

Stoborough CE Primary: SUPPORT FOR ATTENDANCE



Our Vision for Attendance:

“Let all that you do be done in love” 1 Corinthians 16:14

Stoborough CE Primary School seeks to ensure that every child experiences a school day filled with belonging, care, and opportunity. We believe that regular attendance is an act of love: love for learning, love for community and love for the future each child is growing towards. If a child is not in school, they will not achieve as well or benefit from the education and social experiences of school life.

The table below outlines Stoborough CE Primary School’s ordinarily available (UNIVERSAL) provision to support where pupils are at risk of emotional based school refusal that is offered by our school. This is the standard available provision offered to all pupils within an educational establishment.

TARGETED SUPPORT OFFER– represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

Attendance is led by the Headteacher, with support from the SLT, Inclusion Team and administrative staff.

UNIVERSAL – All Pupils

Universal support focuses on proactive, preventative strategies and a positive school environment that supports the emotional well-being and attendance of all pupils. The aim is to create a sense of safety, belonging, and reduce potential triggers for anxiety.

Positive Christian School Ethos: “We Are One Family”

Strong relationships: Fostering positive relationships between staff and pupils, and among peers.
 Warm and welcoming environment: Ensuring school feels like a safe and nurturing place.
 Meet and Greet: Children and their families will be met at the gate by a member of SLT and by the classroom teacher(s) or a member of the year group staff daily as they enter the classroom.
 Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs
 Clear expectations: Fostering clear expectations for all children about having high attendance / strong punctuality and promoting a whole-school culture of high attendance.
 School values: Ensuring that all of the children are supported with developing core values of confidence, compassion and curiosity.
 Daily Collective Worship: Fostering a positive school ethos and opportunity for the children to come together to learn, celebrate and reflect about our school.
 School enrichment including clubs: Fostering a continual love of learning for all of our children - these are advertised termly and lead by external suppliers and staff across the school. Some are free. (Children eligible for free school meals are given a fund to use towards any fees).

TARGETED SUPPORT OFFER – Some pupils

Where universal provision is not sufficient, pupils move to targeted support through a graduated response, with strategies reviewed regularly and adapted in partnership with families. This support is delivered through structured, time-limited interventions designed to address specific emotional, social, or attendance-related needs. Each intervention is regularly reviewed to monitor progress, reduce barriers to engagement and ensure pupils receive the right help at the right time

Positive Christian School Ethos: “We Are One Family”

Open Doors with SLT and Inclusion Team: Parents can access multiple members of the school team and community where they can access help and support, including SENDCo weekly drop-in.
 Invite only morning nurture group before school
 Proactive Engagement: Ensuring that the support offered to prevent the need for more formal support is given by parents and children- e.g. alternative entrance offered.

Parental Engagement:

Open communication: Dedicated SEND email address for the inclusion team, who can help individual families with key challenges or concerns.
 External Agencies – Supporting families with establishing home routines and structures, as well as helping families with supporting special needs.

School newsletter: Opportunities to connect with the local community and receive key updates about the school from our Headteacher and staff members, with strong links to the community and school celebrations.

Universal free breakfast club from 8:10am, including breakfast

Parental Engagement:

Open communication: Establishing clear lines of communication with parents.

Attendance updates: Ensuring that school makes contact with families if a child is late and check in on their welfare and wellbeing (both physical and emotional).

Information sharing: Providing information about the school's approach to well-being and attendance.

Collaborative problem-solving: Working with parents to understand their child's needs and implement strategies at home and school.

Celebration of attendance: Pupils above 95% attendance are sent a positive school attendance letter.

Awareness of lateness and absence impact: Prompting a positive culture of open communication about children's absence and the impact this will have on their education, in addition to any lateness the child experiences

Reasonable adjustments: Prompting and encouraging families to work alongside us to ensure that reasonable adjustments are in place for children with or without SEND and/or medical needs.

