

Tameside attendance self-assessment:

This self-assessment has been put together to facilitate the assessment of attendance practice in a local authority against the expectations in the department's new attendance guidance: working together to improve school attendance.

In order to get the most accurate picture from the self-assessment, you should consult with key stakeholders and engage in audit activity which may include:

- Discussion with LA Leadership Team
- Discussion with the LA staff leading on attendance
- Scrutiny of most recent set of Ofsted reports, LA, MAT and school performance data, LA strategic plan, LA self-evaluation and reports to Council Leaders.
- Discussion with local Headteachers and schools

You should complete the evidence section of this self-assessment. You should identify where the evidence was found and add relevant notes regarding best practice, gaps, issues with particular groups, or details which need further investigation.

Rating and identifying the current position

Your allocated attendance adviser will work with you during the deep dive visit to agree a rating for each expectation. You may wish to think about the appropriate rating ahead of the visit. The continuum below provides a structure to identify the current position in relation to policy and practice in each area.

- 1) Identifying:** Leaders are in the process identifying the work needed to meet this expectation.
- 2) Developing:** Leaders have identified areas which are working well and those which need further development. They have developed plans for how they will meet this expectation.
- 3) Implementing:** Leaders have begun to implement new systems and practices for staff and stakeholders to meet the new expectations.
- 4) Sustaining:** Expectations are being successfully delivered. Policies and practices are embedded. There is consistent practice across the LA.

<u>Expectation</u>	<u>Rating:</u> 1-4	<u>Evidence</u>
Rigorously track attendance data to devise a strategic approach to attendance		
Recognise the importance of good attendance across the council's areas of responsibility.	3	<p>Two papers have been presented to the Education Attainment and Improvement Board (EAIB). The Board has representation from elected members, Headteachers and senior management team from within the council including the Chief Executive.</p> <p>8 March 2022 18 October 2022</p> <p>We have established an attendance strategy steering group that has members from across children's services as well as the voluntary sector health, adolescent services and housing.</p> <p>The Children's Leadership Team are briefed on the implications of working together to improve attendance.</p>
Make attendance a key feature of all frontline council services, but especially access to education services, early help, statutory social care, and the virtual school.	3	<p>Attendance steering group has been formed. This includes early help; youth justice service; virtual schools; school improvement; Education Welfare Service and other multi agencies. The group is currently meeting monthly.</p> <p>A conference is being planned for the summer term for all stakeholders in order to launch the attendance strategy. All partners will be asked to sign up to an Tameside attendance pledge.</p>
Use attendance data from all schools in the area to identify the pupil cohorts, schools, and neighbourhoods/ towns on which to focus efforts. This should include benchmarking against neighbouring local authorities (both geographic and statistical) and regional and national averages to identify trends.	3	<p>DfE data dashboard currently 65 schools are submitting data.</p> <p>B2B Tameside's daily data collection currently stands at 85% of schools. The Access Service are looking to create a data analyst role to help prepare data for the termly meetings so schools and the LA can appropriately benchmark against other schools and neighbouring authorities. The current education data lead provides reports for the service that is used when visiting our schools to bench mark themselves and for the service to identify and track priority groups. Data is also used in the regular register audits with schools.</p>
Use attendance data analysis to set a vision for improving attendance with tangible short and longer term aims for particular cohorts of pupils	3	<p>Attendance has been a key priority for Tameside Children's Services for the last four years and performance is monitored through the Education data dashboard and the Self Evaluation. Census data is shared with schools to establish trends in attendance patterns; this is discussed at all schools regular register audits.</p>
Ensure the vision and strategy are understood by all staff in attendance and associated teams as well as local partners (both statutory and voluntary including police and integrated care boards).	2	<p>The Education Welfare Service are at the forefront of disseminating the vision and strategy of good attendance in Tameside. Other agencies are also aware of the attendance priority. The third sector are represented at the attendance strategy steering group. There is more work to do to ensure that partners understand their role in promoting good attendance and partners will be invited to the attendance strategy launch conference. As part of the action plan to implement working together to promote good attendance guidance, we are developing an attendance charter for agencies to sign up to, to pledge improving attendance will remain a priority for all areas.</p>

