

# TARGETED HOLISTIC SUPPORT

Reducing Persistent and Severe Absence

Attendance4Learning®

## What do we mean by a targeted holistic approach?

Children and young people with persistent and severe absence often require support that is beyond the universal support offering of the school. A targeted holistic approach seeks to understand the specific barriers to achieving punctual and regular attendance.

A holistic approach looks at the whole person and not just the fact of not attending school. Children and young people with persistent and severe absence may well have co-occurring conditions\* and to understand these requires a sensitive compassionate approach.

\*Special educational needs, additional learning needs, physical and mental health needs, emotional health and wellbeing, family and relational support needs, social and economic support needs.

A targeted holistic approach understands and targets the specific support needs of the child or young person. This is done by a process of assessing, planning, implementing, reviewing, and evaluating support needs, done with the child and young person, a co-production of support planning and delivery.

## Support delivery

Support can be provided by the Education Welfare Officer (EWO), single agency or from within a multi-agency pool, whereby each agency provides support from within their specific specialism.

Accountability for delivery of support is done by the EWO performing a lead professional caring role. Here, the EWO advocates for the best interests of the child or young person. The sharing of information about the support needs is done via an 'Early Help' support method, one that is

compliant with and responsible to the Data Protection Act 1998 and the General Data Protection Regulation (GDPR).

All support is provided with reference to the Attendance Plus Case Management Policy and Procedure.

## Providing a context for change

With the support, encouragement, and enablement of the Attendance Plus EWO, the child and young person has space and time to understand the barriers related to achieving punctual and regular attendance, how these developed, and what has kept them going. Thinking in this way enables the context for change, increasing the probability for support to be accessed, engaged with, and that the necessary changes are achieved.

## Thinking, behaving and acting S.M.A.R.T

S.M.A.R.T\* planning, acting and behaving helps children and young people meet planned goals and objectives by making these realistic and achievable, thus mitigating the risks often associated with not attending school and pupil/student absence (e.g. related to welfare and attainment).

\*Specific, measurable, achievable, realistic, timely.

## Legal measures

Where necessary and appropriate, the use of legal measures can be used to secure regular attendance (e.g. Education Supervision Order, Penalty Notice, Prosecution, Parenting Order).

## Ofsted

Targeted holistic support provides a rich evidence base to demonstrate the effectiveness of meaningful attendance support to Ofsted. Case studies are provided to evidence improvements in children's education, wellbeing and wider development.

## A T T E N D A N C E P L U S

Attendance Plus is a private limited company. We provide independent attendance support to maintained schools, academies, independent schools, and local authorities. We are specialists in the areas of school attendance, participation and engagement.

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