Agenda

- RSC/DfE feedback
- DfE Attendance Toolkit – Banding Analysis
- You Said, We Did – Update
- Transition – School Readiness, Farnborough Cluster
- Activity
- Break
- HSCP Thematic Audits
- 100% CWSW first two weeks

RSC and DfE Updates

DfE Conference – London SE

Keynote Speech : Susan Aclan - Hood

- School leaders & LA are the agency for change .Year 11 - missed 10 days are half grade under target
- Severe absence - safeguarding issue. Time lost to learning. Significant correlation to mental health and embedded poor habits
- PA down 2% Nationally. Gap after pandemic was large. PA SA doubled since pandemic
- Challenge greatest in secondary. Attendance is a key DfE measure
- WTTSIA is now statutory- support first approach. Outside of school - MHST approach
- £500m to support the system. Cultural challenge and social priority . Attendance is now recognised as a huge challenge
- Sharing what works - building a toolkit and sharing of best practice beyond the immediate locality
- Standard and excellence - RISE teams, attendance is 1 of the 4 themes

The four big ambitions –

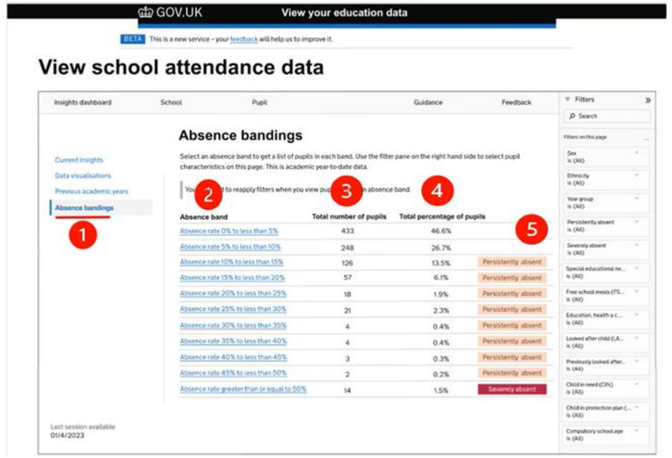
1. how we can use tools in a toolkit, support first golden thread, how leadership and SIP focus can drive school improvement with attendance as the central thread,
2. sharpening the focus on PA and early intervention - is key and where energy should be focused, ethos and school culture are key - sense of belonging at school, re-engage children and families.
3. building networks and sharing best practice
4. attendance is the challenge of a generation

What the data says: Alex Turner

- Pre-pandemic - 66% attended every day
- SA continues to increase
- 5-15% missing time at school - 1million in UK
- PA is improving up by 2%
- 150,000 more children were in every day 2023-2024
- 25% of missed days are for those 50% or more absent.
- Absence is contagious - the peer affect - can last up to 3 x days
- Celebrating those that are present can help reduce the accumulative effect of absence
- Biggest influence on creating absence is absence - accumulative affect .
- Act quickly and intervene early
- Key secondary findings - improving a child's attendance improves their likelihood to achieve
- Earlier the intervention the better - support first . Attendance has a multiplier effect on outcomes
- Those who miss school, miss more . If you intervene before 15% absence is likely to recover beyond this point difficult to recover
- Older year groups find it harder to recover (KS4) - as time goes on
- Transition point of 6 - 7 is a key point of vulnerability
- Half term 2 into half term 3 for Year 7 is the tipping point - need to primed to those children and support in this window
- Work needs to be focused on transition - working with the LA and identifying the cohorts where there is signs of attendance issues
- A new approach to understanding absence - banding analysis Jane Lowe

