



Policy for Pupils with Disabilities and/or Special Educational Needs

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Document Control

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10.	May 2024	Annual review	I.Webb
11.	October 2024	Updated roles and responsibilities and language support used for persistently absent children.	I.Webb
12.	November 2025	Policy reviewed	T. Brooks

Approval

Meeting	Date	Chair
Teaching & Learning Committee	27.11.12	D. Rodgers

Full Governors	13.03.18	J McCarthy
Teaching and Learning	25.06.19	Jannine McCarthy
Full Governors	Sep 2020	Jannine McCarthy
Full Governors	July 2021	Katie Forster
T and L committee	16.11.23	Helen Brocklehurst
T and L Committee	02.05.24	Helen Brocklehurst
T and L Committee	12.12.24	Helen Brocklehurst
T and L Committee	03.12.25	

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents.

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical condition April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013
- SEND and AP Improvement Plan 2023,
- National Standards for SEND and AP,
- Delivering Better Value principles,
- Local Area SEND Inspection Framework 2023
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards 2012
- Assessment and Target Setting Policy

Our SEND policy has been developed to reflect the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

An annual SEND Information Report will be shared with parents, carers and the governing body and published on the school's website.

***Every teacher is a teacher of SEND.
Every leader is a leader of SEND.
Every governor is a governor of SEND.***

As such Wirksworth Junior School follows a whole school approach. Staff identify needs early. Staff act quickly. Staff create strong inclusive practice in every classroom. Parents and pupils take an active role in decisions.

Aims and objectives.

- Identify pupils with SEND early through consistent assessment.
- Provide appropriate support across the curriculum.
- Use a whole pupil and whole school approach.
- Secure effective leadership of SEND by the SENDCO.
- Support staff with training and guidance.
- Work with parents through open communication and shared planning.
- Align practice with Derbyshire's Ordinarily Available Provision expectations.

Co-ordination of SEND provision.

The SENDCO is responsible for overseeing the provision for SEND in the school.

The SENDCO will:

- oversee the day-to-day operation of the SEND policy.
- co-ordinate provision for children with SEND.
- ensure there is liaison with parents and other professionals in respect of children with SEND.
- manage Special Educational Needs Teaching Assistants (SENTAs).
- advise and support other practitioners in the school.
- contribute to the Continuing Professional Development (CPD) of the staff.
- ensure that appropriate Individual Educational Plans (IEPs) are in place and that relevant background information about children with SEND is collected, recorded, and updated.
- liaise with external agencies including the Local Authority (LA), educational psychology services, health and social services and specialist services with expertise in specific areas of SEND.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment, and personnel resources.

Definition of SEND

A pupil has SEND when they have a learning difficulty that requires special educational provision. This includes pupils with:

- Greater difficulty in learning than their peers.
- A disability that prevents or limits access to mainstream facilities.

The area of special need will be identified as either:

Communication and Interaction (This includes children with speech and language delay, impairments of disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum).

Cognition and Learning (This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia).

Social, mental and emotional health (This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration).

Sensory and/or Physical Needs (This includes children with sensory, multi-sensory and physical difficulties).

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

The following are not considered to be SEND but they may impact on progress and attainment.

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/women.

Identification of pupils' needs

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate, aspirational, curriculum for our children with additional needs to ensure high quality teaching and learning using effective support and resources. Clear individual education plans, assertive mentoring targets and care plans are put in place and reviewed regularly. A range of carefully tailored interventions are developed, reviewed and evaluated to ensure maximum progress and impact for our children. Key assessments (termly) ensure that children's targets are monitored and planning accurately addresses needs. Progress, targets and plans are regularly reviewed with the children and evaluated to inform the next steps.

A graduated approach:

Wave One: Quality First Teaching

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as *possibly* having SEND, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide tailored learning opportunities that will support the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. Staff will consult the SENDCO as needed for support and advice. It may be appropriate to observe the child in class.
5. Through points (2) and (4) it can be determined which level of provision the child will need to move them forward.
6. If a child has been recently removed from the SEND register, they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and are encouraged to share information and knowledge with the school.

8. The child is recorded by the school as being monitored due to concern by a parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
9. Parents' evenings are used to communicate the progress being made by the children.

Wave Two and Three: SEN Support

Where it is determined that a pupil does have SEND, it will be discussed with parents and the children will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so to remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an on-going cycle to enable the provision to be monitored, impact assessed and different interventions to be put in place as the child's needs change. The Assess, Plan, Do, Review cycle enables the identification of those interventions which are most effective in supporting the pupil to achieve good progress and outcomes.

