

Children's  
Services

# Inclusion and Educational Engagement Attendance Hubs – Spring Term 2026

# Agenda - Primary

**Data update** – Jonathan Willcocks, Greig Sturges, Inclusion Support Service

**Hierarchy of Inclusion** – Matt Gaston, Primary Behaviour Service

**Attendance Quiz** – Pauline Martin-Ellis, Jenny Burn, Inclusion Support Service

**Case studies** - Pauline Martin-Ellis, Jenny Burn, Inclusion Support Service

**BREAK**

**Case study outcomes**

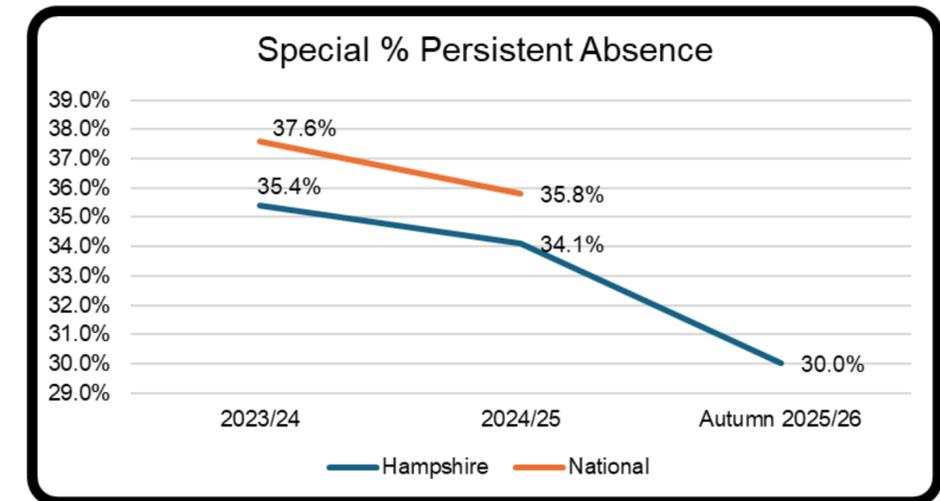
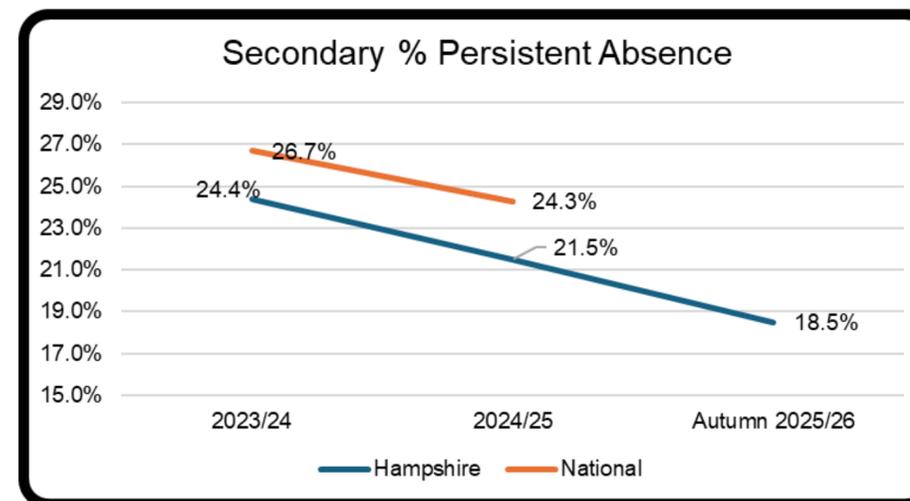
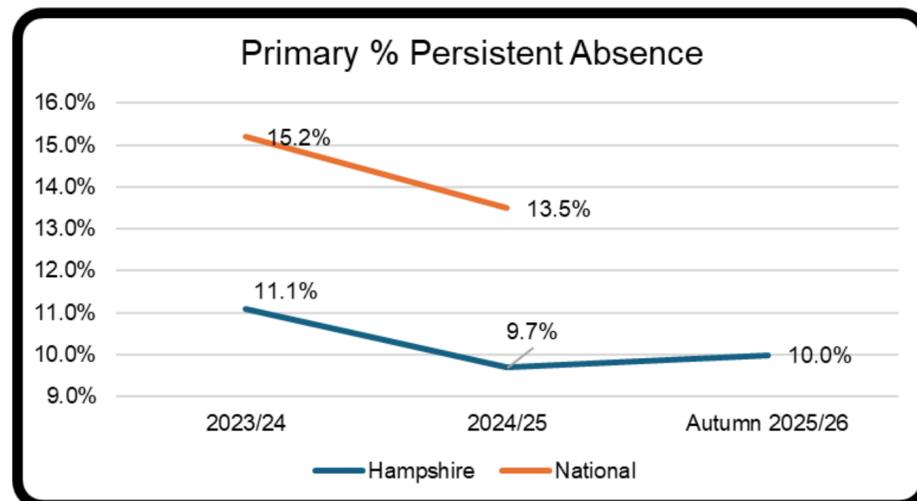
**Activity in Breakout rooms**

