

Children's  
Services

# Inclusion and Educational Engagement Attendance Hubs – Spring Term 2026

# Agenda - Secondary

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

**Kent CC – A perspective**

**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**

**Post 16 Transition**

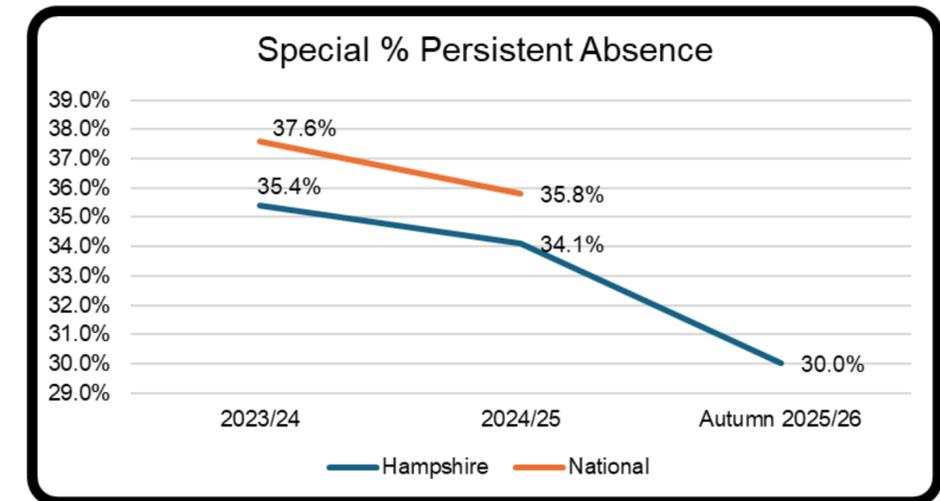
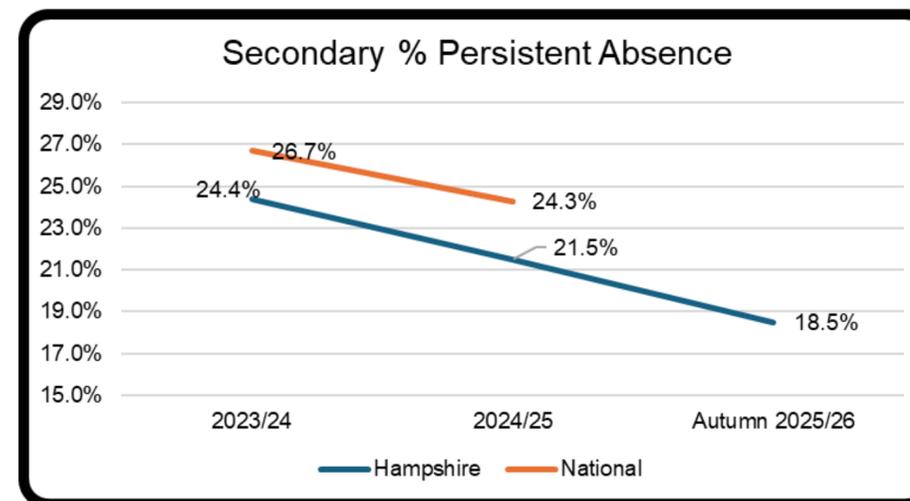
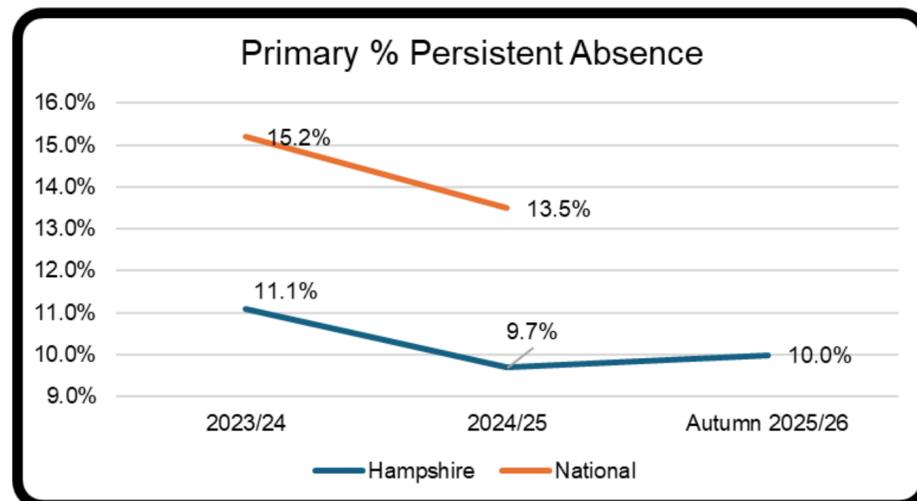
**Activity in Breakout rooms**