Assess

- Analyse the pupil's needs using the class teacher's assessment, experience of working with the pupil, details of previous progress and attainment, comparisons with peers and views of parents, pupils and outside agencies.
- Any parental concerns will be noted and discussed.
- Regular reviews to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are appropriate.
- Share information with external agencies. Where they are not involved, they may be contacted, if this is felt to be appropriate, following agreement from parents.

Plan

- Planning will involve consultation between the teacher, SENDCO and shared with parents to agree the interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review.
- All staff working with the pupil, will be informed of their individual needs (including medical), strategies that the child responds to and intervention programmes in place.

Do

- The class teacher remains responsible for working with the child on a day to day basis. Class Teachers have responsibility for planning, monitoring interventions, and liaising with support staff.
- Additional support and assessment of a pupil's needs will be provided by the SENDCO. The SENDCO will seek advice from external agencies if appropriate.

Review

- A child's progress will be regularly reviewed, and the impact of support will be monitored. The quality of support will also be monitored and reviewed regularly.
- Child's views and where necessary the parent's views will be taken into account. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and pupil.

Wave Two Provision:

Where the needs of a child with SEND cannot be met within Wave One, then targeted group or 1:1 interventions or boosters will be put into place. This could be small group interventions or individual targets written on an IEP. Teachers are responsible for any interventions that take place. Teachers should use the: 'assess, plan, do, review' cycle. Teachers should take into account: the starting point of the pupils; what they want the outcome to be; the timeframe; the pedagogy and resources used.

Wave Three Provision:

When a more individualised and specialist provision is needed to secure progress, children will be covered under Wave Three.

Individual Education Plan (IEP): these targets are agreed and set by the class teacher, child, and parents. This helps to ensure that small steps can be taken to achieve increased levels of progress – individualised to the child's need.

Multi Element Plan (MEP): MEPs aim to support children regarding their behavioural needs rather than their educational needs.

It may be necessary to seek specialist advice and support from a professional in order to achieve the best possible options. At this point we follow Derbyshire's Graduated Response (see below). This will allow us to access additional funding to further meet your child's needs.

Inclusion Panel: this is additional funding which can be accessed when children are failing to make sufficient progress within school funded Wave 2 and 3 provision. This allows additional, personalised and targeted interventions to be delivered. This is given on an annual or 2- yearly basis and reviewed annually. Following the review it may be decided that:

- a) funding is no longer needed, the school can accommodate for their needs.
- b) funding will be applied for again
- c) funding is not meeting the child's need. An Educational Health Care Plan (EHCP) is needed. EHCPs will replace statements of special educational needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years).

Referral for an Education Health Care Plan

- If a child has lifelong or complex difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Teachers/SENDCO
- Parents
- Social Care
- Educational Psychologist/Clinical Psychologist (if appropriate)
- Health Professionals – CAMHS, School Health, Paediatricians

Information will be gathered relating to the current provision provided, impact of the provision and remaining barriers to learning. A decision will be made by a panel of professionals from education, health, social care about whether the child is eligible for an EHC Plan. Parents have a right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEND Local Offer:

www.derbyshire.gov.uk/SEND

Education, Health and Care Plan (EHCP)

- 1 Following Statutory Assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school, child's parents and other professionals who support the child will be involved in developing and producing the plan.
- 2 Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.
- 3 Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The EHC Plan will also 'move' with the child. The annual review (Child Centred Review) enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support/amending objectives.

What is the Local Offer?

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Derbyshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special education need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

More information can be found on: <https://localoffer.derbyshire.gov.uk/>

www.derbyshire.gov.uk/SEND

Inclusion

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

All children with SEND play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always informed.

The school will seek advice about individual children with external agencies when appropriate.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Links with support services

The school has a strong working relationship and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEND provision at our school.

Support Services Include:

- Educational Psychology
- Health-School nurse, Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Teachers for the visually, hearing or physically impaired
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Support Service for Special Educational Needs
- Specialist Outreach Services-Autism Outreach
- Social Services
- Multi Agency Teams

Working in partnership with parents and carers

Wirksworth Junior School believes that a close working partnership with parents/carers is vital to ensure that:

- Information is shared with everyone
- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- Continuing social, emotional and academic progress of children with SEND
- Personal and academic targets are set and met effectively (Assertive mentoring)
- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings.

- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEND to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
- We will support parents with how they can help their child with their learning. There are videos, documents and signposting, available on the school website.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on an individual pupil's needs. Appointments to see the SENDCO can be made through the school office.

Pupil participation

- Pupils participate, where possible, in all the decision-making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures. Regular tracking will ensure pupils are kept informed of their academic progress and next steps.
- The Intimate Care Policy will ensure that pupils with physical disabilities are treated with respect and maintain their personal dignity at all times. Personal intimate care plans will be drawn up for children who require them.