**Feedback from breakout rooms – key points**

**Attendance as a protective Factor** – Tamsin Austoni, Virtual School

# What does the data say and what are the key issues?

- Persistent absence (10% or below) is improving Nationally and Hampshire is in line with this trend
- Secondary schools' attendance has improved - significant work has gone in to supporting identified schools since SAST was put in place.
- Fixed penalty notices and school attendance orders, and court proceedings are increased and there are significant delays within the court system.
- Severe absence (50% or below) is a key issue nationally and in Hampshire. This is an upward projectory and shows that for some vulnerable children and young people this is concerning
- Children and Young people who are severely absent - can be entrenched and schools cannot resolve the barriers to attendance in isolation. A multi-agency response is essential.
- Special schools nationally are experiencing high severe absence rates, which are above those found in mainstream. This reflects the challenges the children and young people face. This is particularly the case in our Hampshire special schools.



# What do the new ABIE reports say and what are the key features?

The **A**ttendance **B**aseline **I**mprovement **E**xpectation. This is the minimum improvement expected for your school this academic year and is calculated through AI by comparisons to similar schools nationally.

The most recent VYED similar schools comparison report was made available on 21st November and includes each school's indicative Attendance Baseline Improvement Expectation (ABIE) for the 2025 to 2026 academic year. Schools can track their overall attendance against their ABIE throughout the year.

In the report, you can see which of your school statistical neighbours are high performers in key attendance areas. The DfE are encouraging schools to make contact with their high performing statistical neighbours.

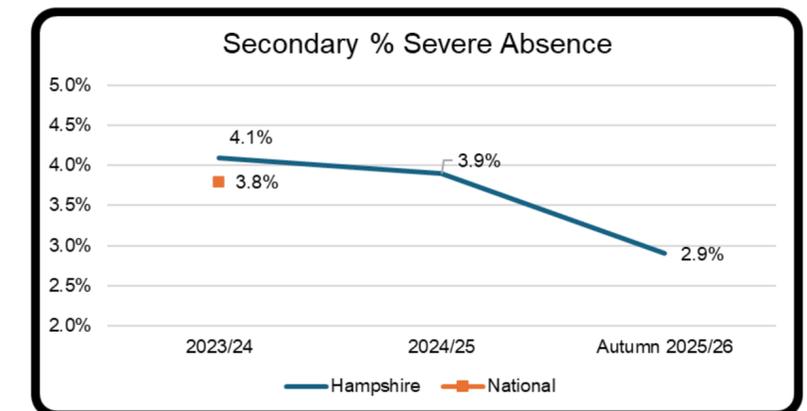
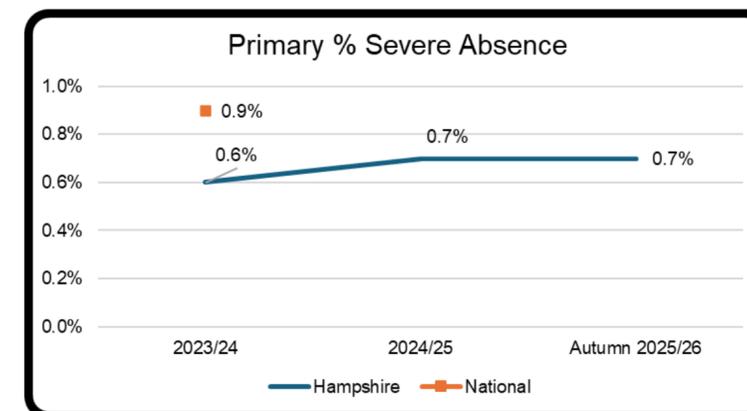
67% of primary schools and 91% of secondary schools in HCC have now accessed their similar schools comparison reports on attendance.

New reports are published each half term and full term. The next report will be available in January 2026.

## Your school attendance improvement ladder

Your school attendance improvement ladder shows how your school can move beyond your baseline, drawing on your pre-pandemic attendance and the strongest-performing similar schools as useful reference points. It suggests a pathway towards pre-pandemic levels or higher. Each increase brings greater positive impact for your pupils.

<b>Your school's 2018 to 2019 attendance (pre-pandemic)</b>	<b>96.8%</b>
<b>Your school's attendance baseline improvement expectation</b>	<b>96.8%</b>
<b>Your school's current attendance</b>	<b>96.8%</b>
<b>Your school's attendance in 2024 to 2025</b>	<b>96.7%</b>
<b>Local authority average (primary)</b>	<b>96.1%</b>
<b>Similar schools upper quartile attendance 2024 to 2025</b>	<b>95.8%</b>
<b>National average (primary)</b>	<b>95.7%</b>
<b>Median attendance for all similar schools in 2024 to 2025</b>	<b>95.4%</b>



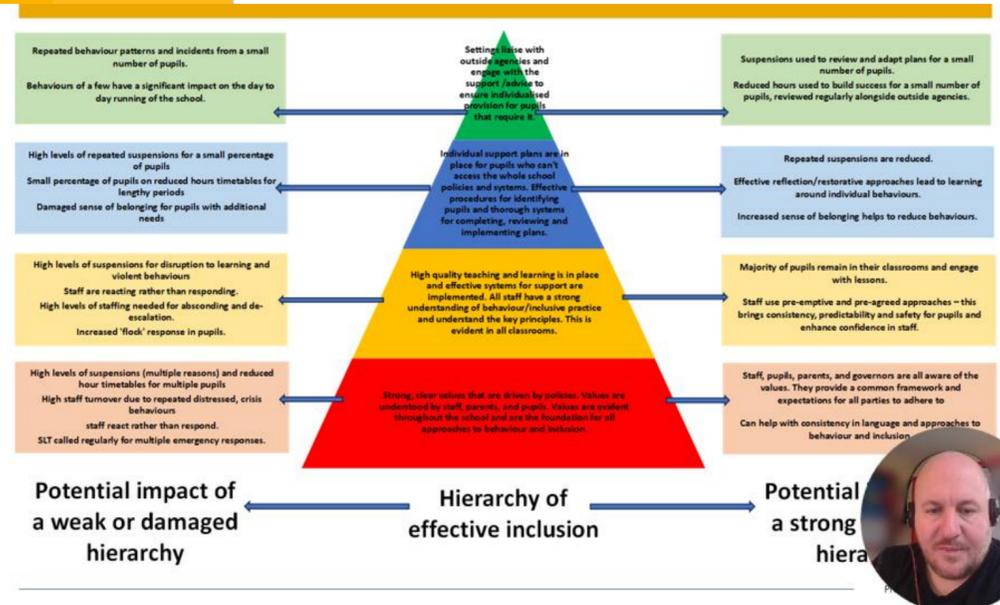
# Behaviour and Attendance

## Matt Gaston, Primary Behaviour Service



# Hierarchy of Effective Inclusion

Matt Gaston – PBS Manager



Slides to be sent out later

# Attendance Quiz – Pauline and Jenny

 Attendance Coding Quiz

9 

A school has a registration period between 8.45am and 9.00am. The register is cut off at 9.00am, as per school attendance policy. If Jenny attends school at 9.05am, what should school mark this as?

1/15

 13

L

U

O

Sent

# Case Study One

A second legal Intervention Team (LIT) referral was received from the school following a previous LIT referral. The concern related to an increasing number of U codes within the last 100 sessions (16/100). The school referred early due to fears this would escalate, as seen in the previous case.

