

Attendance

Relationships are key to all

Universal Provision
<p>Calm, welcoming and engaging learning environment and curriculum (EBA awards)</p> <p>Sense of belonging</p> <p>1st day calling</p> <p>HERO monkeys</p> <p>Attendance lead - SLT supported by HT and behaviour mentor</p> <p>Inclusion team support for all children and their families (DSL, SENCO and Behaviour Mentor)</p> <p>Adaptable uniform policy</p> <p>Honesty and transparency with all families</p> <p>Find balance with lateness - better late than never</p> <p>SLT at gate/ entrances in morning and end of day</p> <p>Newsletters</p> <p>Class blogs</p> <p>EPNs</p> <p>Attendance policy and procedure</p> <p>Soft start</p> <p>Inclusion team monitoring and evaluating attendance daily</p> <p>Open door policy for parents - dedicated staff to support in mornings</p> <p>Poverty Proofing Audit allowed us to hear about attendance from the children</p> <p>Whole school staff CPD on attachment and trauma, Autism in school pilot, Poverty Proofing, AcSEED accreditation</p> <p>Space for children to regulate when they get in - mind space/inclusion room</p> <p>School inclusion team to monitor parental/child presentation as they arrive at school and proactively respond to this with 'on the spot' support</p> <p>Family support coordinator drop ins</p> <p>Understanding and knowledge of the whole community and history</p> <p>Entitlement Framework compliant</p> <p>Whole school graduated provision map including Stockport Family input</p> <p>Weekly Food bank onsite</p>
Targeted Provision
<p>Check ins and access to inclusion team - mornings and throughout the day</p> <p>TAS</p> <p>TAF/TAC</p> <p>Family Support Coordinators direct work</p> <p>EWO</p> <p>EPEC/Solihull</p> <p>Adapted start/end of day routine</p> <p>Pick up children</p> <p>Dropping off children daily</p> <p>Identification of SEND - APDR</p> <p>SEND support plans including attendance review</p> <p>SEND coffee mornings - reducing barriers</p> <p>Stockport Inclusion Service support - termly planning meetings with SENCO</p>
Individualised Provision

Direct 1-1 support from the school inclusion team daily
Social care, health visitors, housing - working collaboratively
TAC/TAF - CP
External agency collaboration - MDT meetings
Direct work from the Autism team - SIS
Mental health support for parents and children from school and services e.g women's centre
Direct coaching for parents
1-1 work with child and family
ABSA training and interventions
Alternative provision in school for children who could be reluctant to attend
Collaboration with NHS teams including consultant paediatricians, CAMHS workers and school nurse
Part time timetables
EHCP - co- production - support to navigate SEND systems/appeals etc
Access to hospital school for dual role