



Attendance Strategy

At Keyham Lodge School, we know that regular and punctual attendance is crucial to the student's progress with their academic education and to support in teaching pupils how to self-manage their behaviours, enable them to develop effective relationships and teach them how to become resilient and reflective, so that they can achieve life-long success. Attendance is the essential foundation to positive outcomes for all pupils and should therefore be seen as everyone's responsibility in school.

Intent Statement

High attendance creates healthier, happier and safer children now and in the future.

We recognise that the first hurdle that we must overcome is getting our pupils to attend due to the complexities they may have faced at their previous setting where they have often not been in school for a number of years or had access to a significantly shortened timetable and therefore the start of their journey with us can be difficult. It is our key priority to promote high attendance and reduce absence, including persistent absence and this is achieved through a multi-layered approach consisting of the following;

Attendance Buddies - every student is paired with a member of staff based on their relationship dynamics. Attendance buddies consistently promote the importance of high attendance, remove any barriers which may be impacting upon attendance and build positive relationships with parents/carers for ease of communication and to support discussions around attendance.

Keyworker Strategy - provides targeted students with the opportunity to reflect regularly, understand their emotions and the impact of their actions and therefore supports the development of positive decision making. This strategy will be used alongside other vehicles and EHCP's to set appropriate goals to reduce negative incidents, remove barriers to learning and therefore improve student attendance.

IRT (Integrated Response Team) – a team made up of different specialisms to work with students in crisis, to adapt their educational offer and develop an education that works for them. The programme is highly adaptable to individual needs and prevents breakdowns of educational pathways and in terms of attendance is utilised to support students through the transition to a full-time educational offer due to them being out of education for a significant period of time.

Occupational Therapists/Counsellors - utilises in-house specialists to deliver face to face therapy for pupils in crisis. In addition to this students who experience emotionally based school avoidance receive a therapy first education provision.

School EWO – actively promotes the importance and value of good attendance to all stakeholders. Monitors attendance data across the school and at an individual pupil level to identify trends and ensure there are specific strategies/plans/interventions to improve student attendance. Acts as a liaison between the EWO, families and the Local Authority in re-engaging families and supporting the school to develop plans to engage children with their education.

Weekly Attendance Meeting – provides an opportunity for the EWO and the attendance lead to meet to discuss all students whose attendance falls below 80%. From these meetings clear actions are formulated and documented on the attendance tracker. These are then reviewed at the subsequent attendance meeting the following week.

Pupil Allocation Panel (PAP) Meeting – monthly meeting attended by different representatives from across the school including SLT, BMT, Therapy, SENCo IRT. Student whose attendance is a significant cause for concern are discussed. From these meetings clear actions are formulated to ensure there is a clear strategy to support attendance.

Persistent Absence Process – has been developed to ensure there are clear layers of support available to families when attendance falls below 85% and to ensure parents/carers are aware of the process when the issue may be raised to the Local Authority.

Attendance Policy – provides information on the system and structures in place to support with attendance. In addition to this the policy explains the roles and responsibilities of all stakeholders (SLT, teachers, support staff, EWO's, students and parents/carers).

Incentives – attendance incentives are multi-layered at Keyham Lodge and attendance underpins all of our incentives systems. Students have the opportunity to access individual rewards through the half termly/termly attendance target schemes set with their attendance buddies and high profile attendance rewards fortnightly awarded in the achievement assembly. In addition to this students individual attendance contributes towards group rewards within tutor groups and house teams.

Pupil Pick Ups – provides students with the opportunity to attend and access their curriculum where they may be issues outside of their control these may include significant safeguarding concerns, local authority transport issues or heightened anxieties.

Home Visits/Welfare Checks – where there are concerns around attendance due to illness, refusal to attend or non-contact, attendance buddies and key staff will visit families within their home to unpick any barriers impacting upon attendance and to ensure students feel a sense of belonging and part of the Keyham Lodge Community.

In addition to the layers above, we thoroughly analyse the data to assess patterns of non-attendance, the attendance break down for different groups e.g year groups, LAC/ which informs are next steps. We are in regular contact with parents/carers communicating their child's attendance target, changes in guidance, policy and whether there are concerns about their child. Despite the challenges we will continue to do everything we can to improve individual student attendance compared to their starting points and we are relentless with this because we know high attendance creates healthier, happier and safer children now and in the future.