An Education Planning Meeting (EPM) was held two months later, allowing time for school holidays to pass and for any changes to take effect following the First Warning.



**Early Referral:** What indicators should prompt an early referral to LIT? How can schools balance early intervention with giving families time to respond?

**Education Planning Meeting:** How can schools ensure EPMs are productive and lead to actionable outcomes? What strategies help parents feel supported rather than penalized?

**SMART Actions:** What types of practical support can schools offer? How do we identify hidden barriers, such as sleep issues, during these meetings?

# Case Study Two

A Year 5 student with attendance at 63.5% and 23 unauthorised absences within the last 100 sessions. They have a sibling whose attendance is 87% with 11 unauthorised absences in the last 100 sessions, attending a different school.

The family are receiving support from a Family Practitioner. Mum and Step-father are separated but Step-father sees the children from Friday to Monday and has been a constant in their lives for a long time. The mother has mobility issues and requires wider family support to get the child to and from school. Stepfather often leaves for work early and says he is unable to support much.

The biological father died when the child was 5 years old, raising concerns about trauma. There are also questions surrounding a potential Autism/ADHD diagnosis due to the older sibling already having a diagnosis. Older sibling previously had poor attendance before moving to specialist provision.

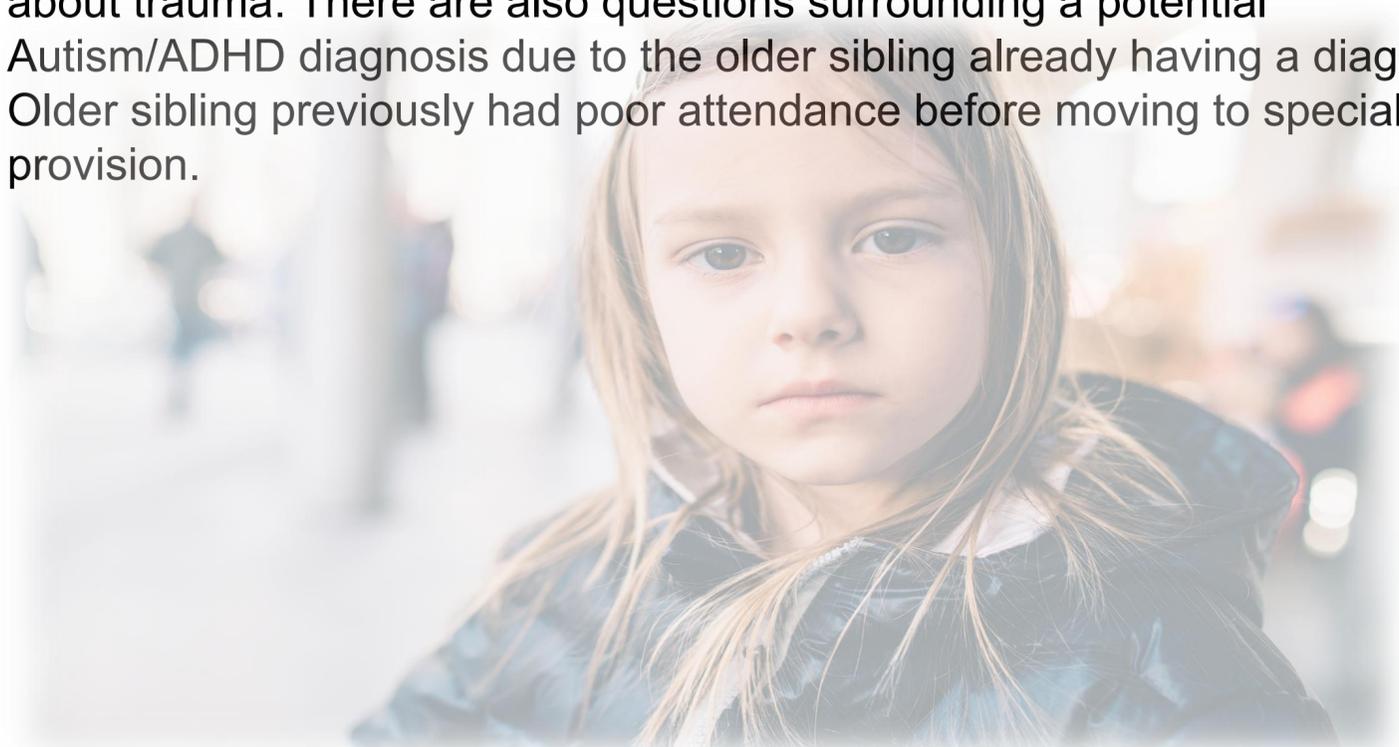
**Sibling Impact:** How might the sibling's attendance and SEND diagnosis influence approaches for this child?

