Mapping barriers to school attendance

Practical advice to Stage 1 of the 3 Stage Approach

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New DfE guidance document

From September 2022

Working Together to Improve School Attendance

https://www.gov.uk/government/publications/working-together-to-improve-school-attendance





Three Stage Approach

Flowchart - The three stage approach to managing attendance concerns

The LP should not close any family where attendance remains a concern, unless they have completed stage one and two actions and have escalated the case to stage three

- Lead professional (LP) convenes multi-agency review meeting/TAF
- Attendance concerns raised with parent/carer and statutory repsonsibility of LA made clear
- Multi-agency assessment and plan to improve attendance
- If the child or young person is not known to FEH, CSC or YOS, complete FEH referral if criteria met
- Likely consequences if attendance does not improve recorded and shared in writing with parent/carer
- Timescales set for review
- If no improvement in agreed timescale, move to stage 2

Stage one – Inital attendance action

Stage two – Formal attendance action

- LP requests consultation with Senior Education Welfare Officer (SEWO)
- LP convenes attendance and inclusion TAF
- Multi-agency review of existing plan and barriers to progress
- Parenting contract negotiated with parent/carer and network by LP with SEWO support
- Decision made by SEWO and LP whether to issue formal Notice of Attendance Concern (court warning)
- If no improvement in agreed timescale, or parent does not agree contract, move to stage 3

- LP requests consultation with SEWO
- SEWO completes full attendance and inclusion consultation/assessment
- SEWO and LP agree whether to proceed to education legal planning meeting (ELPM)
- SEWO convenes ELPM wthing 20 days of consultation
- LP/school complete report to the ELPM and submit no later than 5 days prior to the meeting
- · SEWO chairs education legal planning meeting, decision made whether to proceed to interview under caution
- If not, parenting contract agreed or updated /final court warning issued with date for review ELPM

Stage three -Statutory attendance action



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Stage one - Initial attendance action

- Identification of the likely reasons for poor attendance.
- A record evidencing that concerns regarding attendance have been raised with the parent/carer.
- Evidence that a TAF has been convened with the family, other professionals including health, SEN and other agencies where appropriate.







Stage one - Initial attendance action

- The target for improvement which will be monitored and reviewed.
- Actions to be taken by family, school and professionals to improve attendance.
- The consequences if attendance does not improve, including the possibility of prosecution where a parent/carer is deemed culpable for persistent non-attendance.







Case Study

- Tom's attendance is 42% (year to date)
- Tom attendance is deemed Severe Absence
- Tom has not been at school for the last four days
- The daily text system has had no response.
- Due to safeguarding concerns DSL attends the home.







Attendance Grid



Week Commencing	Mon AM PM		Tue AM PM		Wed AM PM		Thu AM PM		Fri AM PM	
29 Jan 2024	N	<u>-</u>	N	N	N	-		-		<u> </u>
22 Jan 2024	L	1	L	1	0	0	U	L	0	0
15 Jan 2024	U	1	0	0	L	1	1	1	L	1
8 Jan 2024	U	1	0	0	U	1	0	L	L	1
1 Jan 2024	#	#	#	#	#	#	L	1	I	I
25 Dec 2023	#	#	#	#	#	#	#	#	#	#
18 Dec 2023	0	0	0	0	N	N	0	0	#	#
11 Dec 2023	0	0	L	1	U	1	L	1	I	I
4 Dec 2023	U	1	L	1	1	1	1	1	1	1
27 Nov 2023	0	0	U	L	L	1	1	1	L	1
20 Nov 2023	0	1	U	1	U	1	0	0	L	1
13 Nov 2023	I	1	U	1	0	0	U	L	U	1







Home visit

Tom's attendance is 42% (year to date)



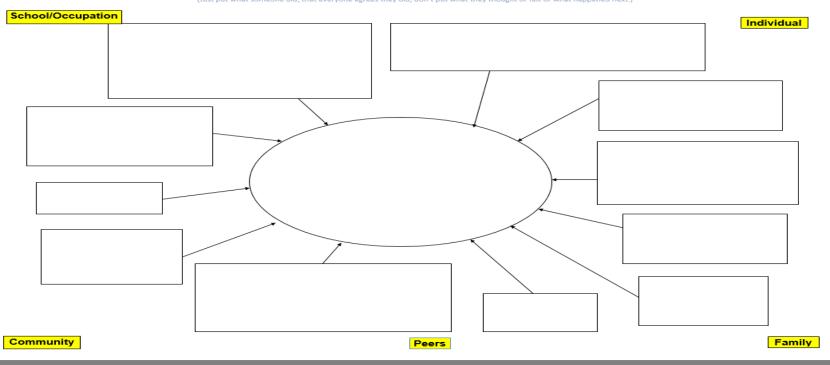




Mapping

Mapping

Pick a recent example when that goal wasn't met, and write it in the middle circle. (Just put what someone did, that everyone agrees they did, don't put what they thought or felt or what happened next.)



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How to map

Mapping in refers to the process of identifying factors that lead to, or allow, attendance problems (or other problems) to occur

These factors or barriers are always things that directly prevent attendance, rather than broader themes running through their life and interactions

Before mapping you need to agree a clear goal...







How to map

Avoid putting a hypothesis in the middle (e.g., Tom finds it difficult to focus in class), since this will already include an explanation and limit your possibilities

people will find it easier to reflect on a specific example, rather than a general expression of a problem, for example:

Tom did not get out of bed for school $\sqrt{}$ Tom's school attendance is a concern X







We want to...

Agree these with parent and Tom which factors are most powerfully impacting on attendance

Agree which of these we can realistically do something about

Agree who can do what to make a positive difference to these factors







We want to avoid...

Assuming we know what is driving the attendance problem

Doing the thing we always do when presented with attendance problems like these

Imposing our views and solutions on families (note this is **not** the same as agreeing there is not a problem)







Over to you!

Try and create a map from what you have heard.

Think about the 5 areas.

Identify which three factors most impact Tom's attendance.

You need the family to agree with the factors identified.







TAF and Plan

Arrange a meeting with family and stakeholders

Discuss the map and the main areas

Gather the opinion of all.

Create a plan of purposeful actions to address.

Allow time to review the actions.

If attendance does not improve, contact EIT!







EIT Surgery

- Education Inclusion Team (EIT) offers a weekly attendance surgery offering consultation for students who are persistent.
- Consultation can be arrange to meet with a SEWO by emailing <u>earlyhelp@southwark.gov.uk</u>
- The inclusion framework is available in our online education inclusion handbook https://www.southwark.gov.uk/childcare-and-parenting/children-s-social-care/family-early-help-feh/education-inclusion-handbook.



