To support the statutory guidance [Working Together to Improve School Attendance](https://assets.publishing.service.gov.uk/media/65f1b048133c22b8eecd38f7/Working_together_to_improve_school_attendance__applies_from_19_August_2024_.pdf) this document provides a prompt list of suggested strategies for schools to take in supporting individuals with attendance issues. As the barriers to accessing education are wide and complex, securing good attendance cannot be seen in isolation therefore this list is to be adapted to the needs of individual pupils and is not exhaustive. Where supporting is not successful or is not engaged with and legal interventions to formalise attendance improvement effort are needed a detailed account evidencing how schools have ensured that all possible support for parents/pupil has been exhausted. This form is intended to provide a guide to schools in evidencing the support provided.

| **Strategy** | **Completed Y/N** | **Date** | **Outcome/reason action not tried** |
| --- | --- | --- | --- |
| **Communication with pupil** | | | |
| Voice of the child captured -   * Discuss reasons for absence (tiered approach with different adults) * Review of timetable to identify issues * Explore pupil’s sense of belonging |  |  |  |
| In school student support services/pastoral support |  |  |  |
| Concerns re peer group interaction addressed (e.g. bullying, isolation, social media related, youth crime, county lines etc.) and external support sought where relevant (please list agencies in outcomes column) |  |  |  |
| Use of Emotionally Based School Avoidance (EBSA) resources with pupil [Emotionally based school avoidance (EBSA) - a guide for primary and secondary schools (herefordshire.gov.uk)](https://www.herefordshire.gov.uk/downloads/file/25326/emotionally-based-school-avoidance-ebsa-a-guide-for-primary-and-secondary-schools) |  |  |  |
| Is the child a Young Carer, and is this having an impact on their attendance? |  |  |  |
| **Communication with parents** | | | |
| Text to parents – this sometimes works with parents who have difficulties with communication (School MIS or Notify.gov) |  |  |  |
| Phone call to parent/carer to discuss concerns |  |  |  |
| Email to all involved parents/carers to discuss concerns, reminder of expectations and offers of support. (If sending email, select delivery and read receipt to show proof of delivery) |  |  |  |
| Letter to parent/carer raising concerns, making clear school’s expectations |  |  | *List letter types* |
| In case of separated parents   * Have letters been sent to both parents? * Have any differences in attendance when staying with each parent been considered? |  |  |  |
| Offer of a meeting or request parents contact school to arrange a meeting to discuss a way forward |  |  |  |
| Meetings in school -   * Explanation of parent’s responsibilities for school attendance * Sharing any identified trends and patterns in attendance * Gather information around barriers and reasons for absence from parents and pupil. * Check whether pupil has any additional needs ensuring the right support is in place and reasonable adjustments are made. * Consider illness absences, request further medical evidence to justify the absences if appropriate or parent’s consent to contact the GP/consultant to request further information to support * Ensure appropriate referrals are made if necessary. * Consider plan of support around reasons provided - include pupil in the process where appropriate and follow assess, plan, do, review cycle. * Explore external support services if required -including Early Help |  |  | *List meeting attendees* |
| Attendance contract agreed between parent, school and pupil where appropriate |  |  |  |
| Home visit or Doorstep visit - this must take place if there are safeguarding concerns for pupil (if no answer put a prepared letter through letter box asking parents to contact school urgently) |  |  |  |
| Exploration of any familial issues impacting attendance (domestic violence, parental health issues etc.) Detail in outcome column |  |  |  |
| Additional support provided within school to address poverty related barriers (e.g. uniforms, school equipment, transport, sanitary products etc.) |  |  |  |
| Consideration around transport issues and potential impact of poor attendance on personal transport budgets |  |  |  |
| When lateness is the concern   * Check parents are aware of correct school start time * Offer support depending on reasons for lateness * Discuss incentives to improve with pupil * Consider offering Breakfast Club |  |  |  |
| Translation support sought if required/communications with parents are accessible |  |  |  |
| **Safeguarding considerations - schools must follow their safeguarding processes** | | | |
| Welfare check carried out |  |  |  |
| Discussion with the DSL/Safeguarding Officer |  |  |  |
| Discussion with the Multi Agency Safeguarding Hub (MASH) [Protect someone – Herefordshire Council](https://www.herefordshire.gov.uk/social-care-support/protect-someone) |  |  |  |
| Consider referral to Get Safe [Get Safe - Contextual Safeguarding - Herefordshire Safeguarding Boards and Partnerships](https://www.herefordshiresafeguardingboards.org.uk/safeguarding-information/safeguarding-children-information/child-exploitation#:~:text=The%20GET%20SAFE%20Partnership%20is,their%20families%20who%20experience%20this.) |  |  |  |
| You must contact the allocated social worker to discuss concerns, and plan support if the child is open to Children's Social Care |  |  |  |
