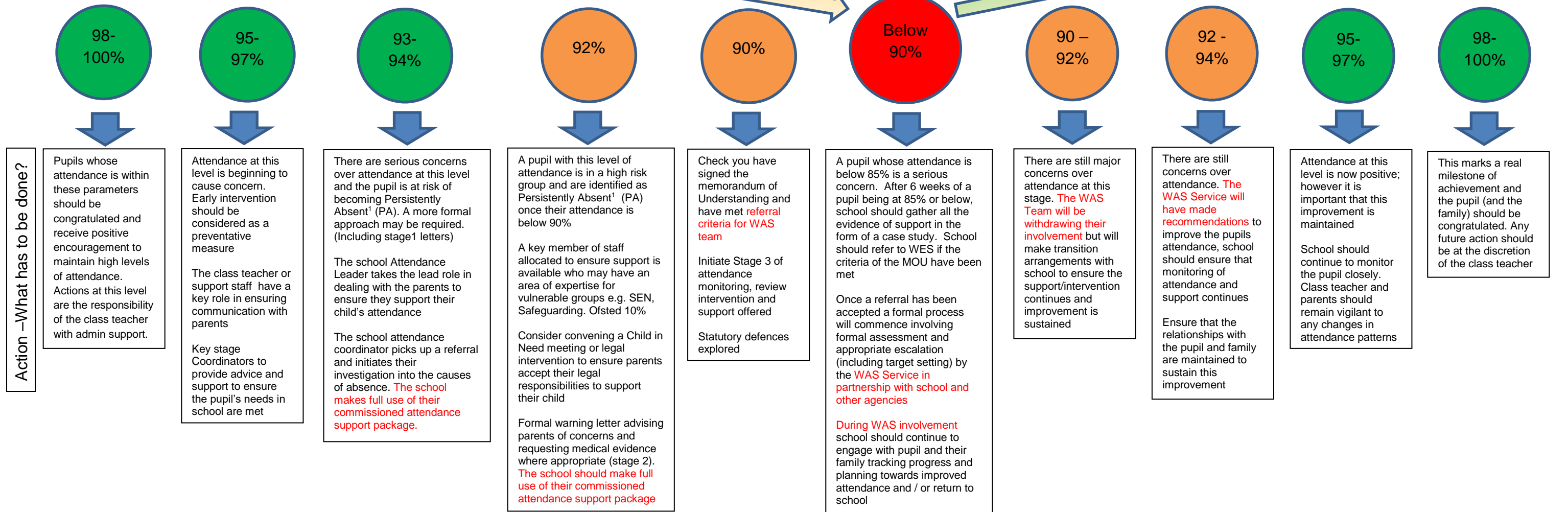


Firs Primary School Attendance Process Map

Falling Attendance
(pre intervention)

Improving Attendance
(post intervention)



Action –What has to be done?

Who should do it?

Pupils whose attendance is within these parameters should be congratulated and receive positive encouragement to maintain high levels of attendance. Actions at this level are the responsibility of the class teacher with admin support.

Attendance at this level is beginning to cause concern. Early intervention should be considered as a preventative measure. The class teacher or support staff have a key role in ensuring communication with parents. Key stage Coordinators to provide advice and support to ensure the pupil's needs in school are met.

There are serious concerns over attendance at this level and the pupil is at risk of becoming Persistently Absent¹ (PA). A more formal approach may be required. (Including stage1 letters). The school Attendance Leader takes the lead role in dealing with the parents to ensure they support their child's attendance. The school attendance coordinator picks up a referral and initiates their investigation into the causes of absence. The school makes full use of their commissioned attendance support package.

A pupil with this level of attendance is in a high risk group and are identified as Persistently Absent¹ (PA) once their attendance is below 90%. A key member of staff allocated to ensure support is available who may have an area of expertise for vulnerable groups e.g. SEN, Safeguarding. Ofsted 10%. Consider convening a Child in Need meeting or legal intervention to ensure parents accept their legal responsibilities to support their child. Formal warning letter advising parents of concerns and requesting medical evidence where appropriate (stage 2). The school should make full use of their commissioned attendance support package.

Check you have signed the memorandum of Understanding and have met referral criteria for WAS team. Initiate Stage 3 of attendance monitoring, review intervention and support offered. Statutory defences explored.