Ensure that you are resourced appropriately to develop and maintain this approach.	2	The recruitment of the vacant senior education welfare officer has been requested and the request for an appointment of a data analyst to analyse and produce reports to allow the Local authority and schools to bench mark themselves. Other resource implications are currently being considered
Regularly review and evaluate the strategy, involving senior officers and lead members. Evaluation should include input from service users, schools, and partners where appropriate.	1	To be developed
Provide statutory/voluntary sector partners and schools (including trusts, governing bodies, and school leaders) with an opportunity to shape improvement aims and priorities.	2	Schools and partners are involved in the attendance steering group and the action plan details how more partner involvement will evolve over the next two terms.
School attendance support team core functions		
1) Communication and advice		
Circulate guidance on how schools, the school attendance support team and other partners should work together to provide support for individual pupils and families. This should specify when the local authority will become involved in individual cases and how they and the school will share responsibilities.	3	Tameside currently has a comprehensive suite of guidance for all schools on attendance. This is regularly updated and is available through the schools intranet. The Tameside Attendance Groups (TAGs) have been discussing the new guidance and the implications for schools. An Attendance strategy is being developed and will sit alongside the attendance charter, this will be developed by the attendance steering group and include the input of primary and secondary heads. The strategy will include how agencies will work together and provide support, a flow chart for schools to show pathways for partner agencies will be include in the strategy. The Educational Psychology Service will develop and dissemination of a process document for schools supporting pupils with EBSA including Tameside signposting.
Provide schools with a named contact in the school attendance support team who can provide advice, and with whom targeting support meetings will be held.	4	All schools will have a named contact from education welfare team they will conduct the termly visits. The Education Welfare Service currently offer a duty phone line that schools are able to access during office hours.
Provide opportunities for all schools to regularly come together to share effective attendance practice.	4	TAG Tameside attendance group, these meetings are held in geographical patch areas for primary schools and as one meeting for secondary. They are an opportunity for attendance leads in schools to be given consistent messages around attendance and allow attendance staff to ask any questions re individual cases. These meetings are scheduled termly.
Work with all schools to tackle common issues. This may include agreeing common practices to issues such as term time holidays or follow up for persistent lateness.	4	Termly attendance meeting with schools are currently being piloted in the borough and the outcomes of the pilots will help to inform future training programmes and TAG agenda items. The Education Welfare Service have a programme of webinars that are in place for schools to access. Webinars/newsletters/training/neighbourhood meetings/learning circles that are topical to each patch area. The Education Welfare Service have a training package that includes good attendance practice, Penalty notices, prosecution and how to write effect attendance plans.

2) Targeting support meetings		
Organise termly targeting support meetings with each school to identify, and agree joint actions for pupils who are persistently or severely absent and those at risk of becoming so.	2	Currently piloting formats for the termly meetings with schools, colleagues from the Early Help have also been attending these pilot meetings. Using the DfE wonde attendance data as the basis for the meetings
Use these meetings to work collaboratively with the school's attendance leads, including providing advice on recording in the register, accessing services, or the area-wide attendance approach.	2	Education Welfare Officers are specialist in the marking of registers. The regular register audits are an opportunity to look at gap analysis by code reports to bench marks school use of individual codes, this will continue with the termly meetings. The accessing of service will be shown in the flow chart in the attendance strategy.
Help schools to identify areas of focus in their school policies or approaches. This may include help with analysing data, comparing themselves to other schools in the area, or considering how they may learn from schools in similar circumstances.	2	Sign post to the TAG Tameside attendance group where good practice will be shared. Partner schools up with each other to support with similar issues
3) Multi-disciplinary support for families		
Work with schools and other services to provide intensive whole family support where barriers to attendance are complex.	3	<p>Flow chart identifies that schools need to identify early any issues. The early help assessment is a pathway to access other services</p> <p>The virtual school attends PEP meetings and cared for children review meetings where attendance is a concern. The team will offer strategies to improve attendance and ensure there is access to educational provision. Funding is available through pupil premium plus allocation.</p> <p>Where pupils are suspended or where there is risk of permanent exclusion, the virtual school will discuss alternative actions available to a school or educational setting and can offer access to educational provision.</p> <p>The virtual school supports schools and settings to complete assessments of SEND and works with the LA SEND team to progress EHCP applications thus ensuring that school placements meet the individual needs of pupils.</p> <p>All schools have a linked Early Help Adviser and a linked Neighbourhood Co-ordinator. Early Help Advisers offer advice and guidance and bespoke training to school staff. They act as a point of contact for early intervention to address emerging attendance concerns and can support families with practical solutions such as access to white goods or financial guidance where there is no recall to public funds.</p>

Team around the setting meetings are available to every school in Tameside and are facilitated by the Early Help Neighbourhood Team. Core agencies represented are Early Help Advisers, Neighbourhood Co-ordinators, Tameside Families Together, Children's Social Care, Health, VCFSE, Education Welfare and school. Other agencies and partners are invited as appropriate, depending on the circumstances of the pupils and families. Any family with emerging needs can be discussed at a TAS, examples of these needs are pupils with irregular attendance or behaviour concerns, child or parent mental health and parental capacity. All these factors can impact on attendance at school. Any TAS can be utilised if this will avoid delay in establishing support for a family. The meeting will agree next steps to offer support including completion of an EHA if not already in place and signposting to other agencies and services.

Early Help referrals are triaged through the Early Help Access Point upon referral and may be directed to the Neighbourhood team to support with the completion of an Early Help Assessment or to a TAS meeting. Early Help panels will discuss families presenting with needs that cannot be managed at universal level and a keyworker will be allocated. Attendance at school is a key consideration in these discussions.

Mental Health Support Teams work in 39 schools in Tameside and Glossop. Where schools have concerns about children and young people, including where mental health is affecting attendance at school, young people are discussed with the mental health lead at a weekly multi-agency consultation meeting and support on an individual or group level, or a referral onto other pathways or to other agencies, is agreed. Advice and guidance is provided to school staff to enable them to support pupils, including one to one work with family involvement.

