

Targeted support may be needed for persistently absent or challenging causes of pupil absence. Schools will base the support they offer on knowledge of the pupil, the relevant data, and diagnosis.

The type of interventions will depend on the school's context and the pupils involved, but might include the following interventions:

Name of school: Balby Central Primary Academy
Universal targeted support (used across Rose Learning Trust schools)
• attendance mentoring such as: ○ meet and greet at school gates (teachers also meet at classroom doors) ○ positive emotional connection to school ○ positive responsibilities in school • offer a positive peer influence programme, such as a buddy system, to ensure pupils feel supported and welcomed by their peers • seek guidance from experts to understand any reasonable adaptations that might be required • sensory support, for example: ○ uniform adjustments ○ environment changes ○ ear defenders ○ movement in lessons ○ occupational therapy support • reintegration plan including short-term timetable and lesson adjustment • Timetable adaptations in certain circumstances, such as a part-time timetable in combination with attendance at alternative provision (AP) • ensure families are aware of the support school can provide and signpost them to services provided by the local authority, agencies, and charities • complete an Early Help Assessment (EHA) to access external support • referral to support services for the child and family, for example: ○ young carers ○ CAMHS ○ financial support organisations ○ debt charities ○ family support worker ○ parenting groups and courses • behaviour mentoring and support through the local authority • for persistently/ worsening attendance sending both the pupil and parents text messages encouraging attendance, and praising when this has improved

School level targeted support (these are things that we do which are specific to our school)

- Breakfast club to support punctuality
- Weekly attendance hero (awards & rewards)
- Attendance displays in classrooms
- Regular termly emails with parents updating on current attendance and minutes late
- ASP meetings
- Family workshops and drop in sessions/afternoons with Inclusion team
- Incentives for children and parents
- Transport support from both Inclusion team & attendance officer
- Celebrations and praise on our weekly newsletter (Central News)