

Warwickshire Attendance Service Approach to Supporting School Attendance September 2025



1. Executive Summary

This document outlines Warwickshire’s approach to improving school attendance. It highlights the importance of regular attendance, identifies key challenges, and sets out a comprehensive delivery model. The goal is to ensure every child of compulsory school age receives an efficient, full-time education suitable to their age, aptitude, and any special education need they may have¹.

Regular attendance is essential for pupils to fully benefit from their school experience – enhancing academic attainment, supporting wellbeing, and improving their long-term life chances.

2. Strategic Context

This framework aligns with the [Warwickshire Education Strategy 2024 - 2029](#) and national Department for Education (DfE) guidance [Working together to improve school attendance \(19 August 2024\)](#). It acknowledges post-pandemic trends in school attendance, considers the wider societal factors influencing pupils’ engagement, and places particular emphasis on the experiences and needs of vulnerable children.

3. Current Landscape and Challenges

Warwickshire faces several challenges, including rising rates of persistent absence and severe absence. Contributing factors include mental health difficulties, emotional-based school non-attendance (EBSNA), socioeconomic disadvantage, and challenges related to special education needs and disabilities (SEND). Shifts in parental attitudes towards school attendance – shaped in part by the pandemic – have also influenced pupil engagement. There are notable disparities in attendance across different areas of the county.

4. Vision and Objectives

Our vision is for every child and young person in Warwickshire to attend school regularly and punctually, enabling them to thrive academically, socially, and emotionally. We believe that consistent school attendance is a cornerstone of educational success, safeguarding, and lifelong opportunity. We are committed to fostering a culture where attendance is everyone’s responsibility—supported by families, schools, communities, and services working together.

¹ S.7 Education Act 1996



5. Key Principles

- **Early Intervention:** Identify and respond to emerging concerns promptly to prevent escalation and improve long term outcomes.
- **Multi-agency Collaboration:** Foster strong partnerships across health, social care, education and other relevant service to ensure coordinated and holistic support.
- **Family-Centred Approach:** Promote support that reflects the needs and circumstances of families, working through trusted partners to ensure families are understood, empowered and appropriately assisted.
- **Data-Driven Decision Making:** Use accurate, real-time data (e.g. via VYED/Wonde) to guide interventions, monitor progress, and continuously improve service delivery.

6. Delivery Model

The Warwickshire Attendance Service (WAS) delivery model provides a structured, staged approach to managing school attendance concerns. It ensures that interventions are timely, proportionate, and evidence-based, supporting children and families while meeting statutory responsibilities.

Process Overview:

- i. School Initiated Attendance Process
 - Schools issue attendance concern letters and initiate internal support.
 - If concerns persist, schools submit a formal Notification of Attendance Intervention to WAS.
- ii. WAS Triage and Decision
 - Attendance Advisers assess the notification and determine the appropriate pathway.
 - Notifications may be returned to school for further action or accepted for monitoring.
- iii. 10-Week Monitoring Pathway
 - WAS issues monitoring letters and tracks attendance at regular intervals.
 - Midway reviews identify whether further intervention is needed.
- iv. Attendance Contract Pathway
 - If attendance does not improve, a formal contract is initiated with the family.
 - If the family does not engage, an Attendance Action Plans will be implemented with the school.
 - Attendance Contracts/Action Plans will be reviewed collaboratively.



- v. Enforcement Pathway
 - Continued poor attendance, where there is clear evidence that support has been offered but not engaged with, may lead to legal escalation.
 - WAS issues formal notices and prepares for potential prosecution.
 - Before any prosecution, consideration of an Education Supervision Order (ESO) is required. Where appropriate, this is done in collaboration with Children’s Social Care, as ESO applications proceed through the Family Court.
- vi. Legal Process
 - Legal bundles and statements are prepared.
 - Cases are reviewed for public interest and statutory thresholds before proceeding².
- vii. Closure and Review
 - Cases may close due to improved attendance, referral to other services, or legal withdrawal.
 - Attendance continues to be monitored where legal action has been initiated.

7. Monitoring and Evaluation

Embed existing tools and processes to drive continuous improvement and accountability.

- **Key Performance Indicators (KPIs):** Use established KPIs to monitor attendance trends, identify priority areas, and evaluate the impact of interventions.
- **Dashboards and Real-Time Data:** Integrate existing dashboards into regular practice across teams, enabling timely responses and informed decision-making.
- **Annual Reviews:** Conduct structured annual reviews of the framework, drawing on performance data, stakeholder feedback, and learning to refine priorities and approaches.

8. Governance and Accountability

Ensure clear oversight and shared responsibility through existing structures and reporting lines.

- **Defined Roles and Responsibilities:** Reinforce the roles of schools, the local authority, and partner agencies in delivering attendance improvement, using current governance arrangements.

² Code for Crown Prosecutors <https://www.cps.gov.uk/publication/code-crown-prosecutors>



- **Reporting Mechanisms:** Maintain regular reporting to the Children and Young People Overview and Scrutiny Committee, using existing formats and cycles to ensure transparency and strategic alignment.

9. Resources and Funding

Maximise the impact of existing investment and staffing to support delivery.

- **Financial Investment:** Utilise the allocated budget to support targeted initiatives, capacity building, and innovation in attendance improvement.
- **Staffing and Support Services:** Deploy existing staff and specialist roles to deliver key elements of the framework, ensuring alignment with strategic priorities and operational needs.

10. Conclusion

Warwickshire Attendance Service approach to improving school attendance sets out a clear, collaborative, and data-informed process to improving attendance across the county. By working together—schools, families, communities, and services—we can ensure that every child and young person has the opportunity to thrive through regular school attendance.

We remain committed to continuous improvement, transparency, and inclusive support for all children, especially those facing barriers to attendance. This framework evolves through evidence, experience, and input from those we support.

For further information, resources, or support, please visit [Warwickshire Education Services](#) or contact the Warwickshire Attendance Service.

✉ was@warwickshire.gov.uk

☎ 01926 413777