**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.

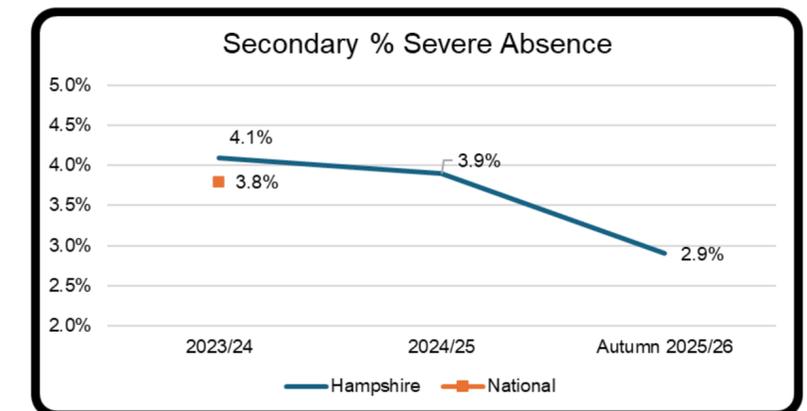
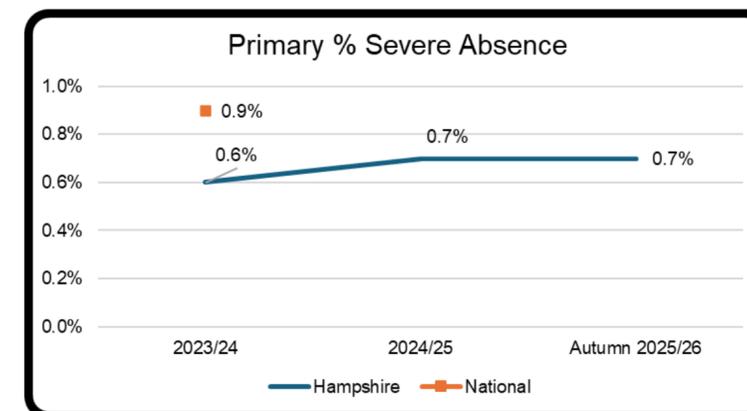
67% of primary schools and 91% of secondary schools in HCC have now accessed their similar schools comparison reports on attendance.

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>



# Kent County Council

Number of pupils: **259,000 approx.**

Number of schools (inc. independents): **590 + approx. 120 independent schools**

Context of the area:

- **Selective system**
- **High areas of deprivation/coastal**
- **24% FSM**
- **SEN – improvement notice (recently lifted), safety valve agreement**
- **High number of schools are an academy**
- **School attendance been below national average for many years**

# Working together with Kent Schools

## Relational Approaches to School

**Belonging** – guide and toolkit to support schools in their understanding of promoting relational approaches to create a sense of connection and school belonging alongside trauma informed practices.

**Breakthrough Meetings** – child centred, solution focused framework to support multi-agencies and networks in understanding the reasons/barriers to school attendance.

**Resources for Schools** – information and guidance for schools relating to the 'working together to improve school attendance' statutory guidance.



**Solution Focused Consultations** – regarding individual pupils with Virtual School Kent and Educational Psychology Team.

**Trauma Informed Schools UK Training** – includes transforming behaviour webinars and staff training including SLT.

**The Attachment Research Community** – free membership for all Kent schools to the community and a vast array of resources and information (via VSK).

# Relational Approaches



The school is a key site for fostering belonging. However, this requires a sense of intention, purpose and a commitment to connectedness.

*Riley, Coates and Allen (2020)*



## Relational Approaches to support School Belonging and Attendance: A Guide and Toolkit

Kent County Council  
April 2025



### Trauma informed practice

- Trauma informed practice considers the impact of trauma (including neglect and disrupted attachments) to focus on understanding and repairing opportunities for the child across the whole school system.
- Trauma Informed Schools UK

### Nurture UK

- Based on Attachment theory.
- Graduated approach: Boxall Profile, Whole school, nurturing interventions, nurture groups, nurture plus.
- 6 principles: Safety, wellbeing, language, behaviour, learning, transitions.

### Emotional literacy (pastoral care, ELSA, others)

- Early intervention work to promote mental health and wellbeing.
- Delivered in school by school staff, sometimes with support from other professional networks.

### Person-centred planning

- A collaborative approach which holds a child's views, aspirations and individual strengths and challenges at the centre of planning and support
- Strengths-based approaches
- Solution focused approaches

### Attachment Theory

- Infants initially attach to a primary caregiver. Through this relationship they learn about the world, including about trust (Bowlby, 1959)
- Attachment style – Strange situation (Ainsworth, 1979)

### iThrive

- An approach to supporting children's mental health and ensuring they get the right support at the right time.
- Based on neuroscience, training via Anna Freud Centre
- Framework for system change (Wolpert et al, 2019)

### Solihull Approach

- Douglas (2002)
- Impact of early years experiences on neurodevelopment and relationships.
- Containment (Bion, 1959) reciprocity (Trevarthen, 1978) and behaviour management (Skinner, Pavlov)

### Video Interaction Guidance (VIG) & Video Enhanced Reflective Practice (VERP)

- Infants are predisposed to communicate (Trevarthen, 1993).
- Strengths-based approach to consider what works well in interactions through Principles of Attuned Interaction Guidance (Kennedy, 2011)

Figure 5. Relational approaches umbrella: Weathering and thriving in the storm

# Breakthrough Meetings Pilot

- Started June 2025 to test a relational, child-centred approach to school attendance before legal intervention.
- Piloted across Kent: 11 schools (primary, secondary, specialist) and Integrated Children's Services (ICS).
- Focus on understanding barriers to attendance and creating collaborative, solution-focused plans with families.
- Key strengths: clear actions, built-in review, stronger family engagement, and centrality of the child's voice.
- Used successfully in Early Help and ICS, supporting continuity of plans and confident case closure.
- Evidence shows all reasonable steps taken prior to court action, with robust multi-agency documentation.
- Validated as a scalable early-intervention model and to be included in Kent's School Attendance Toolkit.

# Kent PRU & Attendance Service (KPAS)

The screenshot shows the Kelsi website interface. At the top, there are navigation tabs for 'Early Years and Childcare', 'Primary', 'Secondary', '14 to 25', and 'Integrated Children's Services'. Below these is a search bar with the text 'Search kelsi...' and a magnifying glass icon. The main content area is titled 'Kent PRU and Attendance Service (KPAS)'. It features several sections with underlined headings: 'About the Service' (KPAS aims to promote the regular attendance and inclusion of all school aged pupils across Kent schools), 'Access to the Service (Digital Front Door)' (Use our digital front door to make a notification or to request support from KPAS), 'Pupil Referral Unit and Alternative Provision' (Learn more about Pupil Referral Units across Kent), 'Attendance' (Our work is to ensure that parents fulfil their legal duty to their child's education and ensure good school attendance), 'Exclusion and Reintegration' (Through collaboration and early intervention, this service provides advice and support to prevent unnecessary exclusions), and 'Children in Entertainment and Child Employment' (We have a legal duty to ensure the welfare and education of children who take part in appropriate work). There is also a section for 'KPAS Officer Contacts' with the text 'Who to contact if you have any Attendance and Exclusion related questions.'

- **Digital Front Door** – forms aligned to latest guidance and legislation.
- **Attendance guidance** checklist for schools.
- **Attendance policy** checklist aligned to latest guidance.
- **Targeting Support Meeting** Terms of reference.
- **KPAS intervention levels** (our equivalent of the Front Door Support Levels Guidance).
- **Contact details** for all KPAS staff and their named schools to support.
- **Code of Conduct** for Penalty Notices.
- Guidance around **Attendance Contracts**
- Updated **School Attendance Handbook** to align to the Working together guidance.
- **School Absence Report** comparing school and cohort (DfE wonde) data against National, LA and District trends.
- Creation of a **leaflet for parents** about school attendance.

# KCC School Absence Report



	School	District	LA	National		
Overall absence	5.2	5.4	5.3	5.2	✓	✓
Authorised	2.5	3.7	3.8	3.8	✓	✓
Unauthorised	2.7	1.6	1.5	1.4	✗	✗
Persistent absence	16.1	15.3	14.8	N/A	✗	✗
Severe absence	0.6	0.9	0.8	N/A	✓	✓



	No. of Pupils	Total Absence	Persistent Absence	Severe Absence	Unknowns:
<b>SEN</b>					119
No SEN	0	-	-	-	
SEN Support	53	7.7	26.4	1.9	
EHCP	8	4.8	12.5	0.0	

*Please note the number of unknowns as this may be a significant proportion of the school cohort*



YEAR GROUP	No. of Pupils	Total Absence	Persistent Absence	Severe Absence	Unknowns:
R	1	0.0	0.0	0.0	0
1	29	3.9	6.9	0.0	
2	31	6.9	16.1	3.2	
3	30	5.3	16.7	0.0	
4	30	7.6	36.7	0.0	
5	30	4.0	10.0	0.0	
6	30	3.4	10.0	0.0	
7	N/A	-	-	-	
8	N/A	-	-	-	
9	N/A	-	-	-	
10	N/A	-	-	-	
11	N/A	-	-	-	

*Data is for pupils born between 01/09/2008 and 31/08/2019 only - this is Year 1 to Year 11. Therefore a child of Year 1 age who is still in Year R will be included in the above data.*



SEX	No. of Pupils	Total Absence	Persistent Absence	Severe Absence
Girls	90	4.1	11.1	0.0
Boys	90	6.3	21.1	1.1



