



Supporting Every Child to Attend

Our Attendance Offer

At Redfield Edge Primary School, we believe that every child should feel safe, supported and that they belong in school. We recognise that there are many reasons why a child may find attending school difficult. Our first response is to listen, understand the barriers and work together with the child and their family to find solutions.



A warm and supported welcome

- A familiar welcome face at the door
- A named trusted adult to meet and greet
- Regular morning check-ins
- A buddy or peer support
- A positive, non-judgemental welcome following absence
- Help reconnecting with the class after time away



Making coming into school easier

- An alternative entrance for a quieter transition
- A trusted adult meeting the child on arrival
- A planned soft start to the school day
- Access to a calm space before class
- Visual timetables and Now & Next boards
- Preparation and additional support when routines change
- Individualised transition arrangements where needed



Emotional wellbeing and regulation

- Calm Corners within classrooms
- Access to our Sensory Room
- A designated safe space
- Movement and sensory breaks
- Regulation resources
- Time-out or regulation cards
- ELSA support
- Emotion coaching
- Pastoral check-ins
- Support with friendships and social situations



SEND and additional needs

- SENCo involvement
- Reasonable adjustments to the school day
- Individual sensory, communication or learning strategies
- Exploration of previously unidentified SEND
- Individual Health Care Plans where appropriate
- Adaptations to provision where needed
- Carefully planned reintegration following extended absence



Working with the whole family

- Support from our Family Link Worker
- Regular, supportive conversations with parents/carers
- Attendance Plans created with families
- Early Help Assessment and Plan (EHAP)
- Liaison with health professionals
- Signposting to additional support
- Working with other professionals already supporting the family



Listening to the child

We want to understand why coming to school is difficult. We will ask:

- What makes coming to school tricky?
- Are there particular times or situations that feel harder?
- What helps you feel safe?
- Who could help you?
- What could we change to make it easier?



A personalised plan

Where additional support is needed, we may create an individual Attendance Plan which identifies barriers, records the views of the child and family, agrees support, sets clear and achievable goals and is regularly reviewed.

Support does not need to wait for attendance to reach a particular percentage.

If a child, parent/carers or member of staff identifies a barrier to attending school, we will seek to understand it and consider appropriate support as early as possible.





When Attendance Becomes a Concern

Our Graduated Attendance Procedures

Our priority is to work in partnership with families to understand and remove barriers to attendance. We monitor attendance regularly so that we can identify difficulties early and offer the right support.



Universal

Promoting good attendance
For every child

- We promote the importance of attendance and punctuality.
- We create a welcoming, safe and inclusive school environment.
- We monitor attendance and patterns of absence.
- We communicate attendance information with families.
- We celebrate positive attendance and improvements.
- We encourage families to speak to us early if something is making attendance difficult.



Pre-Tier 1

An emerging concern

- Attendance falls below 95% within a term.
- There are more than 3 broken weeks within a term.
- There are more than 4 recorded lates within a term.
- There is repeated lateness after registration closes.
- There is a pattern of absence (e.g. certain days).

We will make contact with the family to understand what is happening and explore whether there are any barriers. Early support from our Attendance Offer can begin at this stage.



Tier 1

Attendance Plan

- Listen to the parent/carer.
- Capture the child's voice.
- Identify barriers to attendance.
- Consider SEND, health, emotional wellbeing, friendships, family circumstances and other factors.
- Agree appropriate support and reasonable adjustments.
- Set specific actions for the child, family and school.
- Set a date to review progress (normally 5–6 weeks).



Tier 2

Targeted and bespoke support

- EBSA Action Plan.
- Family Link Worker.
- SENCo involvement.
- Early Help Assessment and Plan (EHAP).
- Individual Health Care Plan.
- Liaison with health professionals.
- Mentoring.
- External agency referrals.
- Alternative or adapted provision.

We continue to review what is working, what isn't and whether the barriers have changed.



Tier 3

Formal attendance support

- Attendance Contract.
- Attendance Contract Review.
- Notice to Improve and/or Local Authority Attendance Intervention.
- Penalty Notice or legal intervention where appropriate.

Formal intervention is not a replacement for support. We will continue to consider the child's individual circumstances and appropriate support throughout the process.



Our commitment

At every stage we will aim to:

Listen



Understand



Support



Review

We want children in school, feeling safe, belonging and ready to learn.
If you are worried that your child is finding it difficult to attend school, please talk to us as early as possible.

