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**Our Attendance Strategy 2024 2025**

***Improving Attendance is Everyone’s Business***

**Our Vision and Culture**

At Wath Central, we firmly believe that, “Together, can”. In order for all pupils to realise the vision that we hold for their education, they need to be in school, accessing a high-quality education, at all times. We live our vales of Respect, Responsibility and Resilience in all that we do. This includes pupil attendance.

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| **Respect** | At Wath Central, we have a relational and Trauma Informed approach to child development and behaviour; we pride ourselves on being inclusive and our culture is one that is built on respect and authentic care. We welcome and value the contribution of every child. We recognise that positive relationships and mental health and well-being are key factors for good attendance. We approach each child and family individually and aim to adapt accordingly so that each child can thrive. We welcome parents as partners so that, together, we can promote high standards of learning, behaviour and attitudes to enable every child to thrive and be the very best version of themselves. An essential factor in this is good attendance. |
| **Responsibility** | The responsibility for good attendance is everyone’s; both families and school. The importance of good attendance is discussed with children, with families and as a school team so that we can target the right support to the right people at the right time. Once again, partnership working is key. As detailed in this strategy, we will support families to ensure that the child connects and feels as though they belong in school and good attendance is a foundation of this. As a school, we have a duty of care towards our children and at times, we may have to challenge families to pursue good attendance for reasons of safety or simply because the benefits of good attendance are so crucial to the child’s development. |
| **Resilience** | We aim for our children to be confident independent learners who are reflective and aren’t afraid to take risks. We strive for our pupils to communicate effectively and believe in their own abilities enough to set themselves goals and push for success. To achieve this, children need consistency in routine so that their resilience grows. Through a stimulating and meaningful curriculum, we set high expectations for our children and we directly teach the value of resilience to encourage positive attitudes to learning, a growth mindset and an appetite for success where they recognise their role in their achievements. We want them to attend well so that there are no gaps in learning due to missed time, and this grows confidence and self belief in their own improvements. |

**It is worth noting that our curriculum drivers have relevance here as well: `**

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| **Ambition**  **Curiosity**  **Inclusion**  **Enrichment** | Through our meaningful curriculum, we stive to develop learners who are motivated to maximise their potential, achieve high standards and aspire to reach their personal goals. We aim for our provision to our experiential highlights so that our children can channel their curiosity into investigative and explorative learning. Our curriculum has a global approach, we want our children to understand the past and the present so that they can influence the future. We pride ourself on our inclusive approach to the curriculum and offer several pathways to ensure that provision is well matched to the child’s capability.  In this way, school life is enriched by memorable and meaningful experiences, active teaching methods and our sporting and arts’ provision. The academic curriculum runs alongside an exceptional Personal Development offer where we strive for each child to ‘Grow’. Our aim is for our full offer to motivate children to want to come to school. We have high expectations of pupils’ attendance and punctuality so that they have full access to this curriculum and don’t miss key teaching – it’s difficult to catch up if you have missed the input or activity, even with support to bridge gaps. |

**The Law**

The law in the UK entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have.

Where parents decide to have their child registered at school, they have an additional legal duty to ensure their child attends that school regularly. This means their child must attend every day that the school is open, except in a small number of allowable circumstances such as being too ill to attend or being given permission for an absence in advance from the school.

**Our School Approach**

Our school approach is written in conjunction with the DFE ‘Working together to improve school attendance’. We work together with partners to ensure that we have the right culture in school to promote good attendance alongside the right support being offered at the right time to enable pupils to fully access education.

We recognise that the barriers to accessing education are wide and complex and therefore remain professionally curious at all times, seeking to expose the barriers to school attendance. We build strong relationships with our families, ensuring that they know we are a source of support at all times, that we are approachable and that we genuinely want to achieve the very best for their children.

Below explains our school strategy:

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| **Expect** | * Our attendance policy sets out the clear expectations of the school. All staff are familiar with the policy because good attendance is everyone’s responsibility. This policy is shared with parents annually, is available on our website and is communicated with pupils in the appropriate ways * School attendance expectations are set at the point of admission to our school * Attendance expectations are reinforced at transition, SEND reviews and parent meetings * A colour coded system ensures clarity of expectations for parents, an helps them to understand where their child’s attendance falls against those expectations * Attendance forms part of parent meetings and our expectations are set out clearly * All children engage in Celebration Assembly each week which reinforces the school attendance target of 96% and celebrates class attendance * All winning class attendance is displayed in the classrooms to promote good attendance * The focus for celebration is on classes rather than individuals to ensure that pupils do not feel unnecessary pressure in unavoidable circumstances. Where there are long term individual circumstances in a single class, this is taken into account as part of the weekly celebration * Attendance data is communicated weekly with parents on Dojo * Attendance data, alongside our expectations, are included on annual school reports * Attendance expectations are shared with governors within Headteacher reports * Class teachers talk to their pupils about the importance of attendance regularly * All families are regularly reminded that term time holidays are not authorised under any circumstances and that holidays taken in term time may be referred to the Local Authority for a Fixed Penalty Notice (FPN) * All families are aware that a leave of absence request needs to be submitted for any planned absence from school * First day calls are made where a child has not attended; this reinforces our expectation that children should be in school, acts in line with our safeguarding policy and is a first step in supporting families with attendance | |
| **Monitor** | * Attendance is tracked on an individual basis. Any pupil who does not have attendance levels of 96% or more at the end of each half term is discussed by the parent support worker and Headteacher and appropriate actions are agreed and tracked for impact * Half termly attendance percentages are communicated with families informing them of their child’s attendance level and any actions required. This is sometimes an agenda item at a parent consultation meeting. * Letters are sent to families termly to update them about their child’s attendance level. * Adapted letters are sent to those families who are already working with school on a regular basis (e.g. children with a temporary long term illness, a partial timetable or a specific medical plan) to inform them of their child’s attendance * Attendance is monitored at each pupil progress meeting when discussing barriers to pupil progress and is also included on all SEND review paperwork * Each pupil is tracked across the year so that patterns can be monitored carefully. * Pupils who end the year being monitored for attendance become a focus family for the start of the new year. These pupils’ attendance will be monitored more closely and these families will be prioritised for support. * Pupils whose attendance is below 96% are monitored more closely and dips in attendance between monitoring points results in a school attendance discussion. Action is then decided based on the known circumstances. This is also discussed with families. These families are prioritised for support. * Attendance is tracked by year group and contextual factors (e.g. Pupil Premium) each half term, so that the parent support worker can monitor their levels of attendance and pursue enquiries and investigations for underperforming groups. * Staff are professionally curious, looking for patterns of absence to highlight to the parent support worker and senior leadership * Lateness is monitored to identify families who are frequently late and may require additional support. * RecordMy is used to record any discussions about attendance with families or professionals. | |
| **Listen and understand** | * There is an attendance team made up of:  |  |  |  | | --- | --- | --- | |  |  |  | | **Ms Gray**  Head Teacher | **Mrs Myers**  Attendance Lead | **Mrs Cousins**  Safeguarding Manager and Family Liaison | | **Our Senior Leaders form the wider attendance team and also support families to ensure good attendance.** | **They are:**  **Mrs Bakes, Mrs Shaw, Mrs Gillis and Mr Brailey** | |  * Our Office Team is a parent’s first point of contact when discussing their child’s attendance, including as first day caller. Their warm and supportive manner ensures families know we want to help them in ensuring their children attend well at school. * It is made clear on all communications about attendance that that aim of our systems are to support and empower families, rather than punish. * When a pupil’s attendance is identified as a concern by the attendance team, the relevant communication is shared with emphasis on supportive practice. At every step of monitoring attendance, families are made aware that they can speak to school. * Where attendance requires a formal attendance meeting (below 92%), our parent support worker meets with families to discuss barriers, ways to support and ensures school have all the relevant information. This is recorded in the form of an Attendance Contract, signed by both parties and revisited the following half term. * As a school we continually look to employ supportive strategies and techniques to improve pupil attendance. * The strategies and techniques and increase or decrease in significance as the child or family needs more or less informal support. | |
| **Facilitate Support** | **Tier 1**  Universal Support | * Good communication with parents verbally, via Dojo, text and email – clear expectations. * Parents to inform school of the reason for absence or lateness * Attendance Meetings * Regular attendance communication on Dojo * Attendance letters * Weekly Attendance Celebration in assembly * Attendance included at parents’ meetings, SEND reviews and on end of year reports * An onsite parent support worker |
| **Tier 2**  Targeted support  for groups | * Key person welcome * Adaptive start/finish times * Priority list of morning calls where absence has not been reported by parents * Breakfast offering * Change of entry point/routine * Focused morning activities * Attendance contracts * Liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse) |
| **Tier 3**  Support is used  for  individual  pupils | * Breakfast club offer * Separate entrance point/start time * Soft start activities for the day with a member of staff * Parenting support * Temporary part time timetables * Bespoke SEND provision * Visual timetables * Reward charts/ motivational activities * School based early help * Adapted attendance contracts * Further liaison with/referral to external agencies where required (Aspire, CAMHS, School Nurse) * Next step identified as formal pathway (LA) |
| **Formalise support** | **Tier 4**  **Formalised support, where Tier 1-3 school based support has been ineffective** | * School begins to issue attendance pathway letter 1 and letter 2 to reinforce the severity of the situation. * School seek support from the Local Authority Attendance Team. * Referral to Early Help (with consent)   Attendance below 50% - refer to MASH |
| **Enforce** | * Formalised support continues throughout this stage. * Weekly attendance reviews. * Pathway letter 3 including a FPN is issued. * Following FPN, should attendance fail to improve, attendance pathway letters 2 and 3 are issued again and school seek to take a case to the Local Authority School Attendance Panel (LASAP) to seek an education supervision order. | |