DfE Attendance Toolkit – Banding

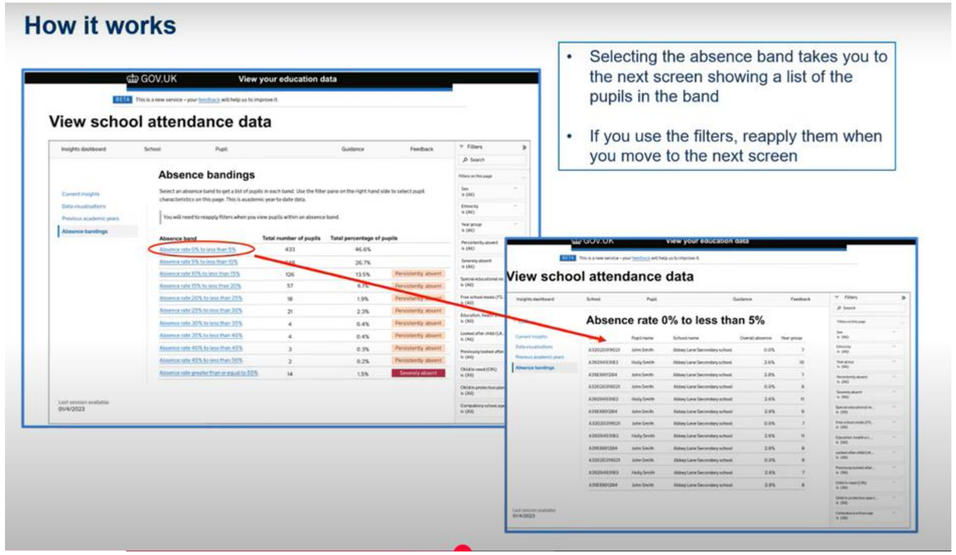
Absence bandings overview



1. When you log in, you'll see the new page on your insights dashboard
2. Bands of 5% groups from 0% to 50% and then over 50%
3. No. of pupils
4. % of pupils
5. Labelled persistent absent or severely absent

You can use the filters to dig into different bandings.

How it works



- Selecting the absence band takes you to the next screen showing a list of the pupils in the band
- If you use the filters, reapply them when you move to the next screen

How would you use this data? What actions might you take?

Absence band	Total number of pupils	Total percentage of pupils	
Absence from 0% to less than 5%	814	64.6%	
Absence from 5% to less than 10%	246	19.5%	
Absence from 10% to less than 15%	68	5.4%	Persistently absent
Absence from 15% to less than 20%	20	1.6%	Persistently absent
Absence from 20% to less than 25%	10	0.8%	Persistently absent
Absence from 25% to less than 30%	14	1.1%	Persistently absent
Absence from 30% to less than 35%	11	0.9%	Persistently absent
Absence from 35% to less than 40%	6	0.5%	Persistently absent
Absence from 40% to less than 45%	5	0.4%	Persistently absent
Absence from 45% to less than 50%	4	0.3%	Persistently absent
Absence greater than or equal to 50%	63	5.0%	Severely absent

Monitor your school attendance - April update - YouTube

Targeting Support Meetings (TSMs)

Purpose

- **New focus on banding analysis**
- **Identify, discuss, and agree action plans and joint approaches for severely absent pupils (where they do not already have a plan in place).**
- **Discuss and agree approaches for persistently absent pupils where they have barriers to attendance that require a multi-agency response to overcome.**

Booking

- Via the booking link for IEE (attendance) hub
- Evaluation will include link

Experience so far

- Severely Absent Pupils, Persistently Absent Pupils
- Attendance for cohorts
- Generic improving attendance approaches

You Said, We Did

You Said, We Did – Outcomes Update

Planned Outcome	Current Progress	Next Steps Planned
Case studies showing multi-disciplinary support and flow charts – showing range of advice and guidance or strategies available	Slide Deck flowchart being created in conjunction with Public Health. Addressing identified themes, e.g. anxiety	Complete slide deck and make available to schools
Practical FAQs, e.g. around Fixed Penalty Notices	Section in hubs provided.	Termly updates to be available from autumn term.
Opportunities for joint problem-solving with other schools	Some group discussions have been offered in hubs this year.	I&EE Hubs will offer more workshop style sessions from Summer 2025
Sharing of good practice	School presentations at each hub based on recommended good practice	I&EE Hubs will offer more workshop style sessions from Summer 2025
Opportunities for schools to work with schools with similar characteristics/undertake project work	Wider CPD offer being developed in conjunction with HIAS	Available from September 2025

ces

Shared mechanism for comms and information. Access to shared resources, e.g. support plans, attendance contracts, letters, high impact-low cost strategies.	Decision made about best single point of communication -HIAS moodle – Inclusion Support Service tile.	Finalise tile and upload I&EE Attendance Hubs materials, links.
Ensure consistency of messaging within LA and wider services	Ongoing conversations and work with I&EE workstreams, Children & Families, PHE, CAMHS, SfYC	Autumn term hubs mental health theme in conjunction with CAMHS, 100% CWSW project
Signposting to ACES/Trauma training	Virtual School brochure sent with slides. ARC membership available to all schools	Inclusion & Educational Engagement workstream – Virtual School offer of ARC membership and supported school audits.