**Underlying Needs:** What strategies can help identify and address trauma or potential SEND concerns impacting attendance?

**Practical Barriers:** How can schools support families facing mobility or logistical challenges?

**Multi-Agency Working:** How can schools ensure external support (Family Practitioner, CAMHS) is coordinated and effective?

**Sibling Impact:** How might the sibling's attendance and SEND diagnosis influence approaches for this child?



# Case Study Three

A pupil has attendance at 3.2% and has struggled to attend school this year. Last year, attendance declined in June, finishing at 81%.

Parents report anxiety as the reason for non-attendance. Multiple meetings have been held with parents. The pupil was diagnosed with dyslexia following a psychologist assessment.



**Mental Health and Attendance:** How should schools respond when anxiety prevents attendance despite interventions?

**Medical Involvement:** Should schools request GP input or initiate a medical referral? What are the implications?

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# Case Study One - Outcome

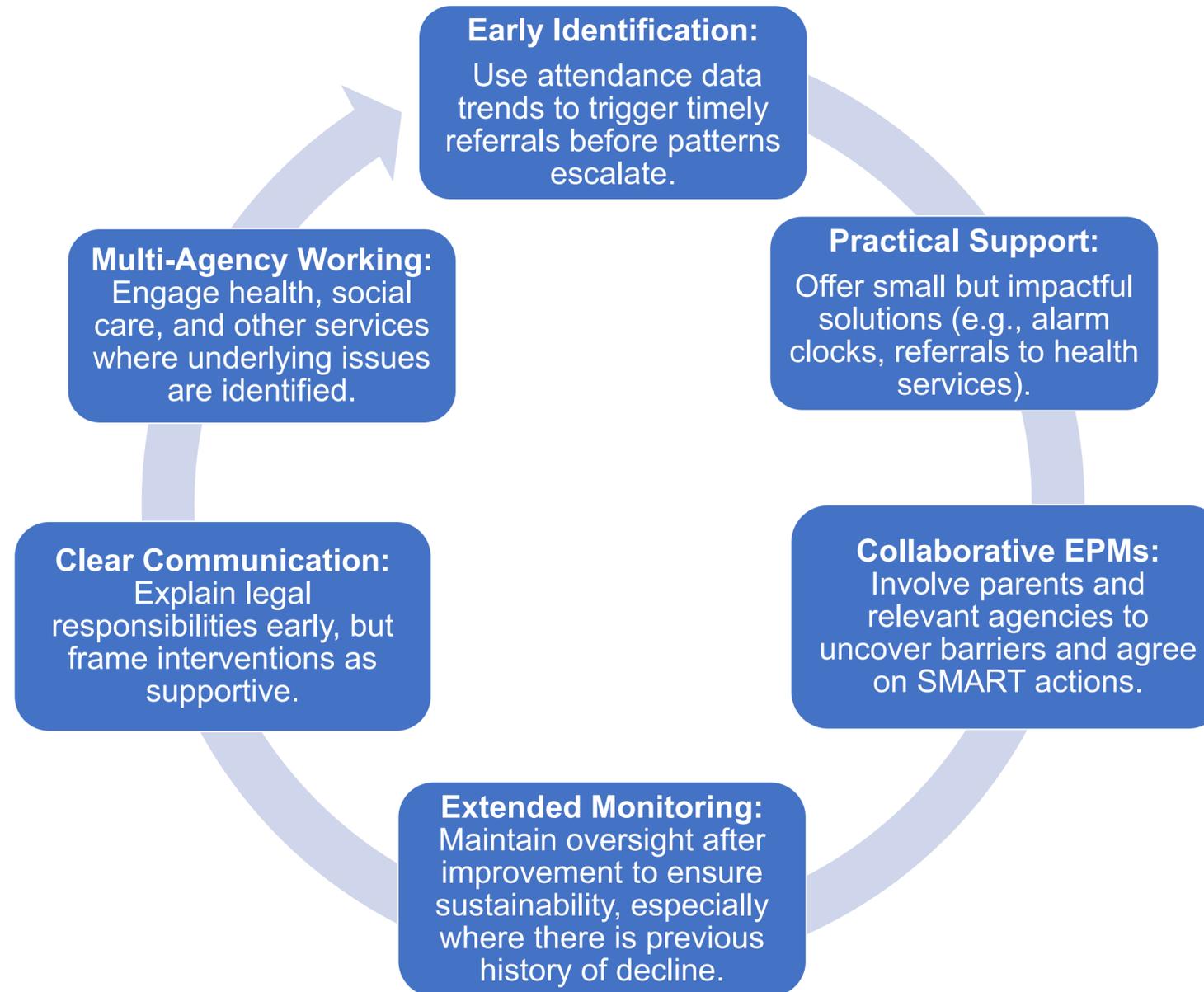
The parent attended the EPM and contributed to discussions around barriers to attendance. SMART actions were agreed, addressing issues impacting attendance and punctuality. The parent was advised on their legal responsibilities and the need for improvement to avoid prosecution