	No. of Pupils	Total Absence	Persistent Absence	Severe Absence	Unknowns:
<b>SOCIAL CARE*</b>					0, 0, 0, 0
LAC	2	2.1	0.0	0.0	
PLAC	2	2.1	0.0	0.0	
CIN	0	-	-	-	
CP	0	-	-	-	

*\* Please note that this is not a compulsory data field so schools may choose not to submit data for their vulnerable pupils. The number of unknowns is listed in order they appear in the table e.g. LAC, PLAC, CIN and CP*



FSM	No. of Pupils	Total Absence	Persistent Absence	Severe Absence	Unknowns:
FSM Eligible	105	6.3	19.0	1.0	0
No FSM	75	3.6	12.0	0.0	

Symbols depict how school performance relates to the district, LA and National (in that order); a green tick where performance is equal or better than, a red cross where worse.

Reporting period: Up to 2<sup>nd</sup> Jan 2026.

The name of school has been removed to protect anonymity. This report is available to Kent schools only.

# Everyday counts: Prioritising attendance in the new school year

22 September 2025 | [Education](#)



Missing school—even occasionally—can have a significant impact on a child’s learning and development. With pupils now settled into the new academic year, Kent County Council (KCC) is working closely with schools and support services to ensure that children attend school regularly and punctually.

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[Everyday counts: Prioritising attendance in the new school year - News & Features - Kent County Council](#)

Overall absence rate

**6.64%**

during academic year 2025/26 to date

Authorised absence rate

**4.50%**

during academic year 2025/26 to date

Unauthorised absence rate

**2.14%**

during academic year 2025/26 to date

Persistent absence rate

**19.47%**

during academic year 2025/26 to date

This release covers the 2025/26 academic year up to 09 January 2026 and includes a summary of the 2025/26 autumn term, with information on persistent absence and breakdowns by pupil characteristic.

The attendance rate (proportion of possible sessions attended) was 93.10% across all schools in the **week commencing 05 January 2026**, meaning the absence rate was 6.90%.

Absence was 0.04 percentage points higher across all schools in the week commencing 05 January 2026 than in the equivalent week of the previous academic year ([week commencing 06 January 2025](#)). This reflects a decrease in authorised absence and an increase in unauthorised absence.

National PA running  
at **19.47%**  
(*Sep to present*)

Kent PA rate **19.3%**

National attendance  
running at **93.36%**  
(*Sep to present*)

Kent attendance  
stands at **93.3%**

The attendance rate across the **2025/26 academic year to date** was 93.36%, meaning the absence rate was 6.64%.

By school type, the absence rates across the 2025/26 academic year to date were:

- 5.22% in state-funded primary schools (3.77% authorised and 1.45% unauthorised)
- 7.99% in state-funded secondary schools (5.11% authorised and 2.88% unauthorised)
- 12.90% in state-funded special schools (9.48% authorised and 3.42% unauthorised)

The rate of persistent absence (pupils who miss 10% or more of their possible sessions) was 19.47%, which is a 0.77 percentage point increase compared to the equivalent point last academic year.

