The ATTEND Framework - information for schools

What is ATTEND?

The ATTEND Framework is a structured approach that helps schools work together with parents, carers and young people to understand the barriers that may be affecting school attendance and agree practical support.

ATTEND forms part of Warwickshire's approach to supporting children and young people experiencing attendance difficulties, including Emotionally Based School Non-Attendance (EBSNA).

Attendance difficulties are often influenced by a range of factors rather than a single issue. ATTEND provides a framework for gathering the views of the child, their family and school staff in a supportive, non-judgemental way so that appropriate support can be identified and agreed.

When should ATTEND be used?



As early as possible when concerns about a child's wellbeing in school are first recognised.



School, family and young person need a shared conversation



You want to evidence a graduated response and agreed actions



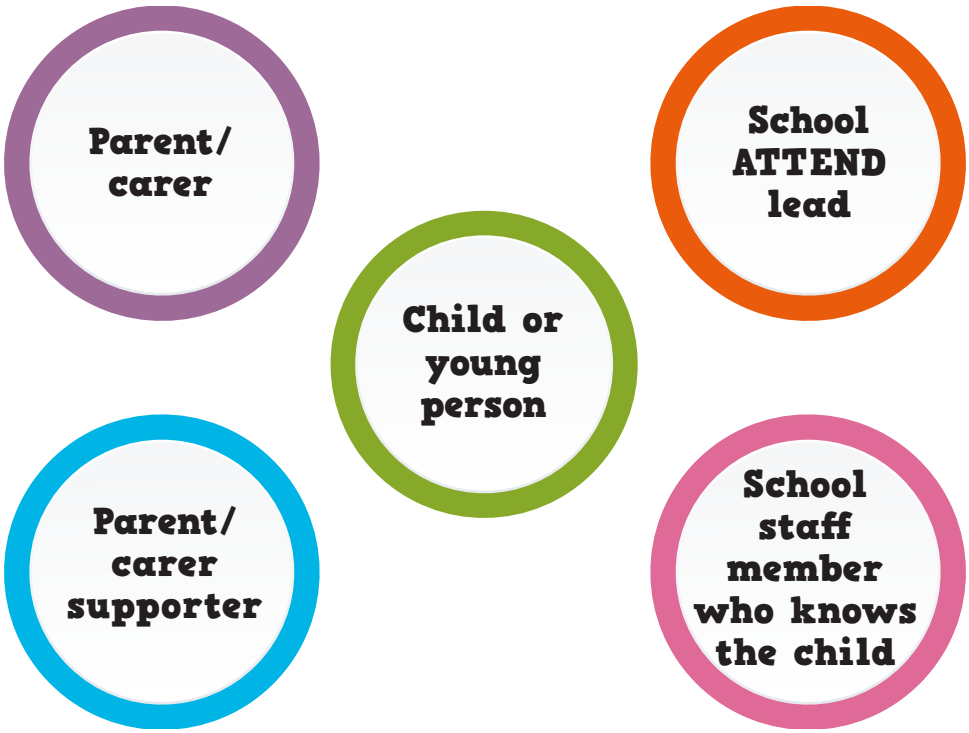
A coordinated support plan is needed



You need to understand what's behind attendance difficulties

ATTEND supports understanding and planning. It does not replace safeguarding procedures or statutory processes.

Who should be involved?



Parents may like to bring a friend, family member or other supporter to the meeting with them.'

The ATTEND process

More than one meeting may be needed to gather information, review different perspectives and agree appropriate support.

Where there are positive working relationships between the school, parent/carer and young person, exploring perspectives together can lead to richer discussions, a stronger shared understanding and more collaborative problem-solving.

This allows each perspective to be captured openly, honestly and without blame.

Step 1

Gather information and perspectives



School staff, parent/carers and the child or young person (where appropriate) begin by:

- Identifying strengths and what is working well
- Completing the **ATTEND timeline**
- Exploring how attendance difficulties have developed over time

To build a full picture, information is gathered from everyone involved. This includes:

- Parent/carer's perspective – **ATTEND Parent/Carers Form**
- School's perspective – **ATTEND Professionals Form**
- Young person's perspective – **discussion and pupil voice activities/ATTEND pupil voice tools**

Perspectives may be explored together or separately, depending on the needs of the young person, family and school. Where positive working relationships already exist, discussing perspectives together can help develop a shared understanