**Appendix D: Support and Attendance Plan**

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| **Child or Young Person (CYP) name:** | | | **Year:** | |
| **Date of birth:** | | **Attendance (%): Sessions missed** | | |
| **Identification of SEN:** | | | | |
| **Date of meeting:** | | **Plan no.** | | |
| **Who is invited?** | **Role (Parent, Teacher, EWO etc)** | | | **Attending (Yes/No)** |
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| **Documents completed** *(tick if completed)*  **Date completed:** |  | **Identification Tool** |  | **Ladder / Talk Mat activity (or other) to elicit CYP views** |  | **One Page Profile *with* CYP** |

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| **Strengths / What is working well? (include successes and positive exceptions – *what was different about the times it was better / they got to school?*)** | |
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| **Using information gained from the Identification Tool, Parent and CYP views, identify factors contributing to non-attendance and actions to promote school attendance:** | | |
| **Factors keeping the CYP away from school? (push)** *eg. academic difficulties; feeling behind on work; conflict with peers; sensory overload; worries about…* | **Factors encouraging the CYP towards home?**  **(pull)** *eg. anxiety leaving parent; inconsistent routines; difficulties with sleep; positively rewarding activities)* | |
|  |  | |
| **Discuss / note possible actions to promote / encourage school attendance and build skills** *(eg. promote strengths & interests eg. specific curriculum area; build trusted relationship/s with ‘safe Key Adult/s’; build relationships with peers; consistent routines; develop specific emotional social skills; build on what is working well etc)* | | |
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| **Additional views and information / update since last meeting:**  ***What works well? What is working less well? What changes could make a positive difference?*** |
| **CYP views (refer to tools to elicit views; review regularly)**   |  |  | | --- | --- | |  | ***See CYP’s views attached*** | |
| **Parent / Carer views (include any changes in circumstance since last meeting)** |
| **Do you think the CYP has any additional or Special Educational Needs that have not been identified?** |

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| **Desired outcomes – make SMART: *specific, measurable, achievable, realistic and timebound***  *(Identify priority outcomes eg. attendance, personal / emotional wellbeing, emotional social skills…)* |
| *How would you like things to change in the next two / four weeks?* *(eg. By end of week 2, CYP will…)*  *How would you like things to change in the next term / two terms? (eg. By end of term, CYP will…)* |

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| **Agreed actions / strategies and interventions** (eg. meet and greet / regular check ins, time-in card, seating plan, ELSA support, access to quiet base, break/lunch time support, emotional social skills intervention, morning / evening routines etc; consider parent support) | **Who will do this?** | **When?** |
| **Daily monitoring and communication between staff and parents / carers (eg. telephone call / email) to keep updated of the situation…** |  |  |
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| **Review**  **(agreed timescale)** |  | **Daily communication (phone call / email) between school and parents / carers to keep updated** | | | | |
|  | **weekly** |  | **within two to four weeks** |  | **within four to six weeks** |
| **Date and time of next meeting:** | | | **Location:** | | | |

**Signed**

Parent / Carer: School (Support Lead / SENCo):

Key Worker: Other/s:

Date:

***Working together will lead to better outcomes for your child.***