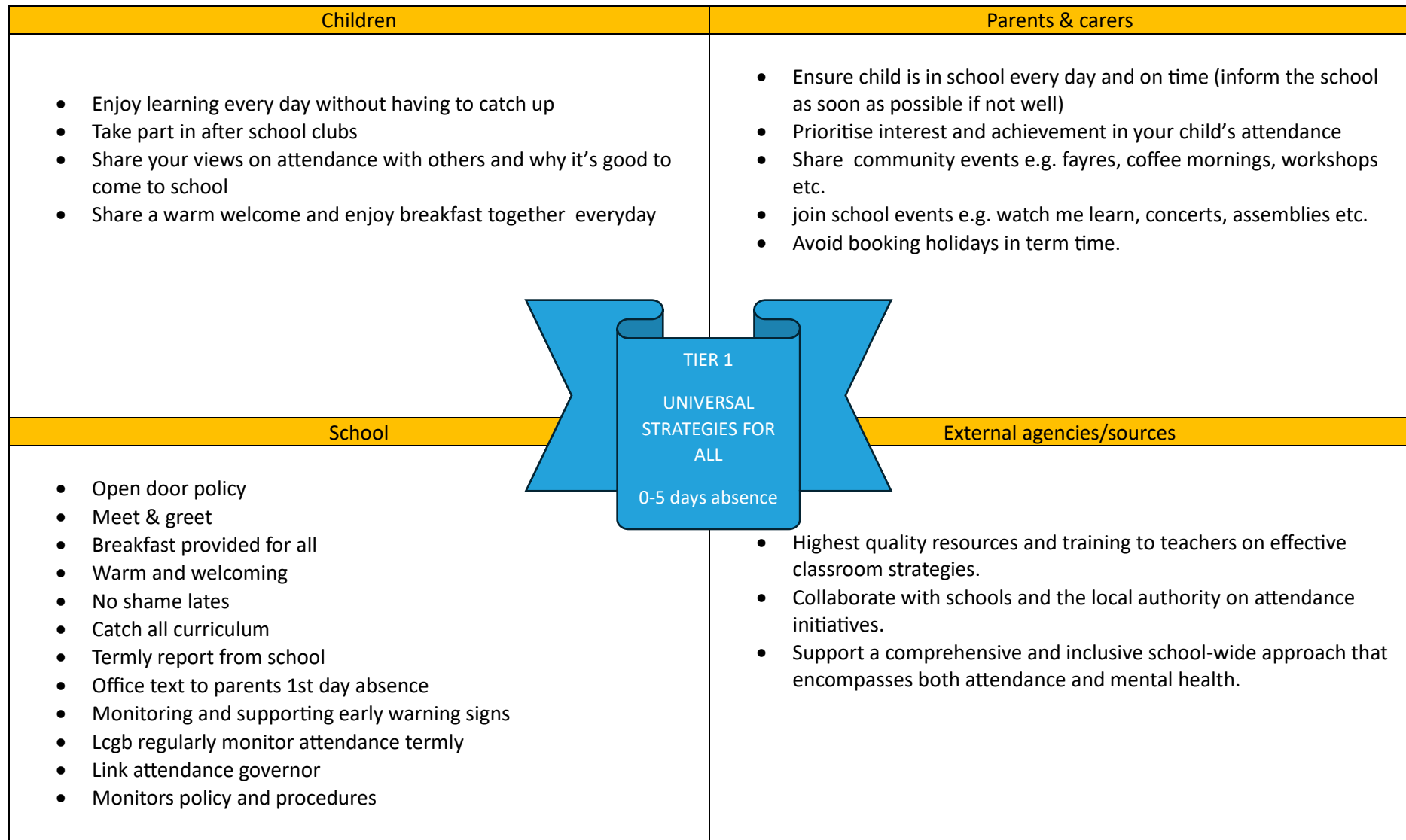


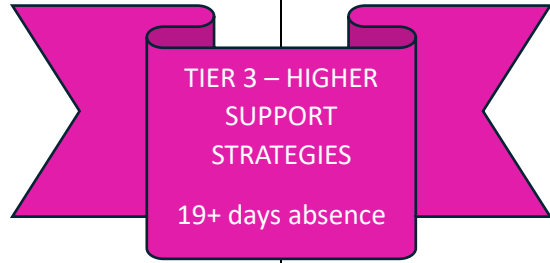
Relational Attendance Support



Relational Attendance Support

Children	Parents & carers
<ul style="list-style-type: none"> • Explore reasons for absence/barriers with staff and family • Catch up buddy/ adult • Personalised action plan how to help • Personalised meet and greet with staff • Recognise personal achievements. • Share concerns with staff. • Continue to engage in all areas of school life. • Have time with ELSA or younger minds if it helps 	<ul style="list-style-type: none"> • Early help offered • Supportive attendance plan • Individual personal invite to breakfast club • Regular communication with staff • Signpost other agencies for support • Support with investigating medical needs • Recognise achievements.
School	External agencies/sources
<ul style="list-style-type: none"> • Assigned catch up buddy (peer or adult) • Breakfast care club • Teacher / home meet and plan & recognise achievements. • Family support worker pre early help check or full early help • Emotional based attendance support plan • Class staff home contact on absence day 1 if not already had message from home with reason • Family learning e.g. sparkles • Identification and planning to support send/medical referral to other agencies if applicable. • Link governor will participate in attendance clinics • Welfare checks at home with school leaders. • Proactively use data information to identify children who are at risk of becoming persistently absent. • Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to Attendance. 	<ul style="list-style-type: none"> • Family support level 2 - ymca • Local authority Educational Welfare Officer (EWO) • Counselling services – younger minds • Links with the community e.g. foodbanks/family hubs/housing support Where there are out of school barriers, provide each identified child and their family with access to services they need out of school. • Provide professional development and early intervention support to the school. • Signpost or provide access to services to support adults in the family to support the children.
Children	Parents & carers

Relational Attendance Support

<ul style="list-style-type: none"> • Specific support strategies to meet special needs • Actively engage in intensive interventions. Recognise personal achievements. • Share concerns with staff. • Continue to engage in school life. 	<ul style="list-style-type: none"> • Multi agency support • Regular check ins with school
<div data-bbox="840 383 1388 646">  <p>TIER 3 – HIGHER SUPPORT STRATEGIES</p> <p>19+ days absence</p> </div>	
School	External agencies/sources
<ul style="list-style-type: none"> • Referral and ongoing working with external multi agency - family support higher than level 2 • School work alongside additional agencies • Specialist assessments • Continuously assess and adapt strategies. Monitor progress. • Recognise achievements. 	<ul style="list-style-type: none"> • Educational psychologist • School nurse • Family support worker level 3 / YMCA family support • Education re-engagement worker for medical/health needs • CAMHS • Offer specialised assessments and services for students with complex needs. • Provide intensive training and consultation. • Take an active part in the multi-agency effort with the school and other external partners.