Early Identification and Monitoring:

Robust daily registers and attendance records: All teachers will complete daily registers, which are shared with the office to identify who is in school and support school leaders in identifying children to contact and check on their welfare and wellbeing (both physical and emotional)

Attendance is closely linked to safeguarding, and unexplained absence is followed up in line with safeguarding procedures

Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons.

When attendance falls below 95%, this triggers and notification letter to parents. If no improvement is seen at the next review a second letter is sent. If there is still no improvement or a child's attendance drops below 90%, Letter 3 asks for a meeting. Support is offered at each stage.

Open communication channels: Encouraging pupils and parents to communicate concerns early.

Key adults who can build relationships and notice changes in well-being.

Curriculum and Pedagogy:

Differentiated instruction: Adapting teaching to meet diverse learning styles and needs, reducing academic pressure.

Social and Emotional Learning (SEL): Explicitly teaching skills like self-regulation, empathy and problem-solving.

Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).

Whole-class movement for wellbeing breaks- using NHS Storm break or equivalent

Individual support – Ensuring that children who are persistently late or experience high levels of absence are supported on an individual basis and access one-to-one meetings with members of the SLT and/or Inclusion Team.

Early Identification and Monitoring:

Attendance Meetings: Ensuring that children and families are notified of changes in their child's attendance and meetings arranged for persistent absence or lateness.

Legal processes, including penalty notices where appropriate, in line with Dorset guidance
Dorset Local Authority Attendance Officer: Ensuring that we are providing adequate support for each of our families and access to guidance / help for school staff in signposting families to additional help.

Individual Support Plans: Ensuring that an appropriate package of support is put in place to help the child and their families, with attendance and punctuality.

Bespoke reward systems: Agreeing upon specific reward systems or initiatives to support the child with attending school.

'Soft Start/Finish': Ensuring all children can access school and feel happy within the environment – for some children, there is the opportunity for a 'Soft' start or finish to the day to help with transition.

Trusted Adult Support: For example, to greet a child at the gate/office

ELSA Interventions: Ensuring children within our school access help and interventions through an ELSA approach to explore emotions, changes in family dynamics and strategies to help with day-to-day challenges, in addition to support with transitions.

Reduced Timetables: For other children, they are supported with a Reduced Timetable which is agreed with a member of SLT and regular meetings are held to review this.

External Agency Referrals: The Inclusion Team / SLT will refer families to specific agencies to support them (e.g. School Health Nurse Team, Speech and Language, Specialist Teachers)

Early Help Referral: Inclusion Team / SLT will refer families to Early Help to gain guidance and further support on a bespoke level.

Individual Health Care Plans: For key children, they will have an individual Health Care Plan to document any medical needs and/or requirements

Home-Visits: Member of the school community may conduct Home-Visits to ensure that the child's welfare and wellbeing is supported and help with concerns families may have or experience.

Social Workers: School Leaders, the DSL and DDLs will inform Social Workers if there is any absence for any child under Social Care support

Specialist support for children with social workers – enhanced monitoring, PEPs for looked-after children, and joint safeguarding work.

Flexibility with uniform where there are specific sensory needs

Curriculum and Pedagogy:

Intervention Support: For some children, they may require additional support through our ELSA programme. These are conducted by ELSA trained professionals within the school environment.

Teaching Assistant Lead Interventions: Providing children with the opportunities to explore their emotions with trusted and familiar adults.

	<p>Adapted curriculum: Some children will require a curriculum that is tailored to meet their individual needs, carefully considering their age/stage of development.</p> <p>Alternative Provision: Some children require a bespoke approach and so we would seek additional support and advice from Alternative Provision placements to support these children.</p> <p>Bespoke support from an Education, Health and Care Plans: Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as, ensuring the provision outlined in the pupil's EHCP</p> <p>Access to a 'safe space' for a child – space depends on what the child deems as safe.</p> <p>Exit cards and short breaks managed by the class teacher</p>
--	---