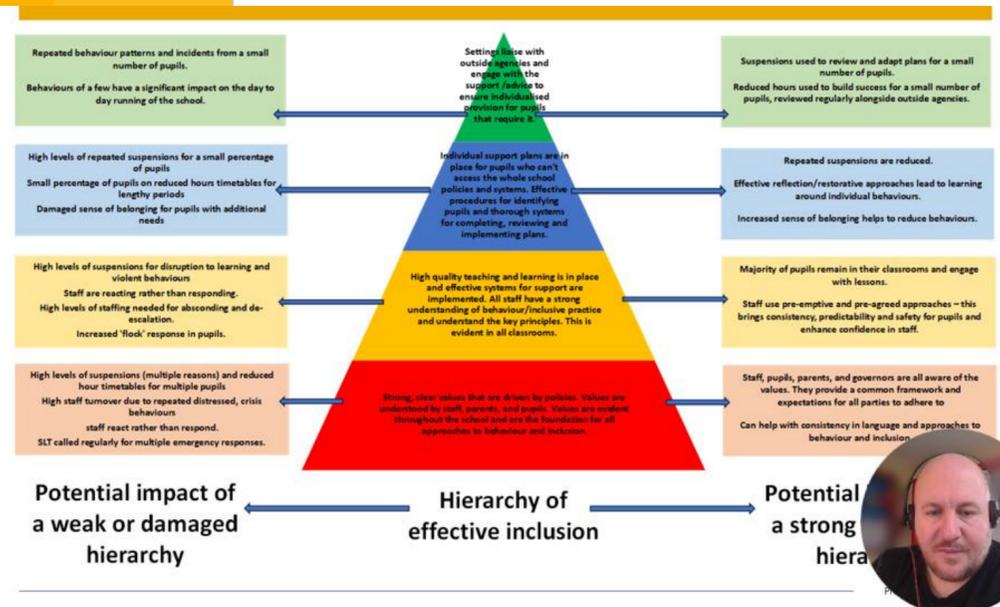
# Behaviour and Attendance

## Matt Gaston, Primary Behaviour Service



# Hierarchy of Effective Inclusion

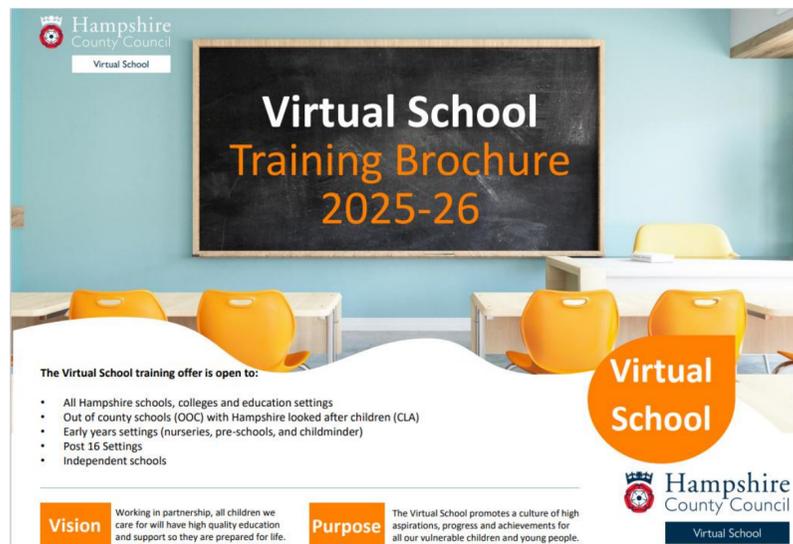
Matt Gaston – PBS Manager



# Virtual School Offer

## Attachment and Trauma Aware Training

- Attachment Training (1 hour online)
- Attachment Training (half day, face to face)
- Strategies and Support in the Classroom for vulnerable children (half day, face to face)
- Attachment and Trauma Aware Schools (ATAS) programme (3 core day training)
- ARC webinar: From Introduction to Bronze
- Early Years: Introduction to Attachment and Trauma (1.5 hours online)
- Early Years: Emotion Coaching



<https://documents.hants.gov.uk/cic-virtual-college/training-brochure.pdf>

## Termly Education Psychologist led webinar

- Minimising the feeling of shame in difficult conversations (Spring term)
- Sexualised behaviour (Summer term)



The ARC Audit helps schools evaluate their attachment, trauma, mental health, and well-being practice, which guides their development plan and gives a baseline to measure the impact of their work. The built-in action tracking and review tools will keep a focus on development

If you haven't already registered for ARC, follow the link <https://forms.office.com/e/Qd7Bwz2ZtW>

# 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

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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.

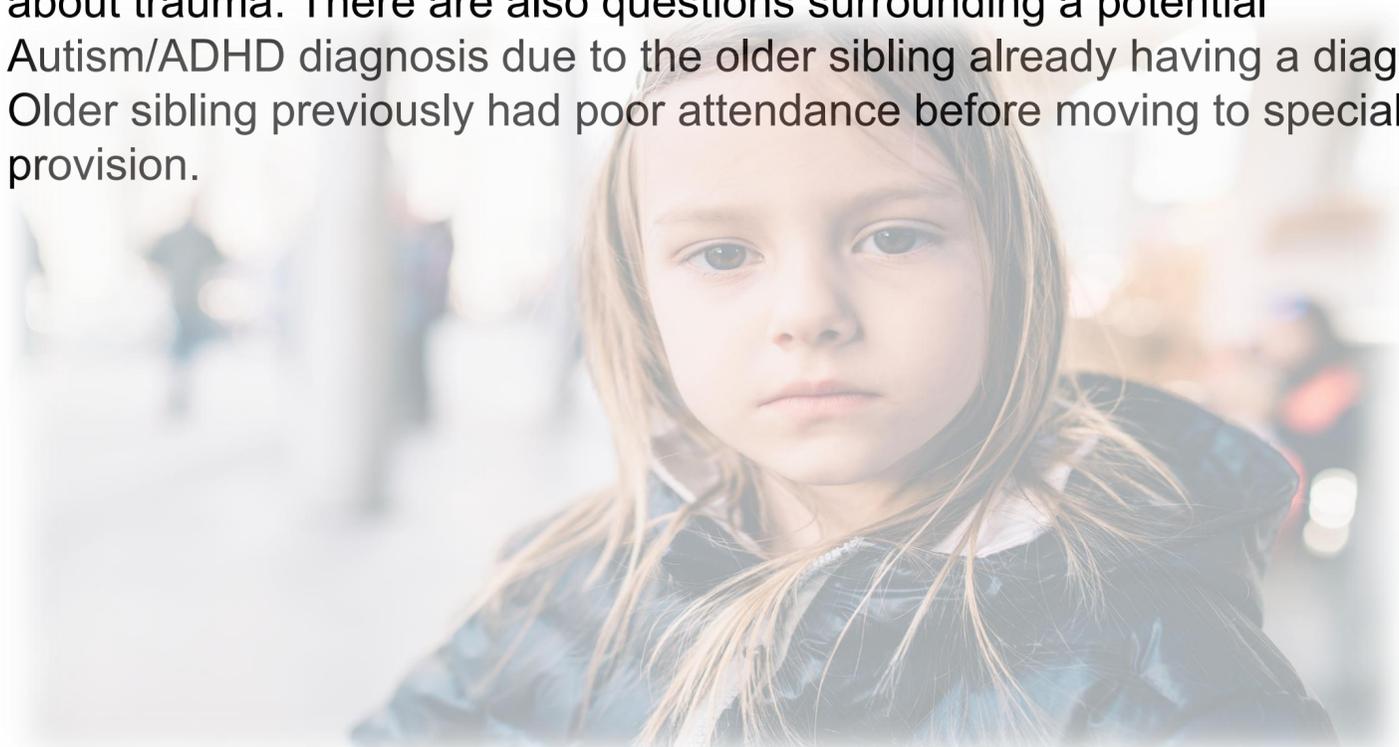
**Sibling Impact:** How might the sibling's attendance and SEND diagnosis influence approaches for this child?