Signposting

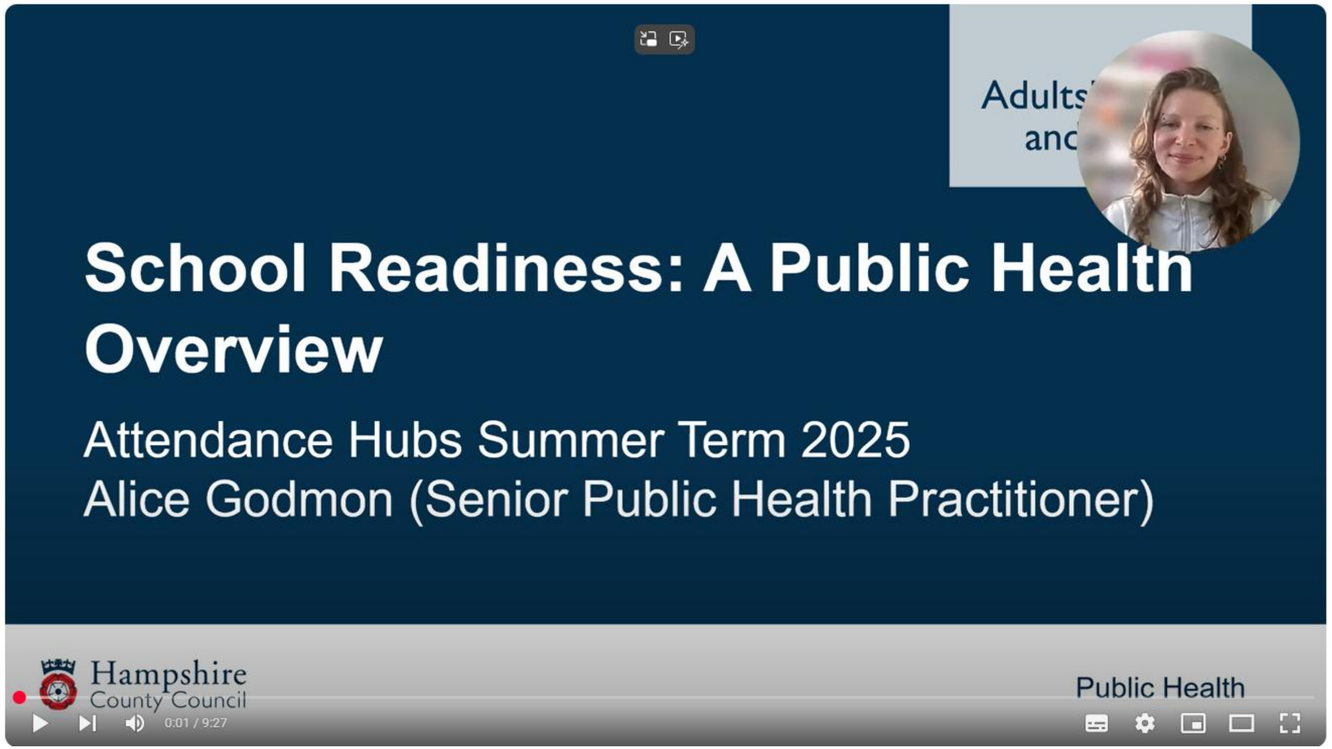
Virtual School training brochure Hampshire Virtual School | Education and learning | Hampshire County Council

Updated HEP EBSA Guidance EBSA-good-practice-guidance.pdf

Information and resources for educators | Education and learning | Hampshire County Council

School Readiness – Public Health

https://youtu.be/b9EK4wKUdu4



Adults' Health and Care

School Readiness: A Public Health Overview

Attendance Hubs Summer Term 2025

Alice Godmon (Senior Public Health Practitioner)

Introduction

1. School readiness from a public health perspective: definition, impact of school unreadiness, risk factors, and criticisms
2. Hampshire data
3. Public health offers in Hampshire to support school readiness

Defining school readiness

- **Broad definition:**
  - Social and emotional development e.g., cooperation, empathy, expressing feelings
  - Physical development e.g., coordination, motor skills
  - Speech, language and communication e.g., listening and speaking, vocabulary
  - Cognitive skills e.g., problem solving
  - Approach to learning e.g., enthusiasm, curiosity, temperament

- **Why would a shared definition be useful?**
  1. For primary and early years: to have a shared understanding of where they expect children to be at the point of transfer
  2. For all phases: common understanding and approach between parents/carers/home and school – what is expected of children at different transition points and how to develop skills

Why is Public Health concerned with school readiness?

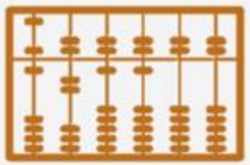
School readiness is a public health priority and one of our High Impact Areas (**ready to learn at 2 and ready for school at 5**). It is a determinant of health and wellbeing over the lifecourse. School readiness is influenced by development in the first 1001 days, the home learning environment (HLE), and parental mental health, as well as wider family social and economic circumstances.