A pupil whose attendance is below 85% is a serious concern. After 6 weeks of a pupil being at 85% or below, school should gather all the evidence of support in the form of a case study. School should refer to WES if the criteria of the MOU have been met. Once a referral has been accepted a formal process will commence involving formal assessment and appropriate escalation (including target setting) by the WAS Service in partnership with school and other agencies. During WAS involvement school should continue to engage with pupil and their family tracking progress and planning towards improved attendance and / or return to school.

There are still major concerns over attendance at this stage. The WAS Team will be withdrawing their involvement but will make transition arrangements with school to ensure the support/intervention continues and improvement is sustained.

There are still concerns over attendance. The WAS Service will have made recommendations to improve the pupils attendance, school should ensure that monitoring of attendance and support continues. Ensure that the relationships with the pupil and family are maintained to sustain this improvement.

Attendance at this level is now positive; however it is important that this improvement is maintained. School should continue to monitor the pupil closely. Class teacher and parents should remain vigilant to any changes in attendance patterns.

This marks a real milestone of achievement and the pupil (and the family) should be congratulated. Any future action should be at the discretion of the class teacher.

- Class teacher**
- Celebrate class achievement
 - Celebrate individual achievement
 - Stickers
 - Verbal praise to children
 - Letters to parent
 - Certificate of achievement

- Class teacher/Support Staff**
- Speak to child about reasons
 - Speak to parent about reasons & concerns
 - Set individual attendance target
- Middle Leader (pastoral & curriculum) - consider**
- Peer support
 - Curriculum groupings
 - Teacher deployment
 - Small group work
 - Learning mentor or Teaching Assistant support
 - If appropriate, booster class/1:1 tuition
 - Seek school nurse support if there is a health issue

- Class teacher/Attendance Coordinator**
- Speak to child about reasons
 - Speak to parent about reasons & concerns
 - Check individual attendance targets
 - Develop an intervention strategy
- Attendance lead to Consider**
- Completion of 3 houses
 - Parenting Contract agreed including targets
 - Implement a PSP
 - Identify key TA/learning mentor to support pupil
 - Consider commissioning additional support from WAS
 - Home visit undertaken by Attendance Lead or commissioned Education Casework Officer

- Attendance lead to Consider**
- Identify member of staff to be parents key contact in school
 - Review Parenting Contract
 - Hold a professionals meeting in school
 - Offer a Child In Need Meeting
 - Prosecution explored /Attendance pre-legal meeting with the support of the commissioned Education Casework Officer
- Commissioned Attendance Support**
- To monitor and support child
 - Make weekly contact with parent & child
 - Review & coordinate resources to support the pupil
 - Key contact with external support agencies
 - Identify, share and action an intervention plan
 - Assess Statutory defences

- Attendance Lead / Commissioned Attendance Support**
- Collate casework intervention record identifying all intervention to date
 - Ensure Head and Governor for Attendance is aware of referral to WAS
 - Make contact with WAS and ensure advice and guidance given is followed
 - Prepare to refer pupil to WAS if no improvement over 6 week period
 - Maintain contact with Parents / Pupil and other professionals involved.

- Attendance Lead / Commissioned Attendance Support**
- Maintain contact with Parent / Pupil and other professionals involved
 - Participate in plans / strategies for improving attendance and maintaining those improvements
 - Work closely with WAS Caseworkers / Audit Team
 - Consider commissioning additional Attendance / Behaviour resources through WAS and other external providers
- WAS Team**
- Conduct a full assessment of consultation to inform a 12 week intervention plan
 - Prosecute / use casework intervention strategies
 - Prepare for case transfer back to school / A.B.P / P.L.C.

- Attendance Lead / Commissioned Attendance Support**
- Maintain contact with Parent / Pupil and other professionals involved
 - Participate in plans / strategies for improving attendance and maintaining those improvements
 - Work closely with WAS Caseworkers
 - Consider commissioning additional Attendance / Behaviour resources through WES and other providers

Attendance Lead / Commissioned Attendance Support
As in previous box

Attendance Lead / Commissioned Attendance Support
As in previous box

Attendance Lead / Commissioned Attendance Support
As in previous box

¹ The methodology used by the DfE when calculating Persistent Absent pupils changed in Sept 2015. Previously a pupil was identified as PA once he or she had amassed a pre-determined number of absence sessions whereas this academic year a pupil is identified as PA once they have missed 10% of their own individual possible sessions. This means all pupils below 90% will be classed as PA

² The Ofsted Framework now requires pupils within the schools bottom 10% of attendance to be monitored and for schools to be aware of the reasons for their absence