



Witham St Hughs Academy

Tier Response to Attendance

Tier 1 Universal Offer	Tier 2 Individualised Strategies 91-95%	Tier 3 High Needs Strategies 90% or below
Role of Teachers and School	Role of Teachers and School	Role of Teachers and School
- Attendance policy reviewed annually and shared with all stakeholders - Meet and greet all children positively and build genuine caring relationships with all children and adults - Transitions into school carefully considered for children and parents - Registers are led by class teacher and attendance is monitored - Attendance recognition letter sent home each term - Promoting attendance display in school entrance - Teachers deliver Character Education curriculum including aspects of attendance at school - Deliver academic and pastoral interventions for identified children and families - Absent child with no reason, day 1 absence procedure begins - Home visit/well-being visits (where applicable) - Monitoring of whole school cohort trends through tracking each fortnight – shared at SLT - Weekly attendance tracked by school office and shared with attendance lead - Graduated approach to contact with parents with declining attendance - Wider agencies signposted for parents (where applicable) - Staff leads parent year group workshop promoting strong attendance - Teachers share attendance report as part of parent evening - Dedicated attendance lead as part of SLT - Green attendance letter is sent home to parents (95% and above)	- Daily, weekly, half termly and termly monitoring of attendance to identify trends or patterns across whole school team - Proactively use data to identify children who are at risk of persistent absence - Continue to identify children with falling attendance through daily registers - Work with each identified child and family to understand and address reasons for absence, identifying potential barriers to attendance: - Phone call from attendance lead to advise of attendance falling below 95% and discuss support available - Follow up call if attendance continues to decline below 95% to identify barriers and provide support (with 4 week follow up) - Monitor progress and follow up on improved attendance with the families (recognition of attendance) - Amber attendance letter is sent home at the end of the term	- Daily, weekly, half termly and termly monitoring of attendance % to recognise attendance and identify any trends or patterns - Monitor progress, assess and adapt strategies where appropriate - Attendance lead calls parents to advise of attendance dropping below 90% - Invite to formal support meeting conducted by SLT and formal support plan written and agreed with families, where appropriate - Take an active part in multi-agency approach with local authority and other external partners through formalised Early Help leading to possible Team around the Family meetings - Use data driven information to identify children at risk of severe absence - Apply Lincolnshire Local Authority Escalation processes where appropriate in consultation with LA advisor - Provide interventions to support children where needed - Continuously assess and adapt strategies and follow up on celebrating achievements with the families (recognition of attendance) - Red attendance letter is sent home at the end of the term
Role of Parents and Carers	Role of Parents and Carers	Role of Parents and Carers
- Work alongside school staff to ensure the child is attending school regularly and on time - Support school to continue to build strong attendance and punctuality - Work in collaboration with school staff to ensure positive transitions at drop off and pickup times - Attend attendance workshop at beginning of each academic year to promote attendance - Engage with school communication including calls to register absence on each day child is off school - Work with staff to support the child to address any concerns raised - Communicate effectively with school regarding any appointment providing evidence as required - Sign children in late and share reasons for absence with school office in timely manner	- Work with school to identify barriers and/or challenges - Proactively engage with support provided by school - Continue to communicate with school effectively regarding absence providing evidence where required - Bring children to school before appointments and return children to school as soon as appointment has finished - Celebrate improvements in attendance with child and school	- Work with school to continue to identify barriers and/or challenges to attendance - Respond to communications with school and proactively engage with school support and external support, including formal plans - Take an active role in resourcing additional support - Celebrate improvements in attendance with child and school
Role of External Agencies	Role of External Agencies	Role of External Agencies
- LEAD Attendance lead to review Attendance Policy - Provide resources and training on effective classroom strategies - Support the implementation of the Attendance and other Inclusion related policies - Attendance lead joins LCC briefing termly and completes TSM with LA advisor - Signpost parents to suitable agencies, where applicable, EHA completed where required. - Support school to utilise agencies that can support strong attendance in school	- Signpost to appropriate agency support, where applicable - Discuss Early Help Assessment if required - Support a comprehensive and inclusive school-wide approach that encompasses both attendance and emotional well-being - Where there are out of school barriers, provide access to services and signpost to support.	- Provide professional development and early intervention to support school - Support the formal TAF process and review meetings - Signpost or provide access to services according to identified barriers - Support the school with Lincolnshire Local Authority Escalation procedures, where appropriate.
Role of Children	Role of Children	Role of Children
- Attend school regularly, be punctual and engage positively in all areas of school life - Support other children to celebrate good attendance and feel happy to come to school - Celebrate the achievements of other children and develop a sense of belonging - Speak to a trusted adult in school if you have any worries or concerns	- Participate in any targeted interventions, where applicable - Recognise personal achievements where attendance has improved - Continue to talk to an adult when/if there is a concern - Continue to engage in all aspects of school life	- Actively engage in a range of interventions - Recognise personal achievements where attendance has improved - Continue to talk to an adult when/if you have a concern - Continue to engage in all aspects of school life