Support First Approach Process for schools

This is a guide to use alongside your own settings staged approach



Stage 1

Identification attendance concerns

Stage 2 Escalation

Where difficulties arise with school attendance, professionals should take a 'Support First' approach in line with the Working Together to Improve School attendance Guidance, only resorting to legal enforcement when absolutely necessary and likely to lead to improve attendance Figures may be skewed in the autumn term, so focus on patterns rather than percentages. Include absences from previous summer term to demonstrate patterns. List of possible interventions during period monitoring (suggestions not exhaustive). pool Based Interventions
demic Support
Additional support in class
Pre teaching
Flexible timetabiling
Catch up sessions
Study skills
Small group work
Tatgle setting
Catch of the setting
Attendance of Engagement
Attendance plan/contract
Increased phone calls
Home visit al interventions tional Services Alternative Provision Educational Psychology report GRT team vis SEND and Inclusion and Weltbeing
School nursing team
Talking to pupils about the
mental health
School mental health team (if
allocated school)
THRIVE
IVRIVE
IVRI Ance Engagement
Attendance plan/contract
Increased phone calls
Home visit
Meeting with form tutor/head of year
(secondary)
Monitoring report (secondary) Support from SENDco Sensory audit (autism or special communication Monitoring repertury
upport
Nominate key adult
Breakfast club
Home visit
Team Around the Child (TAC) mer
Personal routines special communication difficulties)
Oraduated approach and reasonable adjustments and Emotional Nurture sessions Engaging and fun learning activities
Rewards and incentives
Wishes and feelings of child Personal routines
Part-time timetable
Family networking
hment
Clubs and groups
Homework club
Extended projects
Special events e.g. World Book Day
School Trips No

Stage 3

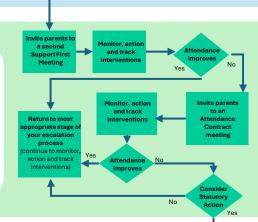
Escalation to Senior Leadership Team(SLT)/ **Attendance** Champion

Has sufficient evidence of Support First Approach been collected?
Sufficient evidence will include:
School have offered at least three supportive meetings.

- Written communication to parents about attendance concerns.
- Evidence of opportunities parents have had to discuss attendance barriers and support strategies. (letters/emails of inviting parent for a meeting to discuss attendance concerns).
- A record of all school-based interventions and their outcomes to approve attendance.
- eferrals to wider support services (if appropriate).
- Offer of an attendance contract (if refused by parent, document in the meeting minutes/on school record).
- Liaison with relevant agencies when safeguarding concerns arise.

 A clear communications log of daily absences and reasons if given.

 Child's wishes and feelings attempted/completed.



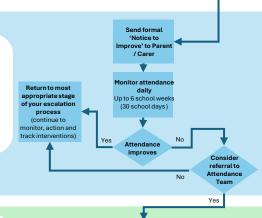
Stage 4

Issue Notice to Improve

What are Schools expected to do after issuing a Notice to Improve? Validity Period - The Notice to Improve is valid for six weeks (up to 30

- school days). It should list attempts and support offered to address absence concerns.

 Daily review Attendance records are reviewed daily. If further
- unauthorised absences occur schools can refer to the Attendance Team for consideration of legal intervention. The Attendance Manager will decide whether legal intervention is appropriate and in what form e.g. a Penalty Notice or referral to court.



Stage 5

Refer to Attendance **Team**

Completing referral to Attendance Team

- What must be included in the referral:

 Evidence of the school offering at least three supportive meetings to all parents. This would be evidenced through letters/emails.
- Minutes of all attendance meetings that were attended by parents. This should include evidence of the offer of an attendance contract (either the contract itself if parents consented or documented in school records if refused).
- Child's wishes and feelings work.
- A copy of the Notice to Improve.
 Evidence of any referrals to outside agencies (this could be recorded on school record).
- Copies of part-time timetables if used during the process.
- A YTD communications log of daily absences with reasons provided. A full year to date herringbone (with no N codes or missing codes).

