

# A GUIDE

For Parents/carers



## Improving school attendance from home

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## Rationale – Improving School attendance from home.

Meadows Care work with a cohort of young people who are disadvantaged in many ways. All of our young people have previously experienced difficulties in attending school, some pupils have been on roll at up to 11 different previous schools before coming to Meadows school. Most young people are away from their parents and have had several care placements that have broken down. Many of our young people are also new to the care system and the majority have special education needs (SEN). Our young people's experience neuro-psychological difficulties and mental health issues due to their environmental experiences.

Research shows us that disadvantaged children are five times more likely to be excluded from school and their academic attainment is well below the national average due to the amount of education they have missed. The pupils with SEN are ten times more likely to have their education disrupted due to being missing from education for several years, truancy, placement moves within the school setting and exclusions.

It is for this reason that our Independent, Ofsted rated Good School incorporates an assessment and reintegration programme for all pupils that come into our setting. Robust assessments take place in a nurturing environment across the school and home setting to ensure the children receive a very good quality educational package moving forward.

For pupils who have missed school for very long periods of time, our Reintegration package is aimed at building pupils confidence to re attend school before decision is made about whether we can meet that pupils educational need.

This does not take away the responsibility of Attendance being the business of all agencies connected with the child, especially the parent/carer. However, Meadows school believes it is the best placed service to understand the reasons for absence. In most cases, the school will continue as lead practitioner. Although Meadows school works on a "Gate to Gate" system, our reintegration package works beyond that to ensure we provide a wider-holistic support.

### Summary

Our young people are here because they have emotional and behavioural difficulties which are impeding their learning. This guide is to ensure that we initially work with the home and Meadowscare services to reintegrate pupils back into school before moving onto a formalized route with other professionals, such as a social worker, early help practitioner, youth offender team worker or with an education, health and care plan.

We are committed to ensuring that young people receive the best educational experience to provide future opportunities and for this reason, we recognise that sometimes Meadows school is not the right educational provision for that child and this system helps to decide this.

**WE EXPECT PUPILS TO ATTEND SCHOOL.**

**IT IS IMPORTANT THAT ALL PARENTS/CARE STAFF AND SCHOOL STAFF WORK CONTINUALLY TO ENSURE PUPILS ATTEND SCHOOL.**

**THIS GUIDE IS NOT TO BE USED TO ENCOURAGE PUPILS NOT TO ATTEND SCHOOL.**

# Reintegration package

For those pupils who are unable to attend Meadows school due to high anxiety, social difficulties and/or Social and Emotional mental health reasons, our Reintegration package will provide:

## **1. Inclusion Officer's**

### **Intent:**

The inclusion officer will initially support parent/carer and help staff to reintegrate the pupil back into school.

### **Implementation:**

When a pupil's attendance falls below 90%, a worker will be allocated to work with the pupil and the parents/carers. This worker will liaise directly with the parent/carer on a regular basis through emails, telephone calls and ClassDojo messaging to keep in touch with the home and pupil.

The worker will help the parent/carer to encourage the pupil back to school. The worker will begin by finding out what are the barriers that the pupil has to attending school. How can these barriers be overcome? and what support/facilities need putting in place for this to happen and what other agencies/professionals need to be involved? Please note, that the aim is for the pupil to return to Meadows school.

The worker will:

- a. Work with the teachers to distribute appropriate work for the pupil to complete in the home then collect in the work and pass to teachers for marking.
- b. Work with tutors, staff at all Meadows school environments to ensure a consistent approach when the pupil returns to school.
- c. Liaise with professional staff and parents.
- d. Support the pupil in school.
- e. Liaise with home/school/professionals on securing good attendance (>90%) over time.
- f. Attend review meetings where appropriate.



**Parents/Care staff should:**

- a. Work closely with the support worker to ensure that they get as much support and guidance possible.
- b. Have a computer/laptop with internet available for use. (Ensure suitable control systems in place.
- c. Give completed work back to the worker on a weekly basis, Meadowscare staff can use the tray available in the office reception.
- d. Understand that the worker must only access community living spaces in the home. (living room/kitchen)
- e. Arrange with worker to set a suitable time and day for worker to visit.

**Other Professionals/Agencies:**

The home and school should work together with Meadowscare therapy department, social workers and other professionals to ensure that the pupil can attend school daily. To do this, the Inclusion Officer will chair fortnightly meetings with parents and also report into PEP and CLA reviews.

## For pupils who cannot attend school

Some of our pupils may not be able to attend school at this time for various reasons. These pupils will be offered our Virtual School programme as outlined below:

### Written work

Our written work is aimed at the current level that the pupil is working at and is the work that they would be expected to do in the classroom at school (with appropriate adaptations). Pupils will complete a bronze, silver, gold and platinum task in each subject area. The worker will go through the work with either the pupil or, if the pupil refuses to engage, the parent/care staff. Work to be handed back to the worker for the teacher to mark.

#### **Parents/Care staff should:**

- a. Ask as many questions as necessary to ensure you can support the pupil with the work.
- b. Have basic stationery available for the pupil.
- c. Have the worker's name and number handy in case you have further questions later.
- d. Share the information with home care colleagues.
- e. Do not worry if the pupil can only manage one or two of the tasks. Let the worker know and she will arrange a revisit (or a teacher may visit if necessary).
- f. Follow the timetable where possible to avoid the pupil from getting frustrated.

### **Virtual Learning Platform**

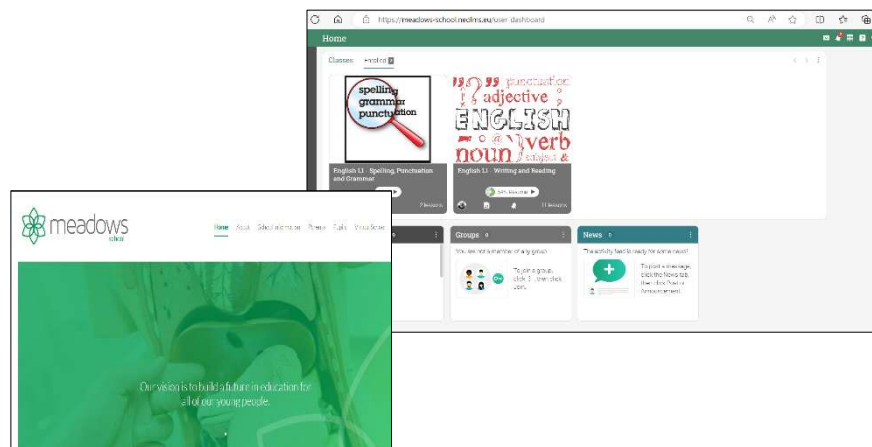
Both Maths and English Language lessons are available through our online virtual learning platforms. You can access these from our school website <http://meadows-school.co.uk/VLP>. Both of these platforms have the same lessons that are being taught in school and that have been given as hard copies however, some pupils prefer to work on computers rather than in books, for various reasons.

#### **The worker will:**

- a. Ensure that the pupil is correctly set up on the system with a login and password.
- b. Give both parent/carer and pupil a training session on how to access the lessons.
- c. Support the pupil both physically (if at school) and virtually where possible.
- d. Ensure teachers are aware of work completed on the systems and that the work is marked and development recorded.
- e. Ensure work is set at the correct level for the pupil to complete.

The parent/care staff should:

- Inform the worker of any issues that may affect the opportunity for the pupil to use the computer.
- Ensure adequate supervision during computer use.
- Inform the worker if IT use is not possible for the pupil for any reason (risk assessment, diagnosis etc).
- Have the written work available in case of any computer issues.



## Live Remote Learning

Meadows school offer live remote access to the classroom for some lessons. This is so that pupils who struggle to access school due to fear and/or high anxiety, can experience a safe and gradual exposure to the classroom setting. It allows the pupil to see and hear the classroom, the teacher and the other pupils, pupils can access the work remotely.

Live remote sessions also allow the pupil to have control on when and if the pupils can see and/or hear them. (switching on/off the camera and on/mute sound). Pupils can also get involved in the lesson by talking to the teacher and other pupils, this can be a great way of overcoming peer barriers.

**The teacher will:**

- Allow the pupil to access the lesson discretely if they wish to. Only making the class aware of the pupils presence with their permission.
- Ensure that pupils have a written copy of the lesson available.

**The parent/Care staff should:**

- Support the pupil while using the live lesson. This may mean having the lesson on in the room but the pupil being in the background to start.
- Allow the pupil to have control of camera and sound use as necessary.



## **Community events**

Reintegration timetables will include the opportunity for pupils to take part in community events with parent/care staff. These can include physical activity, Design technology including crafts, sewing and/or cooking and ART/Design. A fund of up to £60 per week is available for this.

### **The Worker will:**

- a. Support these activities where possible and link them into relevant syllabus/curriculum.

### **The parents/care staff should:**

- a. Ensure where possible that the community events take place in accordance with the timetable schedule.

## **Agency Tutor's**

If a pupil comes on role at Meadows school and already has an agency tutor due to none attendance, then Meadows school will allow this to continue for a transition period.

### **The worker will:**

- a. Manage the agency tutor's contract.
- b. Work with the agency tutor to ensure there is a consistent approach to working and this correctly matches pupils ability level.
- c. Ensure that a room is available at the school for the tutor and pupil to work in.

### **The home/care staff will:**

- a. Inform the school daily if tutor has arrived on time and if pupil has engaged with tutor and for how long.





## Reintegration Plan

**Intent:** The Reintegration plan is developed and reviewed to ensure that a pupil is on a part-time timetable, home schooled or remote education for a finite period of time only. Our aim is always for pupils to attend school full-time as young people thrive most when they are with peers who have similar age and interests to themselves.

School is about so much more than studying core subjects. Schools play a crucial role in child development, social and emotional strengthening, safeguarding and health and hygiene. Pupils need social interaction outside of their care providers and this often starts by your efforts to help your child to overcome fears and barriers and learn how to take risks.

**Implement:** This plan must have an end date and have smart targets to ensure the pupil returns to school full time by this agreed date. Must have clear aims and objectives and reason for part-time/home timetable and pupil must have an alternative full-time timetable with provisions in place, that they can access on demand. (Parent/Staff must give as much notice to the school as possible, so that the pupil is made welcome and appropriate arrangements put in place, this should be, in the first instance, a telephone conversation with the Worker).

**Review:** The plan must be reviewed every two weeks minimum with parent/carer/social worker and therapist/CAMhs/EP/ Early help adviser and school. Headteacher/Deputy/worker). If targets have not been met then additional support/resources/challenges must be agreed and put in place by defined date.



## Reintegration Plan

Name of Pupil:

Year of Pupil:

Attendees:

Rationale:

Date	Attendance Target	Actual Attendance	Achievement/Engagement (What worked well)	Interventions/challenges (What hasn't worked as well)	Reflection (Even better if)	Parent/RM review	Therapy Review	Education Review

Discussion:

Date	Action	Delegated to	Due



For further information, please contact : [school@meadowscare.co.uk](mailto:school@meadowscare.co.uk).