An Education Mental Health Practitioner will support pupils where Emotionally-Based School Avoidance is identified. The practitioner will work in schools and support re-integration back into education. The post will be operational from April 2023. The post-holder will offer one to one exposure therapy, supporting groups and pupils in school and will conduct home visits as appropriate, building links between home and school. The post-holder will also signpost to other teams and agencies where additional needs are identified and where agencies can offer support to remove barriers to attendance.

Positive Steps consists of Careers Advisers, a Careers Coach, a Youth Engagement Officer and an Apprentice Youth Engagement Officer. The team work with Attendance Officers or Heads of year in high schools, identifying students who are not attending school and who are at risk of being Not in Education, Employment or Training. Staff make home visits, either jointly with school staff or alone and arrange to meet students in the community to support their re-

engagement with education and to plan for post-16 provision. Schools can commission additional support as required.

The Youth Justice Service provides support to young people and their families, recognising that where barriers present to education, interventions must meet an individual's needs and be suitable to their own circumstances to ensure reintegration is possible and that positive outcomes are sustainable. The service consists of Youth Justice practitioners, CAMHS practitioners, the police, probation, speech and language therapists and substance misuse workers and can also signpost to other specialist areas depending on the needs of the young person and the difficulties that they are facing. This includes identification of SEND needs and support through an education psychologist. The team will work in partnership with schools and educational settings.

The Youth Justice Service also delivers the Turnaround programme, designed to prevent children from escalating into the more formal Criminal Justice System by providing holistic packages of early help support, specifically targeted at their individual needs. This will involve a focus on education, training and employment as a key protective factor that diverts children away from negative influences and provides them with focus and aspirations. In order to do this workers will work alongside education providers to support the young person to access the most suitable provision for them.

Tameside benefits from having the SHiFT programme, designed to break the negative cycle of children who become involved in crime, serious youth violence and exploitation. Each young person on the programme is assigned a Guide who will work intensively with them over an 18 month period supporting them to make positive changes that they can sustain into the future. Again this involves a focus on education and ensuring that the young person is able to attend and achieve to the best of their ability by working in close partnership with the school, family and young person.

The YOUthink Sexual Health Service deliver awareness raising educational sessions in all of the High schools and colleges in the Borough and as such have close links with all of the settings in Tameside. They accept referrals directly from schools to work with children and young people who are identified as needing individual support, and for whom their attendance may be impacted if this is not in place.

The Complex Safeguarding Team work with children and young people who are either being exploited or assessed as at high risk of being exploited. The team has clear links with education and there is a representative aligned to the service who provides the team with

additional support and information. Workers from the service will liaise with schools to ensure a multi-agency response to supporting young people and their families and to reduce the risks associated with being out of education.

The missing service will often try to see children and young people in the school setting to complete the return interview, to encourage their attendance and to ensure that there is a clear link with the school.

School attendance is one of the statutory and core responsibilities of Children's Social Care. Social Workers assess the needs of children and their families, co-ordinate support and signpost to other agencies as appropriate. When children are open to Social Care at Child in Child or a Child Protection Plan, there is joint working with schools and other agencies within the statutory framework of meetings and on a day to day basis where children are absent from school. Education is a key partner of Children's Social Care, providing essential information

The Social Workers in School (SWIS) programme enables a collaborative approach to supporting families, offering early intervention and preventative measures to encourage attendance and engagement with school. The SWIS team brings information about children's lived experiences and home life enabling targeted and appropriate response and support. School and SWIS intervention provides evidence that all forms of support and engagement have been exhausted before legal action is considered by the EWS.

Social Care are an integral part of the Team Around the Setting model and attendance is a priority of this multi-agency forum. Training is provided to schools around Emotionally Based School Avoidance (EBSA) enabling school staff to identify and support children and young people whose absence relates to mental health concerns and to signpost to appropriate multi-agency pathways.

There are family support teams within Children's Social Care, such as child protection family intervention workers and the edge of care team. These teams will work intensively with families offering advice and practical support around routines, boundaries and parenting. This work supports attendance and punctuality at school and helps children and young people to be prepared for the school day.

Social workers who have Cared for Children on their caseloads and those who are based within the Cared for Children's Team, will support co-ordinate PEP (Personal Education Plan) meetings for all cared for children ensuring that the voice of the child is included. This helps

schools to understand the barriers to attendance and achievement and assist in ensuring that the needs of the young person are considered and met. They also ensure that the completed documentation is shared in good time and alert the Virtual School to any concerns.

The SEND team has a Specialist Outreach Support Service consisting of Specialist Teachers and Teaching Assistants who directly support schools, children, young people and their families. The team offer support and guidance when absence from school is due to medical needs, provide tuition when appropriate and also help with reintegration back into school. The team work closely with schools to support attendance and remove barriers to learning. The team conduct home visits where parents/carers have chosen elective home education (EHE), assessing the quality of education and reporting to the Education Welfare Service.

The SEND Assessment Service manages the statutory assessment process and supports attendance at school through intervention, problem solving, liaison with all agencies involved, direct support to the family and by arranging interim reviews as needed. The statutory assessment panels ensure the right setting is identified for children and young people, offering them the maximum opportunity for achievement.

Training is offered to SENDCOs and to other agencies such as Children's Social Care and CAMHS, on a range of subjects.

Schools have safeguarding duties towards the children and young people on their roll and, therefore, make contact with a family when a child is absent, whether overall absence is a concern or not. This contact promotes improved home school liaison and ensures that children's whereabouts are known.