**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

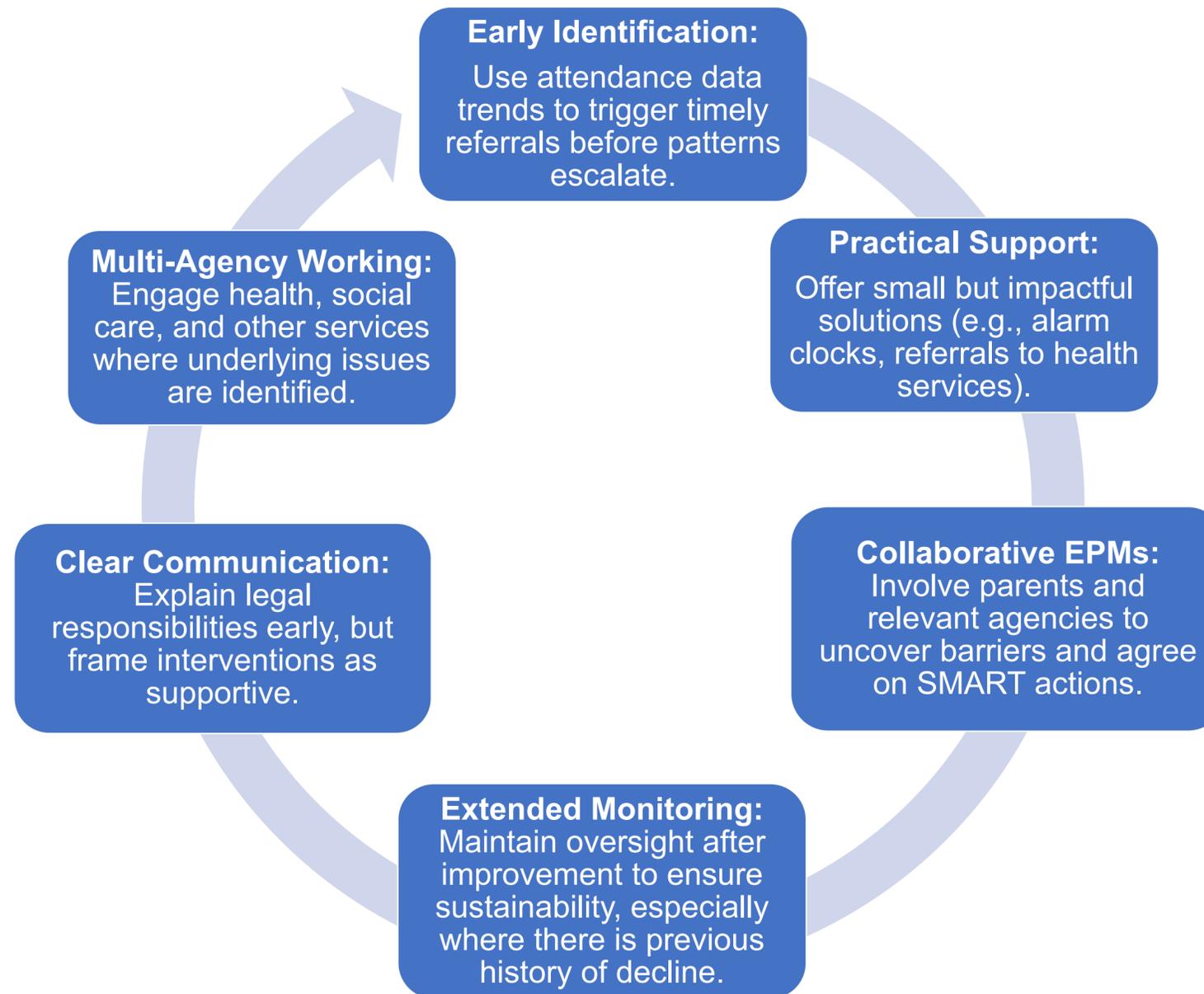
The parent attended the EPM and contributed to discussions around barriers to attendance. SMART actions were agreed, addressing issues impacting attendance and punctuality. The parent was advised on their legal responsibilities and the need for improvement to avoid prosecution