The importance of school readiness

Children who don't achieve a good level of development aged 5 years struggle with:

Social skills

Reading


Maths

Physical skills

which impacts on outcomes in childhood and later life:

Educational outcomes

Crime

Health

Death

Ensuring all children have the best start in life – UK Health Security Agency

Link to education engagement

- Children who are not ‘school ready’ have increased odds of being persistently absent later in their education (after controlling for SEND, ESL, socioeconomic status, sex, and ethnicity)
- Communication, social, and emotional skills associated with school readiness are protective factors against future mental health and safeguarding risks
- Lack of school readiness can, in some cases, be an indicator for an underlying concern, for example around safeguarding or SEND

Factors associated with school readiness

Case study: research on 142,955 children living in Wales, based on linked data for the entire country over a 6-year period (2012-2018).

Most important risk factors associated with low school readiness:

- maternal learning difficulties
- childhood epilepsy
- very low birth weight
- gender - being a boy
- being on free school meals
- living in the most deprived area
- maternal death
- maternal diabetes
- smoking in pregnancy
- child hospital admissions
- single adult household
- many other children in the household

Other risk factors:

- absence/low attendance at school
- being a younger child (e.g., August born)
- not being breastfed

The research also found that rising poverty and the cost-of-living crisis will likely result in poorer school readiness and poorer educational attainment.

Challenges and issues

- A measure of how well children adapt to ‘what is normal’ at school
- Not inclusive: children with additional needs will not be ‘ready for school’ in the same way
- Deficit-based: ‘looking for what children are lacking’
- Knock-on negative impact of being labelled ‘non-school ready’ (which might impact more children from deprived backgrounds)
- Impact of parent’s literacy levels, self-esteem, communication skills, and previous experiences of education

Example questions for each area of development

Personal social	Does child eat with fork / drink from cup glass Does child copy activities like combing hair, wiping up spill Does child push little wagon/stroller/toy on wheels steering around things?
Communication	Does child point to correct picture for 'where is the dog?' Can child follow instructions, e.g. close the door, get your book, take my hand Does child say two or three word sentences, e.g. see dog, mummy come home
Gross motor skills	Does child run fairly well Does child jump with both feet Can child walk down stairs holding hands
Fine motor skills	Can child use spoon to feed themselves Can child turn pages of a book Can child stack seven small blocks
Problem solving	Does child use pretend play with objects, e.g. cup as phone Does child put things away where they belong, e.g. toys in a box Does child use chair or box to stand on to reach things higher up

Hampshire data on school readiness

Indicator	Period	Hampshire			England			
		Recent Trend	Count	Value	Value	Worst/ Lowest	Range	Best/ Highest
B02a - School readiness: percentage of children achieving a good level of development at the end of Reception	2022/23	–	10,431	71.7%	67.2%	58.5%		75.6%
B02a - School Readiness: percentage of children with free school meal status achieving a good level of development at the end of Reception	2022/23	–	868	49.4%	51.6%	25.0%		70.1%
B02b - School readiness: percentage of children achieving the expected level in the phonics screening check in Year 1	2022/23	↓	11,946	79.7%	78.9%	73.8%		86.9%
B02b - School readiness: percentage of children with free school meal status achieving the expected level in the phonics screening check in Year 1	2022/23	→	1,554	63.1%	66.5%	50.2%		78.7%
B02c - School readiness: percentage of children achieving at least the expected level in communication and language skills at the end of Reception	2022/23	–	12,523	86.0%	79.7%	69.7%		88.7%
B02d - School readiness: percentage of children achieving at least the expected level of development in communication, language and literacy skills at the end of Reception	2022/23	–	10,749	73.8%	68.8%	59.4%		77.4%

Public Health support for school readiness

Public Health Nursing service

Key points of contact:

- Health Review 1 check (HR1) at one year: uptake of 91.7% in 23/24
- Health Review 2 check (HR2) at two to two and a half years: uptake of 80.2% in 23/24
- Universal offer but contacts with targeted and specialist families are prioritised
- Identification of children not meeting developmental milestones or unmet health need, enables early intervention

Other points of contact:

- School entry review: where an unmet health need has been identified, mostly signposting
- Health visiting to school nursing transition: community offer of school readiness webinars and workshops via Hampshire Healthy Families (delivered by Barnardo’s)
- ChatHealth: text messaging service for parents and children 11+ to contact school nurses

Other offers

- First 1001 Days – a local alliance focusing on the critical period from pregnancy to the age of two, including support for new parents
- Hampshire Happy Talkers – speech language and communication pathway, including Tots Talking and First Words Together interventions
- Ready Steady School – workshops for parents run by Hampshire Healthy Families (Barnardo's)
- Healthy Early Years Award – badge on School Readiness for early years settings, for which they must complete certain activities and meet criteria

In development:

- School readiness social media campaign – targeting parents to engage in behaviour change to get their child ready for school, with a focus on toilet training (goes live in May 2025)
- Fundamental Movement project – supporting primary schools across Hampshire to increase motor competence in children, and offer targeted support to children with gaps in motor skills

Please email healtheducation@hants.gov.uk for more information.

SfYC Early Years Advisory and Inclusion Teams

School Readiness and transition

School Readiness – Education Advisory support

- Healthy Early Years Resources in collaboration with Public Health - SFYC: All courses
- Collaboration with Hampshire Healthy Families in SfYC termly networks and briefings – School Readiness : Hampshire Healthy Families
- Provision of resources for parents on school readiness; the ready school, the ready family and the ready child – 'Ready, Steady, School' schoolreadinessleaflet.pdf
- 'Getting ready to read' sessions offered in each district to preschool and nurseries – to focus on the provision of daily high-quality communication and language experiences to support school readiness.
- Home learning resources for parents on the Hampshire website and signposting in the Starting School guidance: The early years home learning environment | Children and Families | Hampshire County Council
- Working in collaboration with Hampshire library service – promoting family learning opportunities and includes school readiness activities such as songs/rhymes groups, early intervention groups, reading together times etc.
- 'Supporting transitions for vulnerable children' resources and networks for YR – Course: Help for Year R Teachers – supporting vulnerable children in Year R

Transition support

- Yearly survey of the sector to review transition – schools and settings are invited to give their feedback on experiences with transitions this year. The information is analysed and informs training, resources and support, in particular the content of yearly webinars. Case studies capturing parents' experiences will be created this year.

- Yearly Transition webinars – these are aimed at all early years' settings and schools. The content is based on the feedback from the sector and partners such as Barnardo's, EMTAS and health teams are invited to share information.

- A transition presentation Transitions: Developing Successful Transitions (hants.gov.uk)

- SfYC Moodle tile on transition includes support materials, videos, guidance and resources on transition into preschools and nurseries, into Year R and into Year 1. Course: Transitions

- HampshireExpects.pdf – a document created for all schools and settings in Hampshire to demonstrate good practice around information sharing. This includes a transition road map for schools and settings to plan the cycle of communication and activities around transition.

SEND Transition to Year R Timeline

- Setting Senco Action
- Parent Action
- Setting / Parent Action
- School Action

SEPT (YrR-1)

Parents research preferred mainstream and specialist school provisions via FISH

Discuss parent's school expectations / specialist vs mainstream

Begin EHCP application if required

OCT

EHCP requests should completed and submitted for those wishing to attend specialist school provisions

Parent book school show around / visit school Senco

NOV

Parents apply for school (must apply mainstream)

DEC

EHCP application for assessment should be submitted

JAN

Application to mainstream school closes – ensure parent has applied

Contact feeder schools, introduce yourself and share contact details

FEB

Begin to prepare transition documents such as TPA information and one page profile / communication passports in collaboration with parents

MARCH

APRIL

Parents notified of mainstream school allocation (not specialist)

Contact schools, book transition meetings / EHCP reviews

MAY

JUNE

Begin to hold transition meetings, making future transition arrangements / visits

JULY

AUGUST

SEPT

School will liaise with any remaining outside agencies around visits for Autumn term

OCT

Review TPA

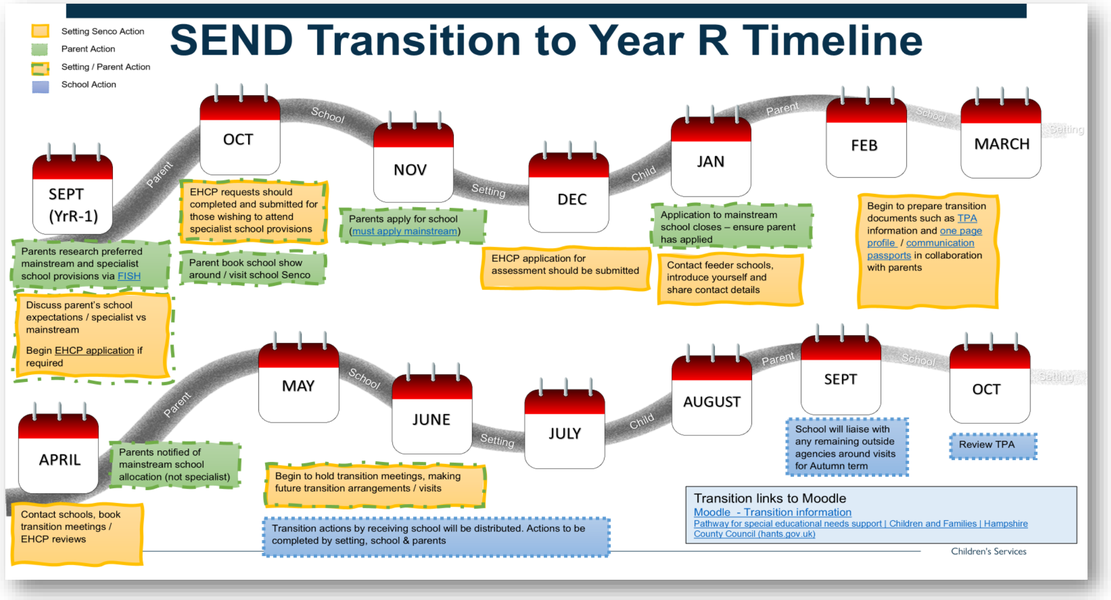
Transition actions by receiving school will be distributed. Actions to be completed by setting, school & parents

