b>&lt;25%</b></p> <p>Children with health needs who cannot attend school policy</p> <p>CME Return</p> <p>Remote Learning</p> <p>Re-integration package available for home and school</p>