Transition Arrangements

- Staff liaise with both infant and secondary schools during the period before transition to and from Wirksworth Junior School.
- The year 5 annual review of SEND will be the transition review statement.
- Liaison includes discussion about and observation of any children with special needs and any further action deemed necessary from this, to ensure a smooth transition between schools for the child.
- When moving to a new year group information is shared with the new class teacher regarding provision, strategies, and interventions. All paperwork and reports are also given to the next teacher. When a child moves from infants or transfers to secondary school staff liaise with each other and share information, records are transferred, and additional transition visits are set up for individual children if appropriate.
- More information is available through the LA local offer at www.derbyshire.gov.uk/SEND
- [Please refer to our Transition policy](#)

Supporting children in school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have a Statement or Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive regular training. We work in accordance with the Supporting Pupils at School with Medical condition published by the DFE in April 2014, the school policy is on the website.

Accessibility

The layout of the school facilitates easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside allow access to the grounds and building. There are disabled toilets in both main parts of the school buildings. An accessibility audit and plan are in place.

Allocation of resources

- Differentiated tasks, modified equipment and modified teaching materials are provided in lessons where appropriate.
- Pupils with statements or Inclusion panel funding may be allocated extra teaching time from Support Services and will receive support time from a school-funded teaching assistant.
- Provision for supporting pupils with special educational needs is reviewed annually and is included in the School Development Plan.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- We are continuing to develop a library/resource base of books/equipment/materials available for children with SEND. Various technological aids are available for us to use when necessary.
- Provision for training staff is included in every School Development Plan. Any specific needs arising as a result of perceived needs identified during a year are treated as a priority.
- There is an induction procedure for Early Career Teachers and new staff into the school's policy and procedures for SEND.
- The SENDCO maintains specialist knowledge through appropriate internal and external training.

Records

- Records of all assessment results are kept by the class teacher and SENDCO.
- Provision Mapping is used to provide an overview of SEND provision throughout the school.
- The SEND policy is subject to a regular cycle of monitoring, evaluation and review.

Procedures for concerns

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher (in the first instance), the

SENDCO, the Headteacher or the SEND governor and a response will be made as soon as possible.

- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Evaluating success

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and/or annual reviews. In addition, evidence will be gathered regarding:

- Staff awareness and individual need
- Success of the identification process at an early stage
- Pupil observations
- Academic progress of pupils with special educational needs
- Data analysis
- Monitoring of specific interventions and their impact
- Parental feedback/pupil feedback
- Improved behaviour of the children, where this is appropriate.
- With the support of the Assessment Co-ordinator, the SENDCO and subject co-ordinators monitor classroom practice, analyse pupil tracking data and test results and identify value-added data for pupils with SEND.
- SEND is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

Emotional health and wellbeing.

At Wirksworth we believe a child needs to feel happy and safe in order to learn. We pride ourselves on a holistic approach to caring for children. Through the identification process we can put children forward for positive play, nurture or forest schools. All of these give children the opportunity to build relationships, feel safe and develop a range of social skills. Further information can be found on our website under Special Educational Needs or by contacting school.

[Please refer to our Attendance policy and the Pupil's Attendance policy.](#)

Graduated approach and support for SEND pupils.



1. High quality first teaching for all learners, otherwise known as universal provision.
High-quality teaching for pupils with SEN is about the day to-day interactions that take place in the classroom and the different pedagogical approaches teachers use to engage, motivate and challenge learners. It is about the way teachers use assessment and feedback to identify gaps and help students to move on in their learning. It is about providing both support and challenge in order to enable pupils to achieve more. It is about providing additional resources, scaffolding, time or resources.
2. Additional interventions or small group work provided by school.
If pupils do not make progress in spite of high quality first teaching, some targeted provision may be required to remove barriers to learning. This could be small group interventions or individual targets written on an IEP. Teachers are responsible for any interventions that take place. Teachers should use the 'assess, plan, do, review' cycle. Teachers should take into account: the starting point of the pupils; what they want the outcome to be; the time-frame; the pedagogy and resources used.
3. Support of additional services
It may be decided that despite high quality first teaching and carefully planned and monitored interventions, there are still barriers to learning. If so, the support of outside agencies may be required e.g. Autism outreach, Educational psychology services, sensory and physical support, behaviour support, visual impairment support etc. These professionals may be able to offer advice about barriers to learning and how to over-come them. Their advice should be included on the pupil's IEP.
4. Inclusion panel
If the pupil's needs and barriers to learning require additional funding (above element 2 funding of £6000/ 9.5 hours of TA support provided by the school) then an application can be made for additional funding. We can also request SSEN support at this stage. This is only granted to those at least 2 years behind their peers . A provision map is drawn up, which has carefully costed out objectives for the pupil.
5. EHCP
If school cannot meet a pupil's needs on its own, then a request can be made for an EHC Plan. This plan is designed to meet the educational, health and social needs of the pupil. This is written by a panel and usually comes with additional funding for the pupil. It is reviewed annually.