Transition links to Moodle

Moodle - Transition information

Pathway for special educational needs support | Children and Families | Hampshire County Council (hants.gov.uk)

	Data as of end April				
	In EHCNA Process			EHCPs	
Year group	Request Stage	Assessment Stage	Plan Agreed	Existing EHC Plans	TOTAL
2022	48	126	133	191	498
2023	46	102	65	410	623
2024	41	129	101	413	684



Transition links to Moodle
[Moodle - Transition information]
[Pathway for special educational needs support | Children and Families | Hampshire County Council (hants.gov.uk)]

Inclusion Setting Support Officers

Inclusion Setting Support and Advice line

SEN Support Line & Toolkit

HIEP SLA services

Transition Partnership Agreement

SfYC SEND training and support offer

Portage

Portage Outreach

EY SEN Support guidance

EY ELSA training

Health visitor links – school readiness

TOP workers / Thomas training

There is a wide range of support that is available from HCC Services for children starting in Year R with SEND needs.

Transition to School – using the Portage Approach

Havant, Gosport and Basingstoke

The purpose and intended benefit of the project is to improve outcomes for children with SEN who are transitioning into year R by ensuring that the right interventions and services are provided at the right time / earliest opportunity.

- The project will extend the Portage support given currently to R-1 children: better preparing them to access mainstream EY settings and then transition into year R.

- A Portage Transition Practitioner will support up to 20 EY settings and / or school cases a fortnight based on a mix of year R-1 and Year R children. They will work with EY settings and schools in the cohort to support teaching staff who have, or are about to, receive children working at SEN Support into their class. There will be a phased and targeted approach to this depending on the point in the academic year.

- The project will run over 15 months and will test approaches to avoid escalation of need following transition, with a focus on improving both setting and parental confidence. The long-term aim is to roll this out more widely across all settings and schools and consider how the learning from the project may be applied to other transition points, such as primary to secondary.

Transition Partnership Agreement – signpost to Resources

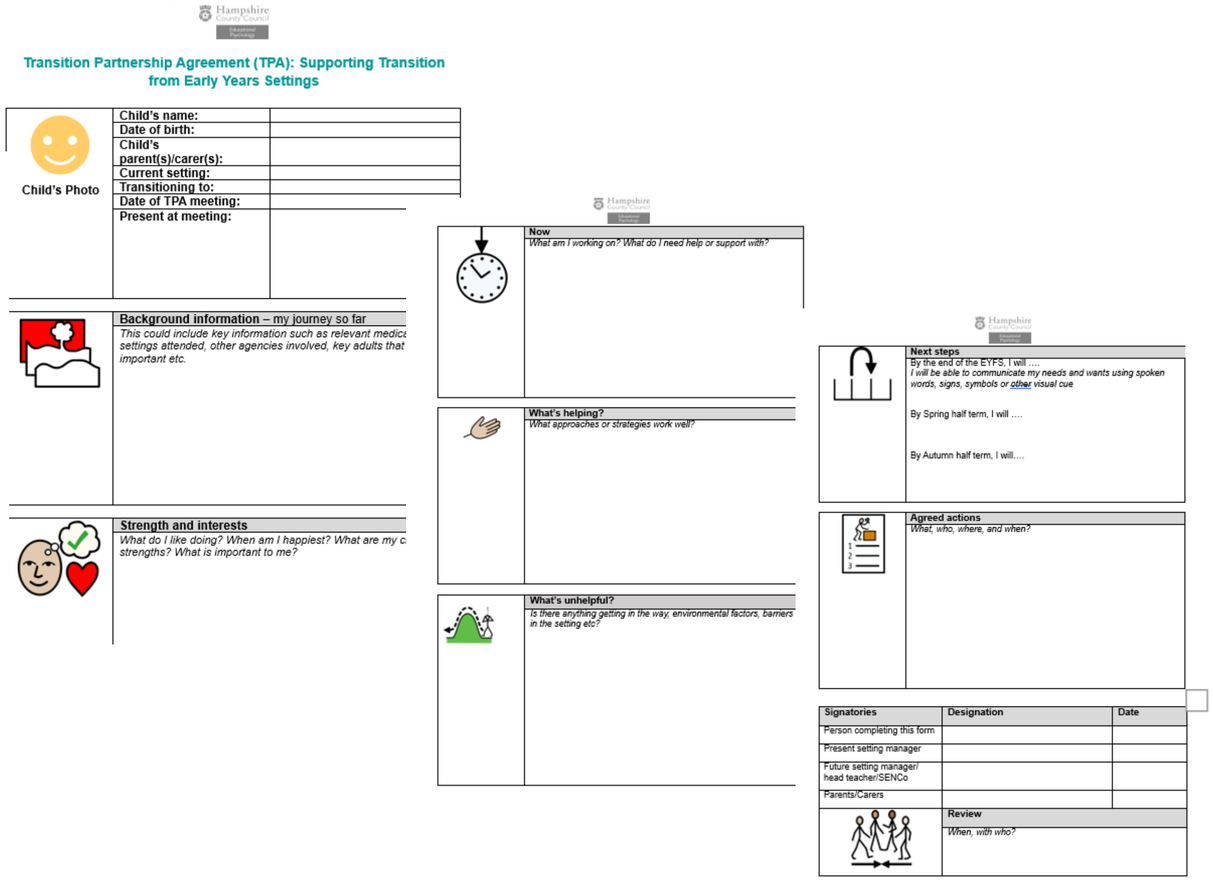
Hampshire County Council
Educational Psychology

Guidance for school and college staff on the Transition Partnership Agreement: Supporting Transition

Background
The original Transition Partnership Agreement (TPA) meeting template and guidance was developed in 2017 and it has now been reviewed and replaced by a significantly revised version. The TPA is designed as a process for joint action planning with parents/carers and young people, to support the transition process. This is usually transition to school/college but may sometimes be transition to another setting or class. This remains the purpose of completing a TPA.

The TPA is intended to support the process of ensuring that there is a cooperative and child centred approach to meeting a child's needs. It is not intended as a gateway to additional funding. It can form part of the evidence gathered to support a request for an Education, Health and Care assessment when implemented and reviewed over time.

How is the Transition Partnership Agreement different from other plans?
A TPA is not intended to replace other personalised plans where those are working well. The reason for using a TPA is to ensure collaboration and a good transition plan for a child/young person.



Transition Partnership Agreement (TPA): Supporting Transition from Early Years Settings

Child's Photo	Child's name:
	Date of birth:
	Child's parent(s)/carer(s):
	Current setting:
	Transitioning to:
	Date of TPA meeting:
	Present at meeting:

Background information – my journey so far
This could include key information such as relevant medica settings attended, other agencies involved, key adults that important etc.

Strength and interests
What do I like doing? When am I happiest? What are my c strengths? What is important to me?

Now
What am I working on? What do I need help or support with?

What's helping?
What approaches or strategies work well?

What's unhelpful?
Is there anything getting in the way, environmental factors, barriers in the setting etc?

Next steps
By the end of the EYFS, I will ….
I will be able to communicate my needs and wants using spoken words, signs, symbols or other visual cue

By Spring half term, I will ….

By Autumn half term, I will….

Agreed actions
What, who, where, and when?

Signatories	Designation	Date
Person completing this form		
Present setting manager		
Future setting manager/ head teacher/SENCo		
Parents/Carers		

Review
When, with who?

Activity, Break, Feedback

What could you do to promote 100% attendance for CWSW in the first two weeks?

What best practice can you share around transition within school, into school and into secondary?

What can you take forward from the school readiness input?

Hampshire Safeguarding Children Partnership

"Right Help, Right Time"

The Multi-Agency Response to Children With Reduced Educational Engagement.

Thematic Audit

Right Help, Right Time: The Multi-Agency Response to Children With Reduced Educational Engagement

This thematic audit considered the multi-agency response to potential safeguarding concerns associated with reduced educational engagement, focusing on the multi-agency response to children who have been either:

- suspended three or more times,
- or permanently excluded,
- or have received a reduced hours provision for six months or longer,
- or who are awaiting a school placement/ not on a school roll.

The thematic audit was commissioned by the Scrutiny Group of the HSCP and provided a broad overview of current work in preventing, recognising, and responding to children with reduced educational engagement, considering the national and local context. The report identified local strengths and some areas for development.