Whole family support from schools includes first day calling, absence text messages, home visits, parent/carer meetings, telephone calls home, completing Early Help assessments, support through partner agencies such as the school nurse, signposting to other agencies and making links within the community. Schools are also well placed to listen to the voice of the child and to take into account any wishes, feelings or concerns, identifying barriers to learning and improving attendance. This also helps to identify educational neglect at an early stage or children and young people who are young carers.

Schools analyse data to ensure that attendance trends are known. Commissioning attendance specialist companies can also provide IT assistance such as an attendance tracker to enable data to be entered and displayed. Schools also share attendance data across trusts and statistical neighbours to enable them to bench-mark their data and share good practice.

		<p>Schools share important messages throughout the whole community linking attendance to safeguarding and achievement. Schools also identify a governor for attendance ensuring that this is a standard item on governing body agendas and providing scrutiny and accountability. A governor for attendance will also carry the responsibility of ensuring that pupils with medical conditions have access to suitable education either in school or otherwise.</p> <p>Schools make good use of materials provided by the Education Welfare Service such as letters or parenting contract templates and follow procedures as detailed in the Schools' Handbook. They follow LA procedures in terms of removal from roll, Elective Home Education and Children Missing Education ensuring that safeguarding is paramount and that every attempt can be made to return children to education.</p> <p>Schools work closely with the Virtual School ensuring the best possible educational experiences and outcomes for Cared for Children and will seek advice and support for pupils who are Child in Need or subject to a Child Protection Plan where attendance is a concern. Schools organise and co-ordinate PEP meetings and can use Pupil Premium Plus funding to support improved attendance and engagement through a range of measures. Schools submit PEP documentation to the Local Authority.</p>
<p>Work with schools to agree a joint approach to improving attendance for all severely absent pupils (pupils who are absent for more than 50% of their sessions).</p>	<p>2</p>	<p>In the termly meetings, severely absence pupils will be identified. All severely absent pupils will have an individual attendance plan and a named case holder will be established at the meeting. Review meeting will be planned in more often than the termly meetings with the case holder.</p> <p>The virtual school identifies severely absent pupils through weekly data analysis and a member of the team will attend meetings. The virtual school also regularly speaks to schools and social workers to share absence concerns.</p> <p>Early Help support can be offered as an early intervention where attendance is beginning to emerge as a concern and to ensure that families are signposted appropriately. Support may be offered to families where pupils who are persistently or severely absent depending on the underlying causes of absence and the needs of the family. This support can be offered through schools themselves and/or partner agencies as identified.</p>

Where mental health affects attendance leading to pupils becoming persistently or severely absent, support for families is available at school level, through referral to the Mental Health Support Teams, and referral to the core CAMHS team.

Health professionals provide summary statements for pupils who are not attending school and who are considered at the medical panel. An alternative educational offer is made where health needs mean pupils cannot attend school.

Positive Steps staff identify and discuss students where attendance is a concern and plan a programme of support. Intervention begins around the age of 13, depending on the needs of the school. The Connect to your Future engagement and mentoring programme has enabled intensive work to take place with students, bespoke to their individual circumstances and with weekly contact. Many students referred to the programme are severely absent, for many different reasons, including those who have struggled to return to school after the Covid-19 pandemic.

Educational engagement and attendance is an integral part of the assessment when a young person becomes known to the Youth Justice Service. Education is viewed as a protective factor and the service has performance indicators around education and employment thus making joint work with schools essential. Data shows clearly that most young people known to the Youth Justice Service have experienced difficulties with school and many present as persistently or severely absent.

The SWIS team supports families where pupils are severely absent from school. Social workers will work jointly with pastoral staff in school to offer EBSA based interventions and will train school staff to support families according to this principle. The SWIS team offer early intervention; completing Early Help Assessments with families and working within family homes to identify the barriers to attendance or signposting to schools to the local offer aimed to address and support those families in need, preventing families being referred for statutory intervention.

Social Workers work closely with other teams such as the Virtual School and CAMHS, keeping education and engagement a priority, both within a statutory framework and otherwise.

Schools use a gradual approach to supporting and challenging punctuality concerns or absence from school using an escalation of interventions and seeking support through partner agencies. Where pupils are severely absent, interventions will include requesting medical evidence for absence, arranging attendance panels, entering into parenting contracts, signposting to other agencies and where improvements are not seen or where there is no

engagement, requesting penalty notice action and or a prosecution. Template model letters from the Local Authority provide structure and appropriate wording ensuring that parents/carers can seek support but are also aware of the potential legal consequences of continued absence. This also ensures that schools, partner agencies and the Local Authority are sharing consistent messages with parents/carers.

Where pupils are unable to attend school due to medical reasons, schools will share information with the LA and provide supporting information to ensure the Local Authority can provide education other than at school. School staff receive training through CAMHS professionals to support pupils and families where Emotionally Based School Avoidance is identified.

The Social Workers In Schools model has attendance as a key priority.

Close work with the SEND team at the Local Authority ensures that absence is avoided due to unmet needs and that school placements are suitable for children and young people.