Actions included: School agreed to assist with purchasing an alarm clock after the parent explained phone charging issues were causing lateness. A referral to the school nursing team was made regarding a sleep issue identified during the EPM.

Attendance improved following the EPM, but some lateness persisted. A final warning letter was issued to reinforce the seriousness of the situation. After this, attendance improved significantly.

Due to previous concerns, attendance was monitored for an extended period. By September 2025, only 1 U code remained in 100 sessions, and the case was closed. Attendance has remained positive into the current academic year.

# Case Study One - Reflections



## Final Thoughts:

**Legal Position & Communication:** How do we communicate the seriousness of attendance issues without damaging relationships? When should a final warning letter be issued?

**Monitoring & Closure:** How long should monitoring continue after improvement? What signs indicate sustained improvement versus temporary compliance?

# Case Study Two

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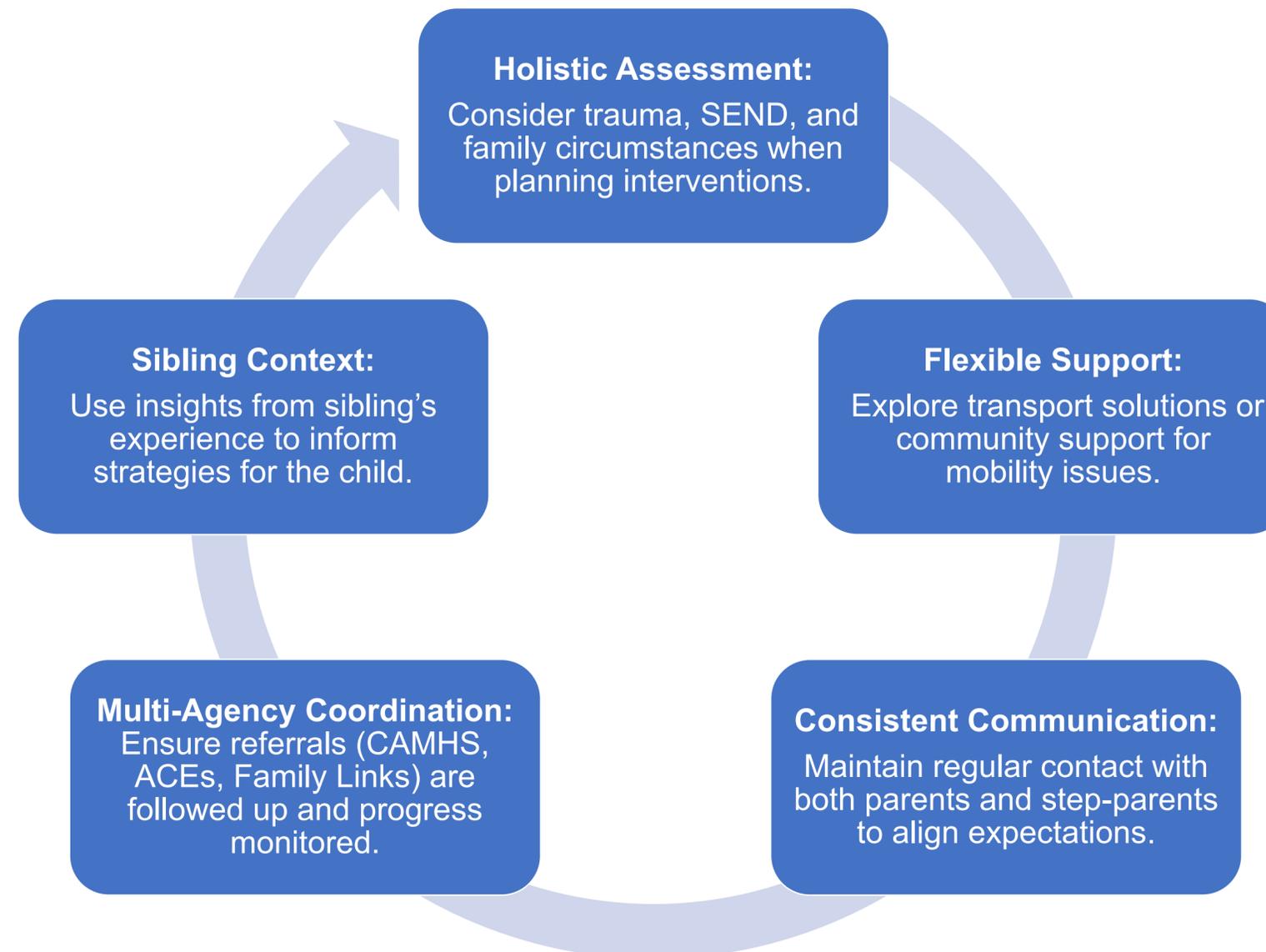
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# Case Study Two – Outcomes so far

Multiple avenues of support have been trialed by the school including a RAG rated timetable, CAMHS and Right to Choose referrals, ELSA sessions, and work on routines within home. The Family Practitioner struggled initially with meetings being cancelled by the family due to illness, so meaningful work has not been successful yet. Children and parents have been referred to ACEs and Family Links programs.



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## **Mental Health and Attendance:**

How should schools respond when anxiety prevents attendance despite interventions?

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# Case Study Three - Outcome

Strategies were implemented for teachers based on the report, which suggested focusing on Maths, English, and Science. Attempts included a reduced hours timetable and return-to-learn approach, but these were unsuccessful. The pupil trialed an alternative school this term, but could not attend consistently. He stated he can leave the house for non-school activities.

