

ONE MINUTE GUIDE

Supportive Attendance Meeting



WESTCOUNTRY
SCHOOLS TRUST

Attendees:

It is important to state who has attended the meeting.

What are we worried about?

This is from your (the school,s) perspective. It could be that you are worried about the pupil not gaining the social and emotional skills by not attending school regularly, or that the pupil will be missing out on a particular piece of work.

Most importantly, **every pupil has the legal right to an education.**

What are parents worried about?

This is your time to listen, empathise, understand and gather key information that can be used to put a plan in place. There may be information that you feel needs to be addressed. For example, parents who are struggling with their child,s behaviours and routines. This could be a key indicator that some outside agency support could be the best signpost.

Take note of their views and use these to make a plan.

What is working well?

It could be that when the pupil is in school they are fully engaging with the curriculum, or they may be achieving high grades in a certain subject.

Parent/Pupil view

Listen again. It may be that parents are struggling to find things that are going well.

For example, a pupil with anxiety may feel happier in their home environment. Address this within the plan by finding ways for the pupil to gain confidence when in school.

What needs to happen?

What barriers need exploring?

From the discussions and information provided, you should have a clear understanding of:

- any barriers to attendance
- help that can be offered, e.g. outside agency support or reasonable adjustments within school.





Creating the Action Plan

Think carefully about the action plan. Apply actions that are achievable. Do not set the pupil up to fail.

The plan could include some of the following examples, depending on the outcomes of the discussions. Be creative, thoughtful and analytical about finding solutions.

- **Child going to bed too late as devices are being used:** talk about reasonable bed-times and parents setting routines around this. For example, devices to be taken away at 7pm ready to go to bed at 9pm. Perhaps allow them to take a book home from the library to replace their use of devices.
- **Child feels anxious when attending school in the mornings due to number of pupils arriving together:** arrange for the child to arrive 5 minutes later than everyone else for a set period of time, allow the child to walk their dog to school so the pupil has a reason to walk 5 minutes later to avoid crowds.
- **Child is struggling in a particular lesson and feels behind with work:** speak to the subject teacher regarding any catch-up groups or extra resources that can be provided. If the subject is taught in sets would a change of class help?

- **Parent struggling with many children at home:** offer an Early Help referral to explore additional support. For example, parenting courses or the Family Intervention Team. Help the parent access the pre-book advice line to discuss further support.

Reviewing the Action Plan

Review the plan after 4-weeks to evaluate success and consider next steps.

If after the 4-weeks the plan has not been successful, or the parent or pupil have failed to engage in the plan then send the final letter within your escalation process.

It is good practice to review things along the way with both the parents and pupil. This allows changes to be made to the plan if further barriers are identified, or recognise improvements.

Always keep the supportive meeting notes and communication logs within your chronology. This evidence may be needed later by the EWO.