Schools work in partnership with the Tameside Pupil Referral Service who provide support through the Reach Out programme, supporting pupils where behaviour is a concern and where there is a risk of permanent exclusion. The programme is bespoke to each school and is adapted to the needs of the pupils. Initial discussions have taken place as to how to extend the programme into the primary phase. The Reach Out team work with Educational Psychologists and deliver training to staff and other agencies. Improved behaviour in school, fewer suspensions and permanent exclusions support stability in school and ultimately increase attendance.

TPRS are also leading on the Relational Inclusion model focusing on trauma and attachment. A trauma therapist is attached to both Elmbridge and White Bridge schools and can also support other schools around supervision for staff, training around ACEs, trauma and attachment and advice and guidance. A pilot is in place in five high schools funding a trauma therapist for half a day per week in each school to work with pastoral staff and to improve skills and knowledge, enabling the model to be cascaded throughout school. Introduction to the model begins with a presentation to the Senior Leadership Team and offers an audit tool and an implementation plan to introduce or build upon trauma informed practice. Supporting Emotionally Based School Avoidance is a key part of this work. A number of primary schools have been identified to work within the Relational Inclusion model and a steering group has been formed to progress this.

<p>Provide multi-disciplinary support that builds on the existing early help offer.</p>	<p>3</p>	<p>Support and guidance is provided by the virtual school for previously cared for children and children who previously had a social worker.</p> <p>Pupils and families discussed at TAS meetings whose needs cannot be met through the schools early help offer are signposted as appropriate to agencies and services that can meet their needs including those within the voluntary sector. Where absence is a concern, practitioners will try to identify the underlying causes to prevent any escalation and to meet the needs of a family.</p> <p>Where pupils and families are open to Mental Health practitioner, they will liaise with other agencies and where appropriate, attend Team Around the Child of Family meetings. School health advisers will offer health advice and care and liaise with GPs and hospitals on behalf of schools where absence is attributed to illness or a medical need. School health advisers will also attend Child in Need, Child Protection or Team around the Child or Family meetings</p> <p>Positive steps staff work with directly with young people to the end of Year 13 (18 years old) and are well placed to identify when there are additional needs or concerns within a family. Staff refer to Early Help and signpost families to other sources of support and guidance.</p> <p>When office based, the team are placed with the Youth Justice Team and the Leaving Care team enabling multi-agency working and support. This includes joint home visits where appropriate. There is a link adviser from Positive Steps for both of these teams.</p> <p>Positive Steps staff provide training for other Local Authority teams, sharing good practice.</p> <p>All young people known to the Complex Safeguarding Team are open to Social Care. A meeting takes place weekly to allocate to the team and to identify how best to support a young person.</p> <p>The Youth Justice Service has received funding to deliver interventions through 'Turnaround' for two and a half years. This will provide capacity for 110 children and young people to be supported who are at risk of becoming involved with offending behaviour. This will be an early help response and engagement will be consent based. Each child or young person will have an assessment and education will form a key part of this, providing capacity for whole family support and home/school liaison where needed.</p> <p>The SWIS team are well-placed to identify emerging needs, offer support through the Early Help framework and to care co-ordinate within meetings. Social Workers will offer a balance</p>
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of support and challenge to families and other professionals and will co-ordinate and oversee a joint approach to intervention with families.

Social workers based in schools will also signpost and direct school staff and families to Tameside's early help offer.

The designated safeguarding lead based with Children's services, will offer schools one to one or peer supervisions, these supervision sessions will identify children and young people who have emerging or existing needs and may benefit from accessing the early help offer, such as that of active Tameside gym passes. The designated safeguarding lead holds a wealth of information around the services available to children and their families and will signpost and provide information on these services to strengthen their early help assessment plan.

The SEND Assessment Team builds on the Early Help offer, bringing services together to offer a higher and targeted level of support. The team's work with Early Help is currently under review with an intended outcome of firming up the pathways between the teams and making joint work more efficient.

Team Around the Setting meetings take place in schools so that an appropriate multi-agency response is available when concerns are identified.

School staff work closely with Social Workers and attend Child in Need, Child Protection and Strategy Meetings, providing and receiving key information to support a pupil in school. Schools also link closely with colleagues in GMP providing opportunities for young people to view the police in a supportive light and also to obtain key information when offending behaviour can impact on their attendance or behaviour at school. A senior GMP officer has been invited to the Tameside Secondary Headteachers' forum to look at joint working and support for young people.

Schools work closely with the school nurse when absence is caused by medical conditions or illness and joint work can ensure appropriate educational provision is made available.

Absence from school can often be a symptom of other needs and concerns and where schools have safeguarding concerns, the designated safeguarding lead will refer to Children's Social Care. Schools also seek advice from LA safeguarding team and value the policies and practical advice available through them. School staff also engage with training through the LA safeguarding team.

The school attendance support team should advise the family's lead practitioner on attendance elements of the plan. They can act as lead practitioner if appropriate. They should also be part of the team around the family if necessary, and step in to lead any formal support or legal intervention when required (including if support is formalised in a parenting contract, education supervision order or parenting order).

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There will be an attendance plan and named case holder. The Education welfare officer will be the patch officer and if the case proceeds to legal interventions, the officer will work alongside the family's lead practitioner and the school to support any formal processes. Including parenting orders, education supervision orders, or prosecution.