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

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.

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

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**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 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.



# Case Study Three

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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?

# 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.

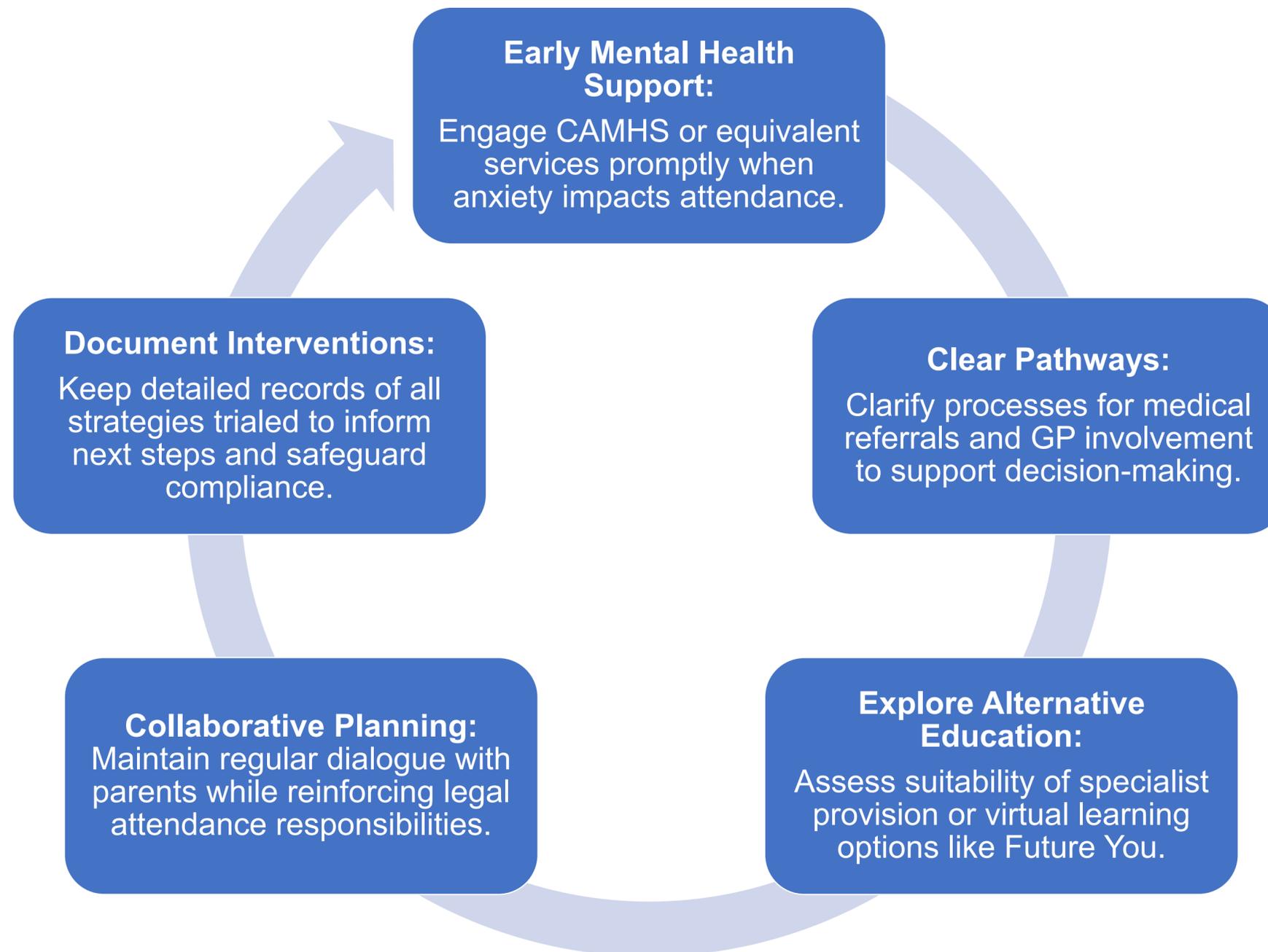
Parents requested a break from school for mental health and asked about Future You, but there is uncertainty about how it works and whether pupils remain on roll. Parents are seeking guidance on next steps. Options considered include another reduced timetable, GP advice, or a medical referral.

**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





Brockenhurst College

**#ThinkBrock**

# Supporting Looked After Children and Care Leavers

Ruth Harrison  
Safeguarding and Welfare Manager & Designated Teacher  
5 February 2026



# Transition Support:

Designated Teachers at feeder schools to encourage CLA learners to attend Brock's Y10 Open Event (end of summer term of Y10) to meet with Ruth Harrison

CLA learners to be encouraged by the Designated Teacher of feeder schools to apply onto courses in Term One of Y11.

CLA to attend a further Open Event in Term One of Year 11.

Designated Teachers of feeder schools to contact Ruth Harrison to attend the final Y11 PEP.

Ruth Harrison to support Freshers' Day attendance

Ruth Harrison to support transition from GCSE results day – enrolment – Welcome Week





# The Looked After Child or Care Leaver

- **The Young Person at the centre**

## The voice of the Looked After Child or Care Leaver



What do they need?



What are they looking forward to?



What are their concerns or worries?



What are their hopes and goals for the future?



Who can help them achieve?



How can professionals help?



Brockenhurst College

# Transition Support

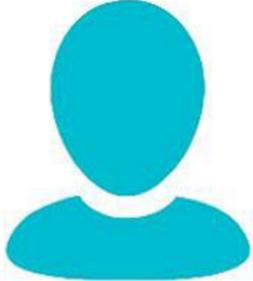
- **Multi-agency working during transition**

*Multi-  
agency  
working*

The text 'Multi-agency working' is written in a blue, cursive font. A thick, gold, glittery ribbon graphic is intertwined with the text, starting from the bottom left, looping around the 'Multi-' and 'agency' parts, and ending with a small flourish at the top right.



# Key Support Staff - Mainstream/Foundation Studies & PACE

 <p><b>Designated Teacher</b></p>	 <p><b>Student Liaison and Wellbeing Support Officer</b></p>	 <p><b>Tutor</b></p>	 <p><b>Curriculum Progress Manager</b></p>
<p>Plans learner transition and oversees the learner's support during their journey at Brock.</p>	<p>Supports Designated Teacher with pastoral and wellbeing support of Looked After Children and Care Leavers.</p>	<p>The main point of contact for academic queries. In tutorials, 1:1 sessions will be held, and concerns or support needs will be referred to the the Designated Teacher</p>	<p>Supports learners who have attendance concerns or need extra support in lessons.</p>



# Future Pathways at Brock

- **Application and interview**



- We encourage an application to request support from the Designated Teacher at interview
- The Designated Teacher will be contacted by the Admissions Team to support at interview
- Advice is offered at interview to ensure the best course for the young person is conditionally offered



# Transition Support

- **The Final Y11 PEP**



The Designated Teacher can attend in person (if available at the time to visit) or over TEAMS.



The applicant learner will be introduced to the Designated Teacher and transition support is discussed from Fresher's Day (June) to Induction Week (September).



Support for learners will continue throughout the learner's academic journey at Brock.





Brockenhurst College

# Transition Support

- **Freshers' Day**

Support invitations sent just after May half term

Scheduled time spent to meet with learner



Arrival support at College reception

Support getting to first class (Tutor Group)

Check in support during break times



# Transition Support

- **Preparing for enrolment and Welcome Days**

## Transition Support Package



During the summer holidays check ins and tours with the Designated Teacher are available to prepare the learner for their enrolment.



The Designated Teacher will liaise with Virtual School and/or the learner's social worker to ensure that a Vulnerable Bursary is in place.



Support plans can be created during this time to be shared with the academic and support teams before the start of term.



The Designated Teacher will be available to meet with the learner when they arrive for their Welcome Day.



Regular check in schedules can be made during the first week if needed and a Student Liaison and Wellbeing Support Officer will also be available to support





# Ongoing support

- **Support offered to Looked After Children and Care Leavers**



Weekly or ad-hoc check ins.



Half termly meetings to discuss progress and support as well as capture the learner's views, wishes and feelings.



Attendance of termly PEP meetings



Learners who need wellbeing support will be enrolled onto the Change Begins With Me programme.



Brockenhurst College

**#ThinkBrock**

# Alistair Lambon Head of Careers



# Careers support:

- throughout the applicant journey....

## Pre-enrolment

-  • Attendance at school events
-  • Support at College interview
-  • Results Day
- Enrolment

## Post-enrolment:

-  • First 2 weeks
-  • Throughout their time
-  • Comprehensive Careers Education Programme



# 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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