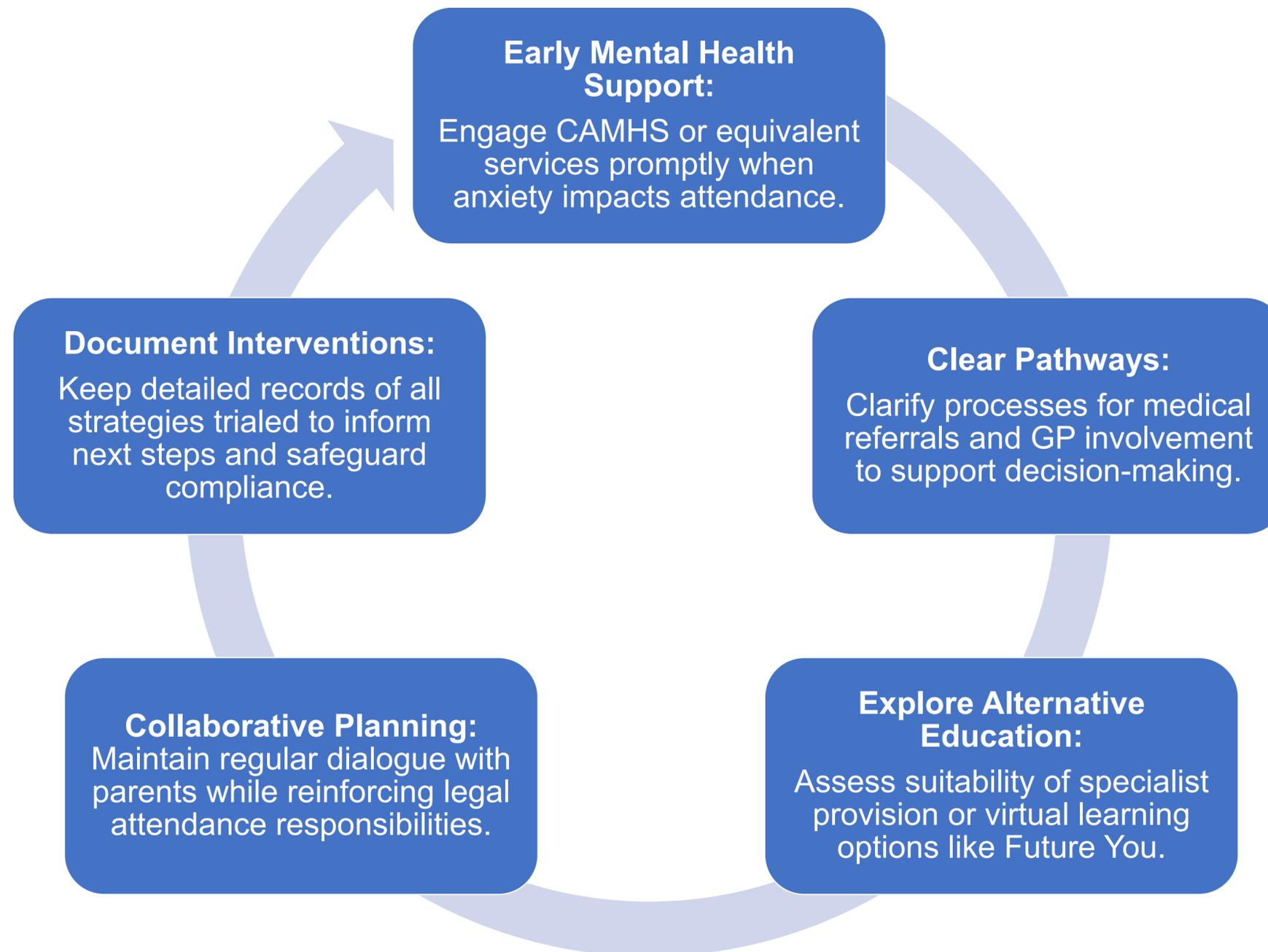
Parents requested a break from school for mental health and asked about Future You, but there is uncertainty about how it works and whether pupils remain on roll. Parents are seeking guidance on next steps. Options considered include another reduced timetable, GP advice, or a medical referral.

**Alternative Provision:**  
How do we evaluate options like Future You or specialist school when mainstream attendance fails?

**Parental Requests:**  
How do we balance parental wishes for a break with statutory attendance requirements?

**Next Steps:**  
What strategies remain when reduced timetables and phased returns have not worked?

# Case Study Three - Reflections



# Breakout Rooms - Discuss



- Something you do well/are proud of ... **one example of best practice**
- Effective strategies - **what have you tried that has been effective in improving attendance for 85%-90% banding?**

# Attendance as a Protective Factor – Children with a Social Worker

Strengths identified in project	Potential for moving forward
<p>Building links between schools, Family Help Teams and families</p> <p>Building partnerships</p> <p>Getting to know range of professionals that are working with family, better communication and sharing of appropriate information</p>	<p>Focus on Year 6 to year 7 transition to build links sooner: working to improve pupil confidence, capacity within the family and relationships between staff &amp; family</p> <p>Family Help Team events/meetings with schools</p> <p>Empathy of staff is key – relational approach needed throughout school</p> <p>Early Help Hub role</p>

<b>What can you do?</b>	<p>Involve social workers in transition discussions/events. Introduce secondary DSL to social worker</p> <p>Establish a single point of contact for family and social worker over summer holidays if possible</p> <p>Consider who might provide practical support pre-summer, e.g. uniform, timetable</p> <p>Look out for your family help team events to establish good partnership working</p>
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