Systems are in place for close liaison between Early Help, schools and the Education Welfare Service. Attendance elements of a support plan are reviewed and assessed in terms of progress. Early Help Assessment Advisors are able to provide training, support and guidance around the completion of EHAs and discussions will take place about progressing through the staged approach to attendance if there is no engagement from the family or if absence continues.

The virtual school advises social workers about the importance of attendance and supports schools to access educational provision through tuition and alternative provision placements.

Positive Steps staff attend Team around the Family or Child meetings to ensure joint planning and support. Where no other services are involved, they act as the lead practitioner for a young person and their family.

The Local Authority has received funding to deliver preventative interventions through 'Shift' for one and a half years. This will allow the service to offer intense support to 28 young people identified as being at high risk of becoming known to the youth justice system and having poor outcomes in terms of education or employment. This intervention will be supported by TPRS and the Virtual School. Identification will be a multi-agency approach, will be data led and all the information received will be triangulated to ensure the offer is appropriate and suitable. Criteria will include education status, risk of permanent exclusion, attendance (including persistently absent or severely absent), the number of school moves, the number of suspensions in 2 years, the number of permanent exclusions in 2 years and the number of permanent exclusions in a young person's time in education. Individual needs and barriers to attendance or education will be assessed. There will be 5 practitioners working within Shift, all who may operate as lead practitioner for a young person.

Social Workers are lead practitioners whether within a statutory framework or within the remit of Early Help. Attendance and achievement remains a key priority and joint working is integral to success. They ensure there is unity in the messages that are shared with parents and carers and that all opportunities for improvement are available before the EWS considers enforcement action. Social workers will obtain key information from other local

		<p>authorities including safeguarding information in order to assist in identifying the needs or the potential areas of need for a family or young person.</p> <p>If social workers become aware of a child that is not accessing school but are of school age, they will inform the EWS. Where families have chosen Elective Home Education but education checks cannot be completed, assessment orders can be obtained from the court where there are concerns.</p> <p>Social workers will offer support for young people to further engage in education, employment and training.</p> <p>SEND Caseworkers and Specialist Outreach Support Service can all be lead practitioners for a family. All staff within the team offer advice to the Team Around the Setting meeting when requested.</p> <p>Where a child has an EHCP and attendance is a concern, the SEND team will liaise with school to offer strategies and advice.</p> <p>Schools will complete Early Help Assessments and class teachers, key pastoral staff, Heads of Year or members of SLT can become the Lead Practitioner for a family. Schools have multi-agency Team Around the School meetings but also operate internal Team Around the Child or Family meetings including school counsellors, emotional well-being staff, SENDCo, Heads of Year and members of SLT. Concerns around attendance is one criteria for referral.</p>
<p>To facilitate effective multi-disciplinary support for families, the School Attendance Support Team is also expected to:</p>		
<ul style="list-style-type: none"> Advise schools on how to raise concerns and make referrals to early help (and other services) so that families receive support quickly 	<p>3</p>	<p>Referral mechanisms to early help are clearly established and used effectively by schools. Work is being undertaken where families refuse consent.</p> <p>Termly meetings and the flow chart in the attendance strategy will direct schools through the process to escalate concerns.</p> <p>The virtual school will signpost schools to early help to support families and pupils.</p>
<ul style="list-style-type: none"> Build strong relationships with services and partners that can remove specific barriers to attendance. This will include health, youth justice, the voluntary and community sector, early help, children’s social care, local safeguarding partnerships, special educational needs, educational psychologists, and housing support. The team should meet regularly with leads from these services, set out their ensure in 	<p>3</p>	<p>Attendance steering group will continue to meet regularly. The action plan identifies the need to develop a local offer for attendance where schools and partners can identify sources of help to remove barriers. The planned attendance conference will bring partners together to understand the strategy and vision and sign up to the attendance pledge.</p> <p>The virtual school attends PEP meetings and cared for children review meetings where attendance is a concern. The team will offer strategies to improve attendance and ensure</p>

attendance support, and how they fit into the local authority's attendance strategy. They should also help coordinate joint strategies and messages on attendance to improve consistency of approach.

there is access to educational provision. Funding is available through pupil premium plus allocation.

The virtual school liaises with all relevant agencies to ensure that appropriate support is available to pupils and that they have access to educational provision. A representative from the virtual attends the attendance strategy steering group and the Education Welfare Service's working parties.

The virtual school signposts schools and social workers to partners who specialise in supporting young people with personal development, removing barriers to school attendance and achievement.

- EP support for schools for early identification and support of children and young people experiencing anxiety which may affect their attendance:
 - Presentation at SENCo network meetings on strategies for early identification and support alongside gathering feedback from school staff on prevalence of pupils with low attendance and SEMH needs;
 - Online training on Emotionally-Based School Avoidance (EBSA) for school staff (continuing in 22/23);
 - The development and dissemination of a process document for schools supporting pupils with EBSA including Tameside signposting.
- Collaboration between EPS and other services:
 - Educational Psychology (EP) representation at Attendance Strategy meeting;
 - Online training on EBSA and Education Welfare Team (continuing in 22/23);
 - Group supervision offer for Education Welfare (22/23).
- Support for parents understanding SEND processes and group support for children with EBSA.

