**SCHOOL NAME / HEADED PAPER**

*(If used, add this into your school's attendance policy to reflect your schools practice)*

**Supporting our children and young people to engage**

**Attendance on-going decline - Discussion Pro-Forma**

**Discussion Aims and Information – for both schools and families**

* To understand reasons for absence and any concerns so that the right support is put in place where applicable
* A discussion to aid working together with the pupil’s best interests at the heart
* A supportive discussion which seeks to build/maintain trusted, strong, working relationships between pupils, families, and the school
* Pupil voice and wellbeing should be the focus, and any support put in place should reflect this
* To put the right support in place, where necessary, it is important that all parties are open and honest during this discussion
* Signposting for wider/further support should be considered and referral/s made, as appropriate
* Referrals and actions should be clearly documented, noting who the lead practitioner will be, and who will take forward each action
* Documentation of this discussion is important, as is ensuring relevant parties are made aware of any concerns and support discussed to ensure continuity of support by all parties
* Please note, any adjustments or support should be agreed by, and regularly reviewed with the pupil and their parent(s)
* It is important to understand that this may be an on-going discussion, and there may be a need to come together regularly to ensure our approach continues to address any concerns
* Consideration should be given to the support resources below:
	+ Team Around the Family Meetings (TAFs)
	+ Team Around the Family Support Officers (TAFSOs)
	+ Early Help Drop In
	+ [Let's Talk… We Miss You: Best practice and guidance for maximising](https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=691) [school attendance (PDF, 2.09MB)](https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=691)
	+ [AST SEMH Checklist (XLS, 122KB)​](https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=709) – Supporting schools to support their pupils
	+ Please also look at more specialist support where appropriate
* In very exceptional circumstances, where it is in the pupil’s best interest, school and family may wish to consider a temporary part-time timetable to meet individual needs, to enable the pupil to access as much education as possible;
	+ Please note all relevant parties must agree to a part-time timetable
	+ Schools must ensure they adhere to the relevant statutory guidance relating to part-time timetables

**Copies to be circulated as agreed as part of any internal processes, with any concerns, support and interventions highlighted. Examples of colleagues who may benefit:**

* Form Tutor
* Head of Year
* Attendance Officer
* SENCO (Special Educational Needs Coordinators)
* Designated Safeguarding Lead and Deputy
* Pastoral Support Team
* If a Looked after child, or previously looked after – Designated Teacher
* Senior Attendance Champion

**Supporting our children and young people to engage**

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| **Date**  |  |
| **Name of person completing form**  |  |
| **Position of person completing form** |  |
| **Pupil Name** |  |
| **Pupil Date of birth** |  |
| **Pupil Year Group** |  |
| **Form tutor / Class teacher** |  |
| **SENCO (if applicable)** |  |
| **Head of year (if applicable)** |  |
| **School’s named Senior Attendance Champion** |  |

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| **Notes for school when leading the discussion (delete this table)*** Introduction to the purpose of this discussion, the school member leading the conversation can use the information and aims above. It should also be linked to the school’s ethos, attendance policy and approach, with an emphasis on building strong, trusted, and supportive relationships with pupils and their families.
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| **Documents to provide** | **Provided (tick as appropriate)** |
| Hard copies of pupil’s attendance record for discussion provided to all attendees |  |
| Hard copy of school’s attendance policy for parent(s) and pupil (where applicable, if applicable note in next column who so parent(s) and pupil’s names) |  |
| Hard copy of [DfE external document template (childrenscommissioner.gov.uk)](https://assets.childrenscommissioner.gov.uk/wpuploads/2024/07/aaa-guide-for-parents-on-school-attendance-19th-Aug-version.pdf) given to parent(s) and pupil (where applicable) |  |
| Attendance and learning hours lost poster |  |
| Where does your child sit on the attendance mountain poster |  |
| Latest school report / attainment progress documentation (impact) |  |

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| Number of **days and sessions** missed due to absence | xx days absence totalling xx sessions missed |
| Number of **sessions authorised** absence **and authorised absence percentage** | xx sessions of absence authorisedxx% of authorised absence recorded |
| Number of **sessions unauthorised** absence and **unauthorised absence percentage** | xx sessions of absence unauthorisedxx% of unauthorised absence recorded |
| Total number of sessions and days attributed to **illness absence** | xx sessions of illness absence (I Code)xx% of overall absence recorded as illness (I Code)  |
| Is punctuality a concern? If yes, detail how many **L codes and U codes** are recorded and **total minutes late** (to registration / lessons) | xx late (L) codes recordedxx unauthorised late (U) codes recordedxx total number of minutes late |

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| How do you feel your child is finding school currently? *Remember depending on the response to ask why?* |  |
| Can you tell us what your child enjoys about school? Are there any lessons or subjects they prefer or is there anything that has peaked their interest?Is school important to your child? *Remember depending on the response to ask for details and ask why?* |  |
| Is there a particular member of staff your child has a good relationship with?*Remember depending on the response to ask for details and ask why?* |  |
| What is important to you, as parent/s, about school / education?*Remember depending on the response to ask for details and ask why?* |  |
| Do you know of any concerns your child has about school – subjects, friendships, teachers etc.? Are they struggling with or worried about at anything at school? Is there anything the school might be able to do to help? *Remember depending on the response to ask why?* |  |
| Is there anything you as parents have concerns about in relation to school – subjects, friendships, teachers etc.?*Remember depending on the response to ask why?* |  |
| Is there anything happening outside of school that may be affecting your child’s engagement with school?Is everything ok at home? Do you or your child require any support from us that we have not already discussed?*Remember depending on the response to ask why?* |  |

