

St Luke's Church of England Primary School - SUPPORT FOR ATTENDANCE – 2025-2026

The table below outlines St Luke's Church of England 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. Also, within the table, it outlines St Luke's Church of England Primary School's targeted support offer – this represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed.

UNIVERSAL – All Pupils	TARGETED SUPPORT OFFER – Some pupils
<p>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.</p>	<p>Targeted support provides an additional layer of intervention for pupils who require more focused assistance beyond universal provision. 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.</p>
<p>Positive School Ethos:</p> <ul style="list-style-type: none"> Clear expectations: Fostering clear expectations for all children about having high attendance / strong punctuality and promoting a whole-school culture of high attendance. 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. Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs. Meet and Greet: Children and their families will be met by the classroom teacher(s) or a member of the year group staff daily as they enter the classroom. Open door policy: Ensuring that a member of SLT is present outside for Gate Duty daily so that families can contact them quickly. School values: Ensuring that all of the children are supported with developing their core values of courage, compassion and respect. 	<p>Positive School Ethos:</p> <ul style="list-style-type: none"> Open Doors with SLT and Inclusion Team: Parents are able to access multiple members of the school team and community where they can access help and support. Strong relationships: For certain children within our school community, they will benefit from having a Nurture Lunch which is run daily by an ELSA Trained TA and offers them a separate space to eat their lunch in a calm and quiet environment. Proactive Engagement: Ensuring that the support offered to prevent the need for more formal support is given by parents and children. <p>Parental Engagement:</p> <ul style="list-style-type: none"> Open communication: St Luke's Primary School have access to a Family Support Worker who can help individual families with key challenges or concerns. There is an email address for the Family Support Worker directly.

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- Daily worship: Fostering a positive school ethos and opportunity for the children to come together to learn, celebrate and reflect about our school.
- School clubs: Fostering a continual love of learning for all of our children – these are advertised termly and lead by staff across the school.
- Celebration of attendance: Classes with 100% attendance are given rewards to help create a positive culture around school attendance.
- School newsletter: Opportunities to connect with the local community and receive key updates about the school from our Headteacher, Inclusion Lead and SENCo, links to the community and school celebrations.
- Working Together: Family and children are to work with school and the Local Authority to help them understand their child's attendance and punctuality

Parental Engagement:

- Open communication: Establishing clear lines of communication with parents.
- Attendance updates: Ensuring that school will make 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.
- School newsletter: Opportunities to connect with the local community and receive key updates about the school from our Headteacher,

- Appropriate support: At St Luke's, we have multiple layers of communication (e.g. Headteacher, Inclusion Lead and SENDCo, Phase Leader and School Office Inboxes) so that parents are able to directly communicate with the right people, at the right time.
- Parent Coffee Mornings: These provide a range of External Agencies and 'In-house' support for parents – they take place at least once per term.
- External Agencies – Supporting families with establishing home routines and structures, as well as helping families with scheduling appointments for outside of the school day.
- 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.
- Tiered Response: Ensuring that parents are aware of each level of support available and schools commitment to ensure children have access to an appropriate support.
- Safeguarding: Promptly ensuring that all children, without our school community are safeguarded, and any safeguarding concerns are raised to the School's DSL / DDSL team so that additional support can be put in place.
- Links with other settings: Ensuring a multi-agency approach to helping children and their families access the right support, especially if families have children who attend multiple settings / schools.

Early Identification and Monitoring:

- Attendance Officer: Promoting and tracking the children's daily attendance so we can work proactively with families to support them

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Inclusion Lead and SENCo, links to the community and school celebrations.

- Clear expectations around Absence: Establishing clear expectations and procedures around absence for illness or other term-time leave
- 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

Early Identification and Monitoring:

- Robust daily registers and attendance records: All staff will complete daily registers, which are shared with the Attendance Officer to identify who is in school and support school leaders in identifying key children to contact and check on their welfare and wellbeing (both physical and emotional)
- Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons, in addition to monitoring the overall attendance and punctuality of the school community.
- Regular Communication with families: Prompting a transparent method of communication about a child's attendance
- Open communication channels: Encouraging pupils and parents to communicate concerns early.
- Key adults who can build relationships and notice changes in well-being.
- General safeguarding: Promptly ensuring that all children, without our school community are safeguarded.
- General support: Encouraging families to reach out to key staff within the school community for help and support, where needed

if we notice a change in the child's attendance or punctuality. Proactively use data to identify pupils at risk of poor attendance.

- Below 90% Attendance: Any child who falls into their category will be discussed with the Inclusion Team and if necessary staged letters about attendance will be sent out. Working with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Out of school barriers: Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Attendance Meetings: Ensuring that children and families are notified of changes in their child's attendance.
- Tiered response: Ensuring that children and families are supportive through a targeted and bespoke offer to help with attendance, for example:
 - Tiered letter system notifying families of a change in attendance data
 - SMS / Emails notifying families of a change in attendance data
 - Informal attendance meeting to see what further support school and provide families with.
 - Attendance contract which is written within an informal attendance meeting and agreed with school and families
 - Formal attendance meetings to see what further support school and provide families with.
 - Legal Intervention to ensure that parents are clear about the legal policies and procedures
 - Fining procedures (in alignment with BCP Guidance)
- BCP 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.

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- Reasonable adjustments: Prompting and encouraging families to work alongside us to ensure that reasonable adjustments are in place for children with SEND and/or medical needs.

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.
- PSHE Jigsaw curriculum: Offering a strong PSHE programme of study which is sequential and adapted to all of our children and delivered on a weekly basis.
- Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).

- Parenting Contracts: Bespoke contracts are written between home and school to support everyone in accessing the correct support and helping the child's attendance increase.
- 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': Ensuring all children can access school and feel happy within the environment – for some children, there is the opportunity for a 'Soft' start to the day to help with transition.
- 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 weekly or fortnightly meetings are held to review this (as the family and school see fit). These meetings are all documented on a BCP Reduced Timetable proforma and shared with parents who then sign / return the paperwork.
- 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)
- 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

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- Health Care Referrals: Inclusion Team / SLT will refer families to Health Care providers to gain guidance and further support on a bespoke level.
- Multi-agency involvement: Collaboration with the Local Authority's School Attendance Support Team, Early Help, SEND services, Children's Social Care, or Navigators
- 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 DDLSs 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.

Curriculum and Pedagogy:

- Pupil Learning Plans (PLPs): Some children are in receipt of PLPs to support them with transition – where transitional targets are put in place so that home and school work in collaboration.
- Customised healthcare plans, SEND interventions or involvement of medical professionals: When attendance is affected by health or disability.
- Intervention Support: For some children, they may require additional support through our ELSA, Lego-Therapy or Draw and Talk approaches; these are conducted by trained professionals within the school environment.
- Anxiety Interventions: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).

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- Teaching Assistant Lead Interventions: Providing children with the opportunities to explore their emotions with trusted and familiar adults.
- Additional PSHE: Some of our children may benefit from additional curriculum time exploring attendance related issues or challenges (e.g. anxiety awareness, friendship concerns, home routines) which will be delivered in a tailored and bespoke manner for each class / year group if required.
- Adapted curriculum: Some children will require a curriculum that is tailored to meet their individual needs, carefully considering their age /stage development.
- Reduced Timetable: Some children require a bespoke approach to learning and the curriculum offered at school, this may look like 'Soft' Starts to the day or key agreed timings for the children to be at our school.
- 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
- 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 is accessed.