Inclusion & Educational Engagement (Attendance) Hubs

Autumn Term 2024

Agenda

- **Welcome and Introductions** – Tamsin Austoni, Virtual School
- **Hampshire and National Picture** – Jon Willcocks, ISS
- **School Attendance Support Team** – Pauline Martin-Ellis, ISS
- **Foundations and Research** - Tamsin Austoni, Virtual School
- **Activity 1** – Jenny Burn, ISS
- **Leadership experiences** – **School presentations**
- **Activity 2** – Nicky Forsyth, Virtual School

Welcome & Introductions :

Jon Willcocks
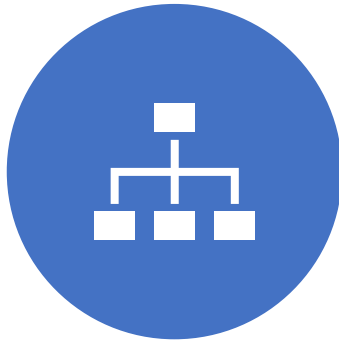
I&EE Board – System Influence and change

I&EE Hubs(attendance)

Targeted Support Meetings

Data and Tracking

Multi-Disciplinary approach

BBC Sign in | Home | News | Sport | Weather | iPlayer | Sound

NEWS

Home | InDepth | Israel-Gaza war | US election | Cost of Living | War in Ukraine | Climate | UK | World | Business

Family & Education | Young Reporter

Hundreds of SEN kids missing from school - report

New analysis suggests hundreds of children with special educational needs are missing out on any form of suitable education, either at school or at home

Kate Berry
BBC Radio 5 Live

Nathan Standley
Education reporter

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29 August 2024

Rates of school absences are still higher than they were before the Covid-19 pandemic, a council has said.

Pupils in Hampshire attended about 93.4 per cent of lessons in the 2023-24 academic year, figures show.

In 2018-19 - the last full school year before the pandemic - attendance figures stood at 95.5 per cent.

Ahead of the new term, Hampshire County Council has urged parents and carers to avoid taking children out of school wherever possible.

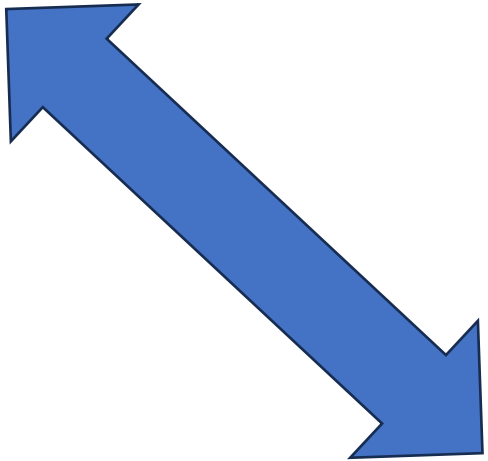Attendance rates in Hampshire schools are higher than the national average, which was 92.8 per cent in 2023-24

The authority said the numbers were improving, but that the picture was similar across the country.

Department for Education

Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024

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England | Local News | Hampshire & Isle of Wight

School absence rates still higher than pre-pandemic

As the new school year approaches, families are being asked to make sure their children attend

Charlotte Andrews
BBC News

Children's Services

Working Together to Improve School Attendance (WTTISA) - statutory from 19th August 24

- The guidance sets out the Government's mandate to improve school attendance for all children and young people but with an emphasis on those cohorts experiencing vulnerability whose attendance is typically low, including those with children who are supported by a social worker.

- There is recognition of the importance of early intervention and of putting a spotlight on the cohorts where attendance is typically lower than it should be.

- Emphasis on persistent absenteeism (90% attendance or less) and the relatively new category of severe absenteeism (50% attendance or less).

- The DfE guidance is statutory, and schools, trusts, governing bodies, and local authorities must have regard to it as part of their efforts to maintain high levels of school attendance.These new requirements have led to significant changes to existing local authority systems and processes.

