

Dothill Primary School - Attendance: Intervention Escalation Plan

Start the Year Strong!		
Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
Ending the academic year below 90%	<p>Communicating expectations: Report sent home in July stating attendance is not acceptable</p> <p>Direct contact with parents/carers: Letter in July to invite to attendance panel</p> <p>Attendance Panel: HT/DHT/Gov/School nurse - meet with parents of identified pupils to carry out attendance audit and complete an action plan to start the year as we mean to go on.</p>	<p>Attendance tracked through the school's management information system (CMIS)</p> <p>HT/DHT to identify pupils through end of year attendance meeting</p>

Attendance monitored by HT/DHT every five weeks and intervention escalation plan initiated as necessary.



Stage One: Universal Support

Thresholds/triggers	Strategies to be used (Please note that these strategies will continue to be in place for all pupils, irrespective of where they are on the escalation plan.)	Monitoring procedures
<ul style="list-style-type: none"> • 96% - 100% attendance 	<p>Communicating expectations:</p> <ul style="list-style-type: none"> • Regular reminders of the importance of good attendance, through the school Facebook, website, etc. • Weekly attendance awards <p>Direct contact with parents/carers:</p> <ul style="list-style-type: none"> • First day of absence phone calls • Half - termly attendance letters sent out to all parents giving attendance percentages • Requests for term-time holidays to be declined, unless there are exceptional circumstances 	<ul style="list-style-type: none"> • Attendance tracked through the school's management information system (CMIS) • Lorna Mellish to monitor individual, group and whole-school attendance to identify any concerns • Class teachers to be on alert for any absence patterns

Attendance monitored by HT/DHT every five weeks and intervention escalation plan initiated as necessary.



Stage Two: Initial Target Support

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> • 93% - 95% attendance • Three or more late arrivals over a half-term period • An unexplained or unauthorised absence 	<p>Communicating expectations:</p> <ul style="list-style-type: none"> • Pupils will continue to receive the universal support offered to all pupils at Stage One <p>Direct contact with parents/carers:</p> <ul style="list-style-type: none"> • An appropriate member of staff will have an informal discussion with the pupil to explore whether they have any concerns or issues that could be a barrier to attendance • Reminder letter sent home and parents/carers invited to discuss any concerns if they wish to do so • First warning letter issued - SAL1 <p>Support:</p> <ul style="list-style-type: none"> • Offer early help support from school • Consider the external agencies that can address the individual needs of the pupil/family and make referrals as required. 	<ul style="list-style-type: none"> • Attendance tracked through CMIS • Lorna Mellish to do weekly checks on the pupil's data • Class teachers to monitor pupil more closely

Attendance monitored by HT/DHT every five weeks and intervention escalation plan initiated as necessary.



Stage Three: Enhanced Targeted Support

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> • 90% - 93% attendance • Five or more late arrivals over a half term period • Subsequent unexplained or unauthorised absences 	<p>Communicating expectations:</p> <ul style="list-style-type: none"> • Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond <p>Direct contact with parents/carers:</p> <ul style="list-style-type: none"> • Second warning letter issued - SAL2 • Parents requested to attend a meeting in school to discuss attendance <p>Support:</p> <ul style="list-style-type: none"> • Individual attendance plan initiated - support will be offered in line with this plan • Consider whether any additional partners could be engaged - make referrals as needed 	<ul style="list-style-type: none"> • Attendance tracked through MIS • Lorna Mellish to do weekly checks on the pupil's data • Class teachers/form tutor to monitor pupil more closely

Attendance monitored by HT/DHT every five weeks and intervention escalation plan initiated as necessary.



Stage Four: Intensive Support for Persistent Absentees

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> • Attendance below 90% • Continued late arrivals despite support offered at previous tiers • Continued unexplained or unauthorised absences despite support offered at previous tiers 	<p>Communicating expectations:</p> <ul style="list-style-type: none"> • Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond <p>Direct contact with parents/carers:</p> <ul style="list-style-type: none"> • Final warning letter issued <p>Support:</p> <ul style="list-style-type: none"> • Individual attendance plan reviewed • During the attendance plan review, those involved will identify whether any additional support could be offered by the school or partner agencies 	<ul style="list-style-type: none"> • Attendance tracked through CMIS • Lorna Mellish to do daily checks on the pupil's data • Class teachers/form tutor to offer more direct support as needed

Attendance monitored by HT/DHT every five weeks and intervention escalation plan initiated as necessary.



Stage Five: Use of Parental Responsibility Measures

Thresholds/triggers	Actions to be taken	Monitoring procedures
<p>Initiate support at this level if any of the following criteria are met:</p> <ul style="list-style-type: none"> Strategies introduced at stage four have failed to improve attendance Any of the thresholds for legal action have been met 	<p>Communicating expectations:</p> <ul style="list-style-type: none"> Pupils will continue to receive the universal support offered to all pupils at Stage One and beyond <p>Support:</p> <ul style="list-style-type: none"> Support initiated at previous stages will continue as appropriate <p>Enforcement:</p> <ul style="list-style-type: none"> The local authority will be notified of the school's concerns A parenting contract will be put into place which includes: <ul style="list-style-type: none"> a statement by parents/carers that they agree to comply for a specified period with whatever requirements are set out in the contract; a statement by the school/local authority/academy trust agreeing to provide support to the parents for the purpose of complying with the contract. Local authority to utilise appropriate legal powers to enforce attendance 	<ul style="list-style-type: none"> Attendance tracked through MIS Lorna Mellish to do daily checks on the pupil's data Class teachers/form tutor to maintain regular individual support as required School to liaise with the local authority regularly to support any measures that are being taken