

Attendance Support:

The Complete Works is focused solely on providing the highest quality education and support whilst creating the best possible outcomes for students with a particular focus on young people in the SEN/ Care system. Without regular engagement with our tutors we cannot achieve these outcomes, we therefore attach a high level of importance on creating and maintaining good attendance. As outlined in our initial contact guidance we recognise the value of meaningful relationships but also recognise there are many clients who find engagement with their education very traumatic. Concurrently we also have a responsibility to our commissioners and endeavour to ensure their interventions are successful.

With all these factors taken into consideration we intend to address attendance in the following manner:

- Endeavour to identify poor attendance trends during the referral process and flag attendance expectations to the tutor. In such cases we will endeavour to identify the barriers to engagement and advise the tutor how best to approach the initial sessions.
- Track attendance figures in real time through our reporting systems and identify any attendance concerns. Any attendance below 80% will be actioned by our provisions team using the following action plan:

Supporting Attendance Action Plan

SUGGESTED TIME SCALE	REVIEW OF ATTENDANCE PROFILE	WHAT NEEDS TO BE DONE	WHO BY/WHEN
<u>Pre-commencement.</u>	Any concerns raised during referral? Any known barriers to engagement identified?	Advise tutor regarding initial contact strategies.	Provisions team. Initial profile email.
<u>Absence reported on first session.</u>	Every opportunity to engage with client provided.	Identify reason for absence and report.	Tutor. Real time lesson report.
		Discuss with carers/student.	Tutor. On day of absence.
		Remain at placement for a minimum of 30 Mins.	Tutor. On day of absence.
<u>Absence reported on consecutive sessions within the initial assessment period (first three sessions).</u>	Are the explanations defensible? Is the reason for absence the same on all occasions? Are the reasons for absence consistent with initial profile? *Is the absence authorised or unauthorised?	Determine with carer/student alternative strategies /rewards /sanctions to encourage engagement.	Tutor, student, carers. On day of absence.
		Discuss with carers/student the implementation of an attendance contract.	Tutor. On day of absence.
		Consider alternative modes of attendance: different days/duration/AM or PM.	Tutor, student, carers. On day of absence.
<u>Subsequent attendance below 80%</u>	No response to strategies/no improvement in engagement identified. Are the carers supportive of attempts to improve attendance?	Implement an attendance contract to support attendance identifying agreed targets and review date.	Tutor supported by the provisions team.
		Evaluate attendance contract after agreed timeframes.	Provisions team.
		Attendance concerns flagged to commissioning body (attendance officer).	Provisions team.
		Evaluate the effectiveness of the AP intervention.	Provisions team.

* Authorised absences include medical appointments, therapy sessions, illness/medical reasons supported medical evidence and/or carers, anxiety supported by carers, any other absence considered justifiable by carers/tutor and notified a minimum of 24hrs before timetabled session.

Attendance Contract

Date/time of meeting:	
Venue:	

Student name:	
Date of birth:	
Address:	

Present at meeting:	
Student:	
Carers:	
Tutor:	

Action agreed

Attendance target:	100%
Timescale for improvement:	

Date for review meeting:	
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I confirm that this Attendance Action Plan was agreed by all present.

Signed: Parent/carer
 Student
 TTN Provisions
 Other Agency