There is no additional funding to support these new requirements.

What are the high-level changes?

The statutory guidance clearly defines statutory roles for the first time. It focuses on early intervention underpinned by more timely sharing of attendance data, supporting families before any legal intervention and targeted whole family support.

Every local authority is expected, as a minimum, to:

Rigorously track local attendance data

Have a School Attendance Support Team

Provide communication and advice

Regularly bring schools together to communicate messages, advice and share best practice

Hold regular targeting support meetings

Multi-disciplinary support for families

Legal intervention

Monitor and improve the attendance of children with a social worker through their Virtual School

Attendance Primary Data: HCC vs Nat last 6 years

Primary Absence rate		
	HCC	National
2023-24*	5.0%	5.5%
2022-23	5.2%	5.9%
2021-22	5.7%	6.3%
2020-21	2.9%	3.6%
2019-20	Covid	Covid
2018-19	3.7%	4.0%

Primary Persistent Absence (PA) rate		
	HCC	National
2023-24*	11.1%	15.2%
2022-23	12.2%	16.2%
2021-22	14.0%	17.7%
2020-21	6.2%	8.8%
2019-20	Covid	Covid
2018-19	6.5%	8.2%

Primary Severely Absence (SA) rate		
	HCC	National
2023-24*	0.6%	np
2022-23	0.7%	0.7%
2021-22	0.5%	0.6%
2020-21	0.5%	0.7%
2019-20	Covid	Covid
2018-19	0.3%	0.4%

*IDAMs attendance data are gathered directly by DFE from schools, via automated data feeds. The data represent what is uploaded by each school and may (will) differ from data provided by schools to the termly school pupil census.

Attendance Secondary Data: HCC vs Nat last 6 years

Secondary Absence rate		
	HCC	National
2023-24*	8.7%	9.1%
2022-23	9.1%	9.0%
2021-22	9.0%	9.0%
2020-21	5.0%	5.5%
2019-20	Covid	Covid
2018-19	5.4%	5.5%

Secondary Persistent Absence (PA) rate		
	HCC	National
2023-24*	24.3%	26.7%
2022-23	25.7%	26.5%
2021-22	27.2%	27.7%
2020-21	13.1%	14.8%
2019-20	Covid	Covid
2018-19	13.4%	13.7%

Secondary Severely Absence (SA) rate		
	HCC	National
2023-24*	4.0%	np
2022-23	3.7%	3.4%
2021-22	2.7%	2.7%
2020-21	1.4%	1.5%
2019-20	Covid	Covid
2018-19	1.5%	1.3%

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School Attendance Support Team