If you do one thing.....

Remember right help, right time, know your role and responsibilities to ensure children and families are helped at an early stage before problems become entrenched or a crisis happens. Think child, think family, think early help.

Themes identified in the audit:

- The importance of relational practice in making a difference to children and families
- Domestic abuse and the significant impact on a child's educational engagement
- Referring rather than signposting children and families, so it is known if support has been accessed
- Patterns within families and the impact of sibling's behaviour
- The complexity of trying to define a child's needs that may arise from neurodivergence or trauma or both
- When educational engagement is reduced this impacts on the family and where there are issues within a family this impacts on educational engagement – it is important to pay attention to both contexts for the child
- Hierarchy of needs, we must ensure a child is safeguarded, and it is right this is prioritised, and we should ensure collectively a child's welfare is promoted.

Themes identified in the audit:

- Early help – saw less co-ordinated targeted early help than anticipated
- Understanding of the child's lived experience must be promoted
- Impact of COVID could be seen in the child's experience of education
- Young carers were identified within the audit
- Child Exploitation Risk Assessment Framework (CERAF) could be utilised further within single agency processes, including behaviour and attendance policies
- The impact on children newly arrived to this country and the cultural dislocation that can be experienced
- Use of reduced hours provision, suspensions and permanent exclusions is not a solution in and of itself to a child's difficulties.

- Team around the child and family, where in place were effective
- Plans for reintegration must include a focus on safeguarding
- Alternative provision was assured by schools and ensuring the child was safeguarded was a clear focus
- The voice of the child in terms of their views, particularly for children where educational engagement was very reduced, is important in future plans. Who is advocating for the child?

Right Help, Right Time: The Multi-Agency Response to Children With Reduced Educational Engagement

If you do one thing……

Remember right help, right time, know your role and responsibilities to ensure children and families are helped at an early stage before problems become entrenched or a crisis happens. Think child, think family, think early help.

HSCP Briefing for Multi-Agency Practitioners

Hampshire Safeguarding Children Partnership

April 2024

"Far too many children are missing the benefits that education should bring to help them keep safe, thrive and enjoy their lives. Reviews repeatedly show that not being in school creates and exacerbates risks for children, including those who are at risk of being harmed outside their families."
National Child Safeguarding Practice Review Panel Annual Report 2023-2024

HSCP Thematic Audit: Safeguarding Children and Reduced Educational Engagement

This thematic review formed part of the Hampshire Safeguarding Children Partnership's (HSCP) multi-agency audit plan for 2024/25. It took place in November 2024.

Thematic reviews are used as a window into current practice, using a range of data sources including a practitioner survey and considering the multi-agency response to twelve children and families. The children had been either:

- suspended three or more times,
- permanently excluded,
- experienced reduced hours provision for more than six months, or
- were awaiting a school place.

This supported the identification of effective practice and emerging areas for development.

HSCP would like to extend its thanks to the practitioners and managers that supported the multi-agency audit. The input of practitioners was invaluable and ensured the voice of the child was a central focus of this work.

Right Help, Right Time: The Multi-Agency Response to Children With Reduced Educational Engagement

Resources

- **Practitioner Briefings**
- Valuable children with disrupted education briefing
- Elective Home Education briefing (coming soon)
- **Toolkits**
- Early Help and Prevention Toolkit
- Child Exploitation Toolkit
- Serious Violence Toolkit
- Neglect Toolkit
- Safeguarding Adolescents Toolkit
- Supporting Children Who Self Harm Toolkit
- Learning From Reviews Toolkit
- Domestic Abuse Toolkit

- **Training**
- Missing and Child Exploitation training
- Domestic Abuse training
- **Other useful resources**
- Education Neglect Advice
- HSCP Safeguarding Theme Overview Packs (STOP packs)
- Day in the life tool

First 2 weeks 100% for CWSW

The Children's Commissioner's data in 2022 confirmed that "…if a child attends every day for the first week of the school term that is a strong indicator that they will go on to attend school regularly throughout the term."

If we want to achieve 100% attendance for the first two weeks in September 2025, what do we need to consider?

Belonging, Safety, Relational approaches, Everyone's Business

The virtual school are working with 5 secondary schools to look at 3 students with a social worker to see how we can work together with our family help teams to achieve 100% in the first two weeks.

AutumnTerm Hubs… Next Theme

Mental Health and Wellbeing

CAMHS:

How can we focus on collaboratively working with parents to get their children back into school?

CAMHS parenting opportunities and resources.

Virtual School:

Relational Practice and Attachment Research Community

SEN Advisory Service:

Ordinarily Available Provision