**Additional Notes**

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**Referrals and Signposting considerations**

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| * Depending on the discussion, it may be appropriate to offer additional internal support and/or external support
* It may be that school signpost or make referrals themselves to support the pupil/family
* Referrals and signposting to agencies should be discussed, documented, and permission sought
* It is important that all offers of support are documented, including whether declined or accepted and by whom

**Please find below some of the support available** Please note this list is not exhaustive printed, the links will need to be deleted and referenced separately in the notes where you have signposted to the service for example.[Let's Talk… We Miss You: Best practice and guidance for maximising school attendance (PDF, 2.09MB)](https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=691)* [School attendance difficulties rating scale (Word, 36KB)](https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=703)
* [School attendance difficulties rating scale (XLS, 32KB)​](https://secureschools.essex.gov.uk/DisplayDocument.aspx?DocID=704)

[**Essex Support Directory**](https://www.essexsupportdirectory.org/)[**SEMH Support Portal**](https://schools.essex.gov.uk/pupil-support-and-wellbeing/social-emotional-and-mental-health-semh)[**Essex Directory of Support**](https://www.essex.gov.uk/sites/default/files/2024-04/Directory%20of%20services%20-%20children%20and%20families%20hub%20-%2030.04.24.pdf)[**Essex Frontline**](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiFwb-o6JSGAxVGhf0HHTXGBr0QFnoECA0QAQ&url=https%3A%2F%2Fessexfrontline.org.uk%2F&usg=AOvVaw2GLP14U7iHFDjrNQ6AmDtn&opi=89978449)[**Essex Directory (essexmap.co.uk)**](https://www.essexmap.co.uk/)[**Essex Wellbeing Service**](https://www.essexwellbeingservice.co.uk/services/child-lifestyle-service)[**Essex Child/Pupil and Family Support and Wellbeing Service**](https://essexfamilywellbeing.co.uk/)[**Emotional Wellbeing and Mental Health Service**](https://www.nelft.nhs.uk/set-camhs)[**Essex Youth Service**](https://youth.essex.gov.uk/)[**Autism Support | PACT For Autism | England**](https://www.pactforautism.org.uk/)[**Families in focus**](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fshoutout.wix.com%2Fso%2F88Oyg3cUc%2Fc%3Fw%3Dw640295e-DngcTCrYcp0FDWDWxmijCV4Q6MMxfoSgjg.eyJ1IjoiaHR0cHM6Ly93d3cuZmFtaWxpZXNpbmZvY3VzZXNzZXgub3JnLnVrLyIsInIiOiJmNTQ3ZjIwMy0wNGJmLTQwNGMtODhiZi1kMmU1NDFlYjc1ZGEiLCJtIjoibWFpbCIsImMiOiI1NjliY2Q2Yy1iYzQ1LTQ4NzQtYTk0ZS0yMjViZjViNmFjODIifQ&data=05%7C02%7CFiona.Cuthbertson%40essex.gov.uk%7C27f179585c824342d85a08dc72728cce%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C638511085190642899%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C40000%7C%7C%7C&sdata=ppJDJtqWkpY3BEP1XvR6nb6tYsjRqkxzJJQgjqHnHf4%3D&reserved=0) [**Supporting your Neurodiverse children – booklet**](https://eur02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fshoutout.wix.com%2Fso%2F88Oyg3cUc%2Fc%3Fw%3DmS_twsK-7KVFYTLiMYTfDa_VIfs47hvU5kQH-CkaccY.eyJ1IjoiaHR0cHM6Ly9lc3NleGZhbWlseWZvcnVtLm9yZy9yZXNvdXJjZXMvbmQtcGFjayIsInIiOiJmNTQ3ZjIwMy0wNGJmLTQwNGMtODhiZi1kMmU1NDFlYjc1ZGEiLCJtIjoibWFpbCIsImMiOiI1NjliY2Q2Yy1iYzQ1LTQ4NzQtYTk0ZS0yMjViZjViNmFjODIifQ&data=05%7C02%7CFiona.Cuthbertson%40essex.gov.uk%7C27f179585c824342d85a08dc72728cce%7Ca8b4324f155c4215a0f17ed8cc9a992f%7C0%7C0%7C638511085190665811%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C40000%7C%7C%7C&sdata=2Tl2gFqDn94VoaOLyMr0nROUOPpN%2FlXqTK1jb5%2FWn5k%3D&reserved=0)[**The Power Project | Child First Trust**](https://childfirsttrust.com/programmes/the-power-project/)[**Early help support for families - advice, guidance and Team Around a Family meetings (TAFs)**](https://schools.essex.gov.uk/pupil-support-and-wellbeing/early-help-support-families)[**Essex Child and Family Wellbeing Service**](https://essexfamilywellbeing.co.uk/)[**Essex Directory of Services**](https://www.essex.gov.uk/children-young-people-and-families/directory-services)[**SEND Support - Essex Local Offer**](https://send.essex.gov.uk/)[**Essex SENDIASS website - Support for SEND**](https://www.essexsendiass.co.uk/)**For early help advice, email - TAFSO@essex.gov.uk**[**Early Help Drop-In Sessions and Consultations**](https://www.essex.gov.uk/children-young-people-and-families/report-concern-about-child/im-professional-or-volunteer/level-2)[**Find out more about putting together an early help plan**](https://www.essex.gov.uk/children-young-people-and-families/putting-together-early-help-plan)[**Early Help Resources for practitioners**](https://www.essex.gov.uk/resources-for-practitioners) |