Admissions

STAS

SEND

Communication & Advice

Targeting Support Meetings

Reduced Hours Provision

HIEP

HIAS

Virtual School

Multi-disciplinary support for families

Legal Intervention

Inclusion

EMTAS

Elective Home Education

Children Missing Education

Transport

Children's Services
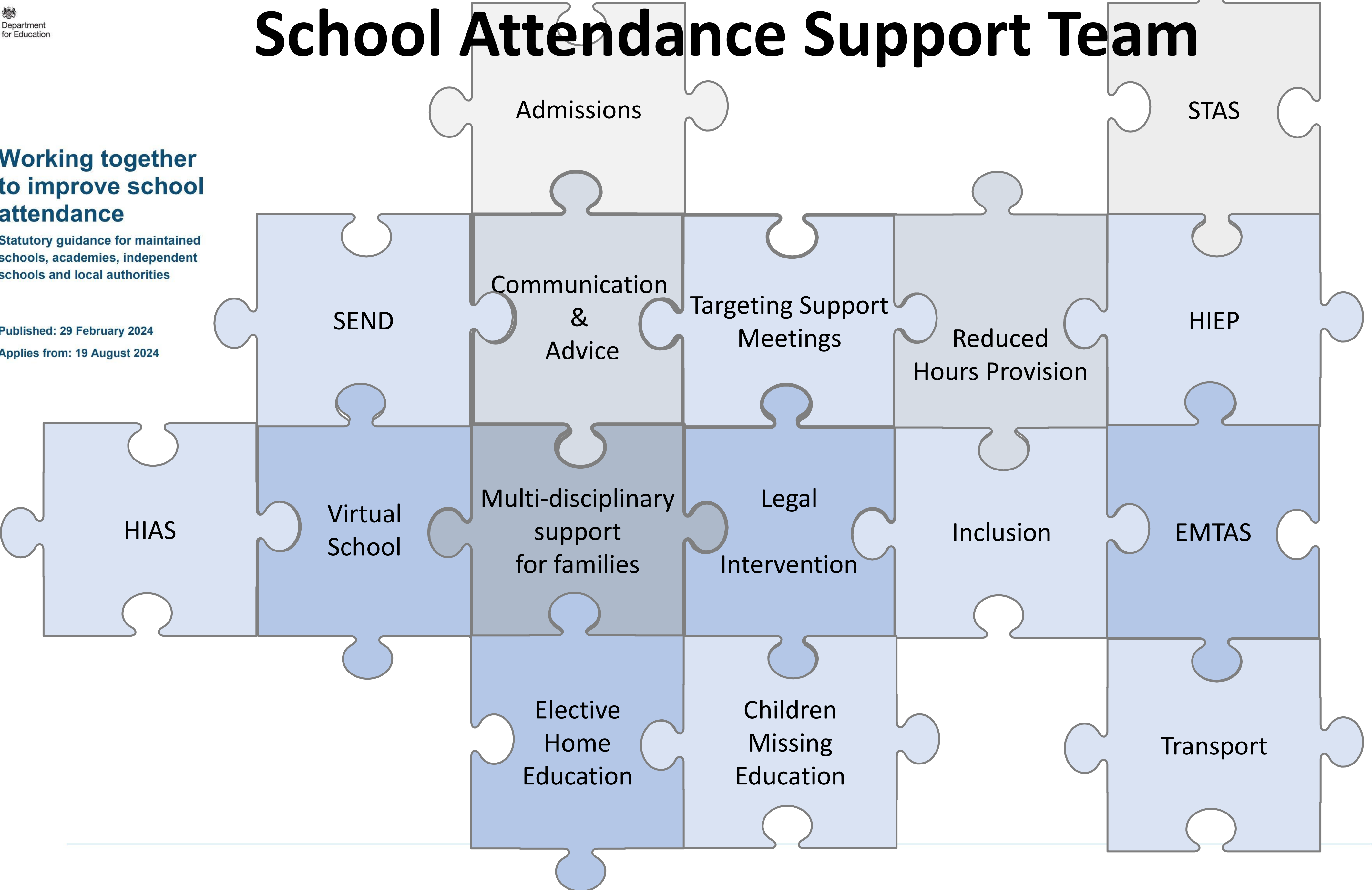
Penalty Notice Framework (19 August 2024)

Make penalty notices more effective

Prioritise the support first approach

Improve consistency in the use of penalty notices across England

New national threshold

Increasing the amount of a Penalty Notice

New national limit of two penalty notices within a

3 year period to break cycles of repeat offending

Penalty Notice Framework (19 August 2024)

Notice to Improve: where support is appropriate but not working or being engaged with, gives a parent a final opportunity to engage in support before they are issued with a penalty notice if it is appropriate in the individual case. A Notice to Improve letter is not to be used for an unauthorised holiday.

Payment increase: the rate of a penalty notice from £120 to **£160** if paid within 28 days, and £60 to **£80** if paid within 21 days.

Second penalty notice: if issued to the same parent for the same child within a rolling 3-year period being charged at a higher rate of £160 with no option for this second offence to be discharged at the lower rate of £80 i.e. the PN must be paid within 21 days.