| Discussion held with the Virtual School (if the child is looked after, or formerly looked after) [Herefordshire Virtual School for looked after children – Herefordshire Council](https://www.herefordshire.gov.uk/support-schools-settings/herefordshire-virtual-school-looked-children) |  |  |  |
| Discussion with siblings’ school around attendance patterns. Check if siblings are having the same absences. |  |  |  |
| **Does the child have SEN needs?** | | | |
| Discussion with SENDCO around any unmet needs or concerns related to ASD/ADHD/SEMH? |  |  |  |
| Consider if EHCP Assessment is appropriate [All about special educational needs and disabilities (SEND) – Herefordshire Council](https://www.herefordshire.gov.uk/local-offer/about-send/3) |  |  |  |
| Is an early EHCP review needed? |  |  |  |
| Consider what professionals are already involved in EHCP and seek advice. |  |  |  |
| **Does that child have medical needs?** | | | |
| Have arrangements been made to support pupil with medical needs? [Supporting pupils at school with medical conditions (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf) |  |  |  |
| Has an individual healthcare plan been made? |  |  |  |
| Has the individual healthcare plan been reviewed annually or earlier if the child’s needs have changed? |  |  |  |
| Where a child will be away from school for 15 days or more because of health needs that the school cannot support, consider referral to Inclusion and Engagement Panel (IAE) [Attendance information for schools – Herefordshire Council](https://www.herefordshire.gov.uk/support-schools-settings/attendance-information-schools) |  |  |  |
| **Does the child have mental health issues?** | | | |
| Discussion with pupil around difficult emotions that can make them nervous about attending school (such as worries about friendships, school, work, exams or variable moods) being normal and emphasising that there is an expectation to attend school regularly |  |  |  |
| Discussion with parents to communicate the expectation of regular school attendance, benefits of being in school to support mental health and ensure joint working |  |  |  |
| Create a support plan to implement reasonable adjustments - agreed with pupil and parents |  |  |  |
| Support plan is regularly reviewed |  |  |  |
| For long term or repeated absences for the same reasons seek medical evidence to assist in assessing if additional support is needed |  |  |  |
| **Common effective reasonable adjustments to support school attendance:** For additional examples see appendix 1 | | | |
| Trusted adult periodically checking in with pupil (check in, check-up, check out) |  |  |  |
| Peer mentoring |  |  |  |
| Enabling pupil to access a quiet space at break times |  |  |  |
| Providing access to additional educational support and/or tutoring |  |  |  |
| Consider a temporary part time lessons timetable (full attendance at school with different arrangement for the attendance of lessons) |  |  |  |
| Consider a temporary part-time timetable as part of a re-integration package. [Part-time timetables HC](https://www.herefordshire.gov.uk/support-schools-settings/social-inclusion-schools) |  |  |  |
| Consider providing remote education to help pupils stay on track if the pupil is well enough and able to learn this should be given in line with the guidance [Providing remote education](https://assets.publishing.service.gov.uk/media/662a6aefe8c75df17da7e593/Providing_remote_education_non-statutory_guidance_for_schools.pdf) |  |  |  |
| Steps to ensure that the child feels fully part of their school community, are able to stay in contact with classmates, and have access to the opportunities enjoyed by their peers. |  |  |  |
| Offering ‘soft landing’ in mornings, for example BAIT time |  |  |  |
| **Additional support** | | | |
| Offer to complete Early Help Assessment (EHA**)** with parents as a way to gain additional support. [Information for professionals on the Early Help Assessment](https://www.herefordshire.gov.uk/support-schools-settings/behaviour-support/3) |  |  |  |
| Support from Family Support Worker (following completion of the EHA or if already working with family). |  |  |  |
| Support from Social Inclusion Team [Social inclusion in school – Herefordshire Council](https://www.herefordshire.gov.uk/support-schools-settings/social-inclusion-schools) |  |  |  |
| Support from SEMH Team [Behaviour and support – Herefordshire Council](https://www.herefordshire.gov.uk/support-schools-settings/behaviour-support) |  |  |  |
| Involvement of Education Psychology (EP) service |  |  |  |
| Support from Well-being and Emotional Support Team (WEST) - participating schools only |  |  |  |
| CAMHS referral made (by school or GP) [Referral information for CAMHS services all in one place | Herefordshire and Worcestershire CAMHS (hacw.nhs.uk)](https://camhs.hacw.nhs.uk/referrals/) |  |  |  |
| Hospital Education referral |  |  |  |
| Consider alternative provision (school arranged) |  |  |  |
| Other referrals [Herefordshire Directory of Early Help Services](https://www.herefordshire.gov.uk/downloads/file/5600/herefordshire-directory-of-early-help-services) |  |  |  |
| Where all reasonable support has been tried and there is no improvement in attendance or where parents/carers do not engage with support offered- | | | |
| Referral to Children Missing In Education (CMIE) panel for advice [Attendance information for schools – Herefordshire Council](https://www.herefordshire.gov.uk/support-schools-settings/attendance-information-schools) |  |  |  |
| Notice to improve letter sent |  |  |  |
| Referral notice sent to enforcement |  |  |  |
| Letter informing parents of referral to enforcement sent |  |  |  |
| Other support provided by school | | | |
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