The Clinical Lead for the Healthy Child Programme (0-19 years) contributes to Attendance Strategy meetings and wider multi-agency working.

The Voluntary, Community, Faith and Social Enterprise Sector Alliance (VCFSE) supports school attendance through a range of services offering support to families. These include SEND services, Asylum Seekers and Refugees, Citizens Advice Bureaus, mental health, physical help, services linked to poverty, drugs and alcohol services, food banks and pantries, children and young people's activities and community groups. Schools are aware of the local offer through distribution of the Tameside Worker information and through the attendance

		<p>of the Action Together Early Help Officer at Team Around the Setting meetings.</p> <p>Information about the VCFSE is shared with safeguarding teams, through pupil premium, with year teams, in team meetings, on the class dojo page, through twitter, facebook and directly emailed to families. Posters display information in schools, on notice boards, in playgrounds and on websites. Information is shared with families during Early Help Assessments and Child In Need meetings. Staff can also access training through the information shared.</p>
<ul style="list-style-type: none"> Build effective data sharing opportunities with partners as part of data sharing/ governance arrangements to ensure a joined-up approach. 	2	<p>The local authority has identified the need for additional data analysis capacity to ensure that data is used effectively to support good attendance practice.</p> <p>The virtual school monitors attendance data for cared for children weekly and reviews attendance under 90%. Weekly attendance is then RAG rated against the previous week. The virtual school make contact with schools and educational settings and social workers where attendance is a concern. A report is generated weekly of all pupils with B or D codes in the register to enable contact to be made with schools and social workers to ensure that pupils have access to full-time education provision. The virtual school monitors any cared for children who are not accessing full-time provision or who attend provision other than at school. The virtual school receives daily reports from tutors and the virtual school's alternative provision at Active Tameside. Where appropriate, advice and guidance is offered to schools around appropriate coding in the registers.</p>
<ul style="list-style-type: none"> Work closely with local mental health services, school level senior mental health leads (including school based mental health support teams), the local school nursing service and the local authority's special educational needs and disability team(s) to ensure joined up support for families facing health or disability related barriers to attendance. 	3	<p>Attendance steering group has representatives from Educational Psychology; Health, Education, voluntary sector and Early Help. EBSA Emotional based school avoidance working party in place and they meet regularly.</p> <p>The virtual school liaises with all relevant agencies to ensure that appropriate support is available to pupils and that they have access to educational provision. Where there are health or disability related barriers to attendance, support is offered to schools to assess any special educational needs and progress EHCP applications and the virtual school can support schools to access tuition for pupils who cannot attend their educational setting.</p> <p>The virtual school signposts schools and social workers to partner agencies who offer support with mental health and to build self-esteem. Partner agencies also support with personal development and with behaviour management to help reintegration back into school. Funding is available through pupil premium plus resources.</p>

EPs work with children and young people, their families and settings when completing statutory assessment of needs and support the coproduction of long-term objectives to outline provision and adaptations to support need, including low attendance in their setting.

Healthy Child Programme (0-19 years)

- Health Visitors and Family Nurses promote attendance at early years education settings and are closely involved with the early identification of special educational needs and disability (SEND) and early intervention and information gathering leading to EHCP processes to promote access for all children to education.
- School Nurses liaise with schools on a case by case basis where attendance is potentially affected by health issues, such as a new or existing medical diagnosis or low level and frequent health issues. Schools refer to the school nursing service and interventions include providing school health care plans, advising parents on appropriate management of minor ailments and health promotion, and signposting to other sources of information and support. School Nurses also liaise with other health partners such as GPs, mental health services and paediatric specialists / specialist teams to support the child or young person's wellbeing and therefore school attendance.
- School Nurses attend Attendance Meetings in schools to provide health advice – by invitation.
- School Nursing & Health Visiting leaders contribute to Early Help Panels and engage in wider multi-agency working and training to support child and young person wellbeing and therefore school attendance.
- The Children's Complex Needs Nursing Team provide support to children and young people attending special schools and works closely with these schools and families providing advice and interventions as above.
- Cared for Children receive either one or two health assessments a year, depending on age, and school attendance is reviewed as part of these health assessments. Liaison with schools in support of attendance is as above. The Cared for Children (CFC) Nursing Team or School Nurse attend PEP meetings when invited by the social worker about a health concern affecting attendance. The CFC Team also have close links with alternative educational providers where young people are attending these.