Child seen in a public place: Penalty Notice can be issued if a child is seen in a public place in the first five days of a fixed term or permanent exclusion. The rate of the penalty notice is £120 if paid within 28 days, and £60 if paid within 21 days.

National limit of 2 penalty notices: issued to a parent for the same child within a rolling 3-year period, so at the 3rd (or subsequent) offence(s) another tool will need to be considered (such as prosecution or one of the other attendance legal interventions). A LIT referral can be completed and sent to csprofessional@hants.gov.uk

School Attendance Support Team & Contacts

Attendance.Queries@hants.gov.uk

Lit.Queries@hants.gov.uk

Penalty.Notices@hants.gov.uk

MedicalReferrals@hants.gov.uk

CME@hants.gov.uk

ReducedHoursData@hants.gov.uk

All in the name.

Inclusion and Educational Engagement (Attendance) Hubs

What makes school unmissable?

A Protective Factor

Just under 50% of our CWSW Ever6 are persistently absent

10% of our CWSW Ever6 are severely absent

What about our children with SEND? Our Disadvantaged children?

Where are the safe places?

ImpactEd Evaluation (impactedgroup.uk)

Promising Approaches - Four Themes

Theme 1 - **Creating cultures and embedding a sense of belonging**

Theme 2 - **Building safety** – **paying attention to the physical environment**

Theme 3 - **A relational and targeted approach**

Theme 4 - **It's everyone's job**

(holistic view, collaborative not punitive, enjoyment of learning)

https://www.evaluation.impactedgroup.uk/research-and-resources/understanding-attendance-report-2#report

Activity 1 Jenny Burn

- Regularly bring schools together to communicate messages, provide advice and share best practice between schools and trusts within the area

- One of the most successful approaches to improving attendance is the sharing of effective practice between schools.

- **What are you hoping to get out of the IEE Hub meetings?**

- **What will keep you engaged?**

Department for Education

Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

Published: 29 February 2024

Applies from: 19 August 2024

Activity 2

Attendance in the classroom

Nicky Forsyth

Attendance is everyone's business

What is the role of your teachers in attendance?

Looking through the lens of a valuable child

How are teachers successfully making sure ALL pupils:

- feel valued as individuals with independent ideas (creating a sense of belonging)

- collaborate and connect with one another (creating a sense of community - relationships)

- actively engage in learning (creating a sense of agency and purpose)

- experience success, through effective use of task design and clear success criteria (securing success and building motivation and self-esteem)

