

Appendix A – Attendance Action Plan

In response to levels of attendance dropping for the fourth consecutive year we propose to produce a clear, concise plan to improve processes, and introduce a smarter way of working within the EWS. We want to work with all stakeholders to develop a new Attendance Policy which encapsulates the ethos of inclusivity and thus ensure better outcomes for all our learners.

Date	Action	By Whom	Outcomes	Progress to date	Complete by
15/01/23	Ensure every school has an attendance policy which is regularly reviewed but which also reflects a holistic approach to behaviour, attendance, wellbeing and welfare thus setting the ethos where every learner can succeed.	HH / EWS	<p>Improved consistency across all settings</p> <p>A co-produced policy with clear expectations in relation to attendance monitoring for all stakeholder's including:</p> <ul style="list-style-type: none"> • Parents/carers • Schools • The Local Authority 	<p>Initial draft in final stages</p> <p>Response flowchart produced and implemented, needs to be fully embedded.</p> <p>Letters associated with process including those that accompany Fixed penalty notices in the process of being updated</p> <p>Task and finish workshop with EWS organised.</p> <p>Task and finish workshop with headteachers at Cross phase meeting planned. Discussion planned as to how best to engage learner voice.</p> <p>Parent/carer forum contacted to support with parent/carer voice</p> <p>Policy sign off via CDC</p>	<p>March 23</p> <p>Sept 22</p> <p>March 23</p> <p>Jan 23</p> <p>Feb 23</p> <p>Jan 23</p> <p>April 23</p>

23/01/23	Produce a clear, concise guide to the work of the Education Welfare Service and embed the recommendations of the 2019/20 consultation outcomes.	HH/ EWS	<p>Stakeholder input to ensure consistency of practise and targeted response from the EWS. Smarter ways of working to suit current social climate.</p> <p>Increased school attendance.</p> <p>Improved outcomes for learners</p>	<p>The inclusion strategy has been finalised which provides the strategic direction for improving attendance.</p> <p>Review of the wider Pupil Support Team undertaken and a new post established to provide a strategic lead on attendance and exclusion. Officer is appointed and will take up post on 27th February 2023. This will increase capacity in the team and allow for greater strategic oversight and review of newly developed policy to be implemented.</p> <p>Task and finish workshop with headteachers at Cross phase meeting to include discussion about review of EWS process.</p>	<p>Jan 23</p> <p>Feb 23</p> <p>Feb 23</p>
Sept 23	Consider the increase in Emotional Based School Avoidance (EBSA) and ensure this informs developments to support EHPW.	KB/ HH	Support schools to engage with parents and carers on attendance strategies.	<p>Whole team EBSA training organised.</p> <p>Review of the Whole School Approach to Emotional Health and Wellbeing funding and closer engagement with strategic group to ensure targeted resource to increase attendance and engagement</p>	<p>May 23</p> <p>Sept 22 and ongoing</p>

				with a specific focus on emotional based school attendance (EBSA). Unfortunately, budget pressures have meant this funding has now been off set against existing salaries and the work has been incorporated into existing work rather than being able to appoint a dedicated officer.	
Sept 22	Analyse attendance data and use proactively to target need and set targets.	MJ/ EWS/ HH	Regular Data analysis to inform practise. The Education Welfare Service have been asked to work differently to provide intense targeted support for those schools with attendance below 90%. Analysis of the effectiveness of fixed penalty notices	Some improvements in attendance have been recorded in the Autumn term, the average attendance for all secondary schools is 2% higher than in the previous year. Further embed the sharing of good practise through agreed processes Fixed term penalty notices have been reinstated, 112 have been issued in the autumn term.	Ongoing March 23 Sept 22
	Ensure prevention and early intervention strategies linked to other priority areas to ensure children want to attend school.	EWS/ RB/ ST/ HH	Support families to reintegrate children who have been electively home educated (EHE) to return to school.	An officer has been appointed to support electively home educated (EHE) families. This post is funded by Welsh Government grant specifically targeted at EHE. There was a significant increase in families	Nov 22

			<p>Link with Education Inclusion Officer to ensure bespoke educational activities are explored and integrated as part of the curriculum offer</p> <p>Consider attendance holistically and ensure effective approaches are in place across the directorate and wider Council, for example, ALNIT, Early Help Hubs</p>	<p>choosing to home educate post pandemic This trend has now settled, 5.2 per 1000 pupils are EHE in 2022 compared with 7.2 per 1000 pupils in 2021. Due to budget constraints it may not be possible to continue with this post and the work will need to be incorporated into existing work.</p> <p>An education inclusion officer has been seconded to scope targeted external provision which promotes engagement and contributes to the wellbeing of the learner.</p> <p>Monthly meetings have been set up with ALNIT to discuss crossover cases.</p> <p>Engage with the EHH to discuss the outcomes of joint meetings.</p>	<p>Jan 23</p> <p>Dec 22</p> <p>Feb 23</p>
Feb 23	Communicate expectations to partners and stakeholders, particularly governing bodies. Develop authority wide communications on attendance via social media channels	HH/ EWS/ RJ/JF	<p>Consistency of attendance expectations to all stakeholders.</p> <p>Improved outcomes for learners</p>	<p>Initial discussions around social media communication taken place.</p> <p>Finalise communication strategy for attendance</p>	<p>Jan 23</p> <p>tbc</p>