		<ul style="list-style-type: none"> All of the above teams will also provide or signpost to training and advice in schools about specific health issues such as allergies / anaphylaxis management. School health profiles are completed which are opportunities to identify needs such as this. The School-Aged Immunisation Programme keeps our communities safe from the major infectious diseases which would otherwise be significant barriers to school attendance. The programme is delivered by GPs, the School Immunisation Team and Children's Complex Needs Nursing Team.
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4) Legal intervention

Set out clearly for pupils, parents, and schools when and how attendance legal intervention will be used.	4	The council has a policy that is available on the council's website. This sets out when legal interventions will be used. The action plan identifies the need to make information more user friendly for families and schools. Web-site needs updating/re vamping working party needs to be established.
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Use formal support options including parenting contracts and education supervision orders.	3	Working party established to introduce processes for education supervision orders and parenting orders. Plans are being drafted to ensure the parenting offer is sufficient to meet the requirement of court parenting orders.
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Secure effective joint working between the School Attendance Support Team and statutory children's social care services where there are safeguarding concerns or absence becomes severe.	3	Educational neglect is an area where work is being completed to ensure this is recognised across all agencies. There is effective working with the education welfare officers in the Virtual School and children's social care to address identified issues.
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Issue fixed penalty notices in line with local codes of conduct where support has been provided but not worked or engaged with.	4	Processes for Penalty Notices are in place, it is used as an early intervention tool to improve attendance.
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Take forward attendance prosecution as a last resort where all other routes have been exhausted or deemed inappropriate.	4	Good process in place, we have a checklist to ensure all other available routes have been considered before we proceed to court. We would only use prosecution as the final resort once all other early help interventions had failed.
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Monitor and improve attendance of children with a social worker

Regularly monitor the attendance of children with a social worker, including those looked-after by the local authority.	2	Attendance data for cared for children is collected daily through Looked After Call and the virtual school team run weekly reports run to identify all pupils with under 90% attendance. Attendance figures are RAG rated. The virtual school makes contact with schools and educational settings and social workers where attendance is a concern.
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		<p>A report is generated weekly of all pupils with B or D codes in the register to enable contact to be made with schools and social workers to ensure that pupils have access to full-time education provision. The virtual school monitors any cared for children who are not accessing full-time provision or who attend provision other than at school and will attend meetings to offer support.</p> <p>The virtual school receives daily reports from tutors and the virtual school's alternative provision at Active Tameside. Where appropriate, advice and guidance is offered to schools around appropriate coding in the registers.</p> <p>At present the virtual school does not have access to the attendance of children with a social worker other than cared for children, unless this information is shared by the school or the social worker. Support and guidance is available if schools or social workers make contact with the virtual school.</p> <p>Social Workers liaise with schools to ensure they have up to date information about the attendance of a child, particularly when a pupil is open to them as Child in Need, Child Protection Plan or is a cared for child. Social workers regularly liaise with the Virtual School and the EWS.</p>
Set aspirational targets for attendance of pupils with a social worker, and put in place personal education plans for pupils looked-after	2	<p>A PEP meeting is held every term for cared for children. Attendance forms a key part of the plan, targets are set for improvement where necessary and resources and actions are identified to support this. Rewards and recognition for attendance and achievement are provided half-termly.</p> <p>Attendance is a key part of a PEP meeting and where appropriate, an improvement in attendance will be set as a target. In some circumstances, pupil premium plus funding can be used to support this.</p>
Provide training for designated teachers about their role in promoting the attendance of children who have needed a social worker.	3	<p>The virtual school provides training for designated teachers and other partners around the importance of attendance and the role of the virtual school. Guidance for designated teachers is available on the virtual school website.</p> <p>The Local authority offers selected schools designated safeguarding supervision of which will provide one to one support, advice and guidance to support children and young people. Where the schools have identified a learning need the DSL supervisor where possible will</p>

		<p>deliver training around this need, such as training around thresholds, specialist intervention and court procedures.</p> <p>The DSL supervisor will also ensure that the schools have up to date information and guidance that is relevant to their role in supporting a child/ young person attend school.</p>
<p>Secure regular attendance of looked-after children as their corporate parent and advise services supporting pupils previously looked after about the importance of attendance</p>	<p>3</p>	<p>The virtual school makes contact with schools or educational settings and social workers where attendance is a concern to offer support. Virtual school will attend PEP meetings and review meetings where attendance is a concern. Strategies are offered and funding can be available to improve attendance through pupil premium plus allocation.</p> <p>Where pupils are suspended, the Virtual School will discuss alternative actions available to school or educational setting and can provide educational provision.</p> <p>Attendance and achievement is a key element of Social Workers' support for cared for children and previously cared for children. It forms part of review meetings and is an integral part of a PEP meeting. Social Workers gather the wishes and feelings of the children they support which help to inform reasons for absence.</p>
<p>Work across children's' social care services to ensure all social workers recognise the importance of attendance, and that attendance is built into every child in need or child protection plan where this is a concern.</p>	<p>3</p>	<p>The virtual school provides training for social work teams and around the importance of attendance and the role of the virtual school. Guidance for social workers is available on the virtual school website. A newsletter is circulated monthly sharing information about attendance and achievement.</p> <p>The virtual school attends PEP meetings and cared for children review meetings where attendance is a concern. The team will share information and offer strategies to colleagues in social care to improve attendance.</p> <p>Attendance is a key element of Social Worker training as non-engagement with education underpins all social work assessments. It is a core element of the statutory framework.</p> <p>Training to Social Workers is delivered and accessible via the Virtual School and by Educational Psychologists.</p>

Black - EWS

Purple - VS

Light Blue - EP

Red – EH

Green – School Nursing

Light green - Mental health support team

Orange – Voluntary community faith and social enterprise (VCFSE)

Dark Blue – Positive Steps

Brown – Youth Justice Service and CSG

Social Care – Turquoise

Grey – SEND

Pink - Schools