to secure genuine learning that enables independent application in the long-term?
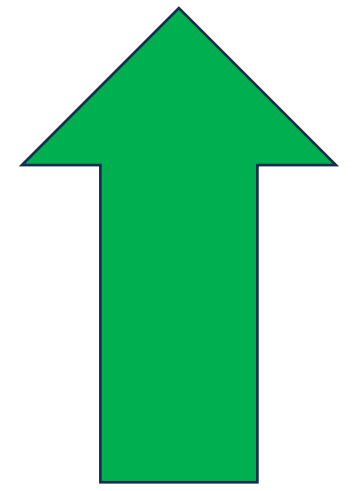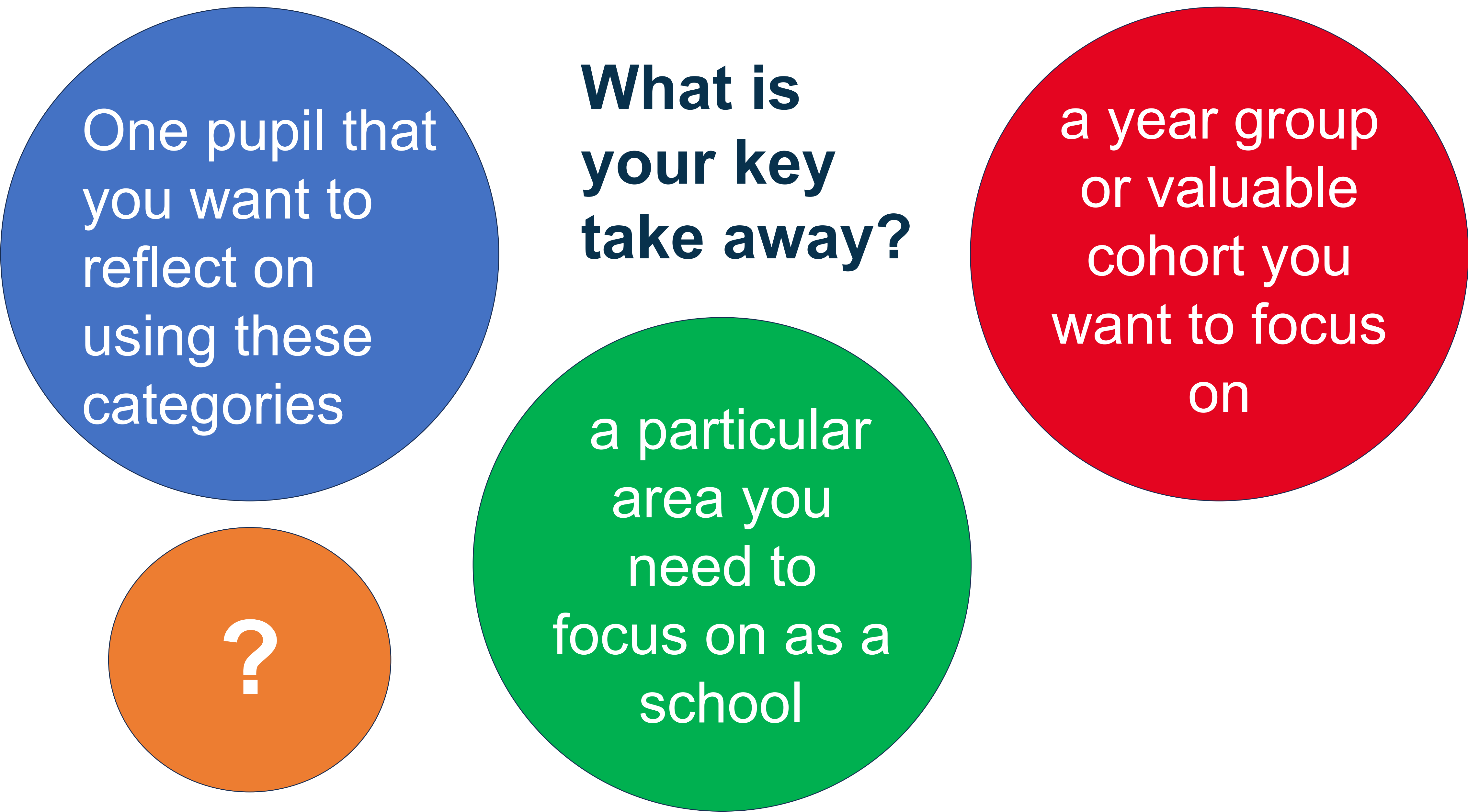
SAFETY
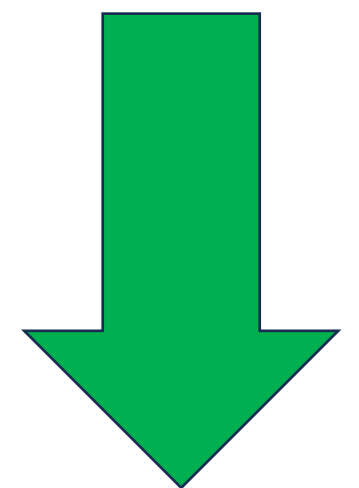
What is the best practice you see at your school?

Belonging	Safety
Relationships	Teaching and learning

One pupil that you want to reflect on using these categories

What is your key take away?

a year group or valuable cohort you want to focus on

?

a particular area you need to focus on as a school