Appendix 1: The role of everyone in supporting pupils' special educational needs at Wirksworth Junior School.

Teaching assistant	Teachers	Attendance officer Office staff Midday supervisors/ Caretaker	SENDCo	Headteacher/ Governors
<ul style="list-style-type: none"> • Using positive vocabulary when children arrive late at school. • Support pupils coming into school with strategies discussed. • Interventions are evidence based and well structured • Use the scaffolding framework during TA/pupil interactions. See EEF – Making Best use of Teaching Assistants and EEF Special Needs in the Mainstream • Effective communication- through formative assessments and verbal feedback. • All staff have up to date training- Staff meetings & INSET days. • Targeted questioning- use of questioning skills to move questions on. • Regular assessment of interventions and review interventions. • Use of 5 a day recommended by EEF- 5 a day 	<ul style="list-style-type: none"> • Using positive vocabulary with children – especially if they are dysregulated. • Using strategies from the Universal offer to allow pupils to access a broad and balanced curriculum which has not been narrowed. • To use the SENDCo to discuss concerns about a pupil's outcomes and how their Quality First Teaching can be adapted to meet their needs. • To use technology to support pupils to access the curriculum. • Use of 5 a day recommended by EEF- 5 a day • To spend time with lower ability children and using quality first teaching. • Targeted questioning- use of questioning skills to move questions on. • Planning and reviewing lessons considering the needs of all the children. • Regular assessment of interventions and review interventions • All staff have up to date training- Staff meetings & INSET days. • Supporting the EHCP annual review by writing a report on progress towards the targets. 	<ul style="list-style-type: none"> • All staff have up to date training- Staff meetings & INSET days. • Using positive vocabulary when children arrive late at school. 	<ul style="list-style-type: none"> • Monitoring IEPs. • Monitoring pupil outcomes and if interventions are meeting the needs of the pupils. • Organising the intervention timetable. • Ensure the funding is in place to meet the pupils needs and interventions needed. • Share training with staff and keep them updated with research. • Reviewing need in the school and staff training needs through surveys and gathering responses from all stakeholders. • Completing EHCP annual reviews. 	<p>Monitor outcomes for pupils and ensuring children are not held back by highly scaffolded work or 'sticky' teaching assistants.</p>

Appendix 2- taken from the Attendance Policy- Roles and responsibilities when supporting pupils to improve attendance.

	Office staff	Midday supervisor	Teaching assistant	Teacher	Attendance officer/ SENDCo	Headteacher	Governors
Actions we take if a child is off for more than three days.	Ensuring there is a reason for absence – daily communication from parents. If needed, they may be able to sort out a laptop to assist with home learning.	Noticing the children’s absence – professional curiosity	Phone call to parents/dojo Keeping copies of key learning missed to allow them to access/catch up on missed learning	Phone call to parents/dojo Keeping copies of key learning missed to allow them to access/catch up on missed learning	Raise a concern with the office staff over the nature of the absence. Look at the attendance record on RM to see if there are any emerging patterns and get their baseline figure. Once attendance is slipping towards 90%, then a file would be opened. The child would be spoken with, and parent/carer would be phoned to express concern. Possibly start formal monitoring periods.		
Language used to support poor attenders and persistently absent children.	Lovely to see you, Nice to have you back, We’ve missed you. Can I help you with anything?	Lovely to see you, Nice to have you back, We’ve missed you. Can I help you with anything?	Lovely to see you, Nice to have you back, We’ve missed you. Can I help you with anything?	Lovely to see you, Nice to have you back, We’ve missed you. Can I help you with anything?	Empathetic listening with the parent/carer acknowledging how difficult the situation is for them. Explaining what expected attendance looks like and how this has been externally set by the government. Talk about how we can work together to improve the situation Offer practical advice. Introduce our attendance policy and monitoring periods, and incentives for coming into school.		
Language used for a child late into school	“It’s lovely to see you today.” “I’m glad you’re here”	“It’s lovely to see you today.” “I’m glad you’re here”	Hello, how are you? Don’t worry we are just... Is there anything you need? What have you got for lunch, have you got a drink?	Hello, how are you? Don’t worry we are just... Is there anything you need? What have you got for lunch, have you got a drink?	Welcome back into school personally. Making time for a 1:1 chat to see how things are going and build up a positive relationship to pave the way for more difficult chats further down the line. Reward based targets.		
Support in the classroom		Check in with the children during lunchtime – try to	Follow teacher direction on any specific learning to	Provide any catch-up materials or	Completing annual surveys/pupil interviews with the children on what support they get when they come back		

	Office staff	Midday supervisor	Teaching assistant	Teacher	Attendance officer/ SENDCo	Headteacher	Governors
to catch up lost learning.		make time for a conversation with them on the playground or in the hall	be caught up on and how it is to be delivered. Offer a summary of learning	scaffolding that they feel are a priority. Direct TA's on how they want specific learning missed to be implemented.	into school after absences. Using this to reflect on offers from the school.		
Raising awareness across the school	Monitor the daily register and ensure there are reasons for daily absences. Record notes on the register for teachers. Record lates and reasons given by parents for this. Record on My Concern if needed. Alert teacher of any patterns that have been noticed on the register that haven't been picked up already – professional curiosity.		Monitor the daily register and ensure there are reasons for daily absences.	Sharing Herringbone reports with parents-on-parents evening and asking if they need support to get their child into school on time/in school.	1:1 meeting to discuss individual targets with the child. Engagement with the parents. Following the support and the sanctions from the attendance officer. Reporting on class attendance every week. 100% attendance certificates given out. Updating the attendance policy.		Asking to see attendance data on headteachers reports and questioning the support offered is meeting the needs identified.

	Office staff	Midday supervisor	Teaching assistant	Teacher	Attendance officer/ SENDCo	Headteacher	Governors
Monitoring and action setting.	Processing fines for holidays.		<i>Attend termly meetings to discuss attendance and what actions we agree to take to improve poor attenders or persistently absent children in school.</i>	<i>Attend termly meetings to discuss attendance and what actions we agree to take to improve poor attenders or persistently absent children in school.</i>	<i>Attend termly meetings to discuss attendance and what actions we agree to take to improve poor attenders or persistently absent children in school.</i> Support the teacher on actions that could be taken to improve attendance. Signposting to different agencies. Making referral to Early Health support from the family support worker. Application for funding needs. Assess provision they are receiving in school and if another provision/intervention would be more effective.	<i>Attend termly meetings to discuss attendance and monitor actions we agree to take.</i> Report to Governors, through the Headteacher's report, on actions taken to improve attendance and the impact these are having. Monitor the attendance figures for trends.	Read termly reports on attendance and question what actions have been taken and how this is impacting on improving attendance. Ask questions on actions taken and the outcomes and what could be done differently if positive change is not happening from the support put in so far.
Vision and strategy	Mantra- Attendance is everybody's responsibility. We are all connected, and we all care for each other.						



Appendix 3- taken from the Attendance Policy- How can we support persistently absent children?

Negative language that could be preventing children from coming into school regularly.	What language could we use instead?	How can we show we care? What can we do?	How can peers show they care?
<i>You're late again why are you late again?</i>	<ul style="list-style-type: none"> It's nice to see you here. I'm glad you're here. We have missed you. 	<ul style="list-style-type: none"> Talk to them about strategies they can use to help them with time management in the mornings. 	<ul style="list-style-type: none"> Smile. Say hello. Catch up with them.
<i>You need to get on with your work.</i>	<ul style="list-style-type: none"> I can see you're finding this difficult and getting frustrated. What can I do to help you? 	<ul style="list-style-type: none"> Scaffold the learning. Praise the positives. Ignore the negative behaviours. Remind them of behaviours, we expect him school. 	
<i>Phrases that start with 'Don't' and 'Stop' - the imperative verbs.</i>	<ul style="list-style-type: none"> Can you.....? Please, could you?... Let's think about this together. 	<ul style="list-style-type: none"> Co- regulate together. Model throughout your teaching practise/ interactions. Consistent approach through all aspects of the day. 	
<i>We've got to get through this maths and then we can get some fun stuff completed.</i>	<ul style="list-style-type: none"> Well, done. Maths can be fun. I'm so pleased to see you're trying hard at this. You're showing a lot of courage and resilience. To help you, you can..... 	<ul style="list-style-type: none"> Scaffold the learning – use ideas from the SEND Share-point folder on our schools offer. Talk to SENDco and how to support further. 	
<i>I know it's boring.</i>	<ul style="list-style-type: none"> Well, done. Keep going. I'm so proud of you. 	<ul style="list-style-type: none"> Share own experiences and empathise with the children. Praise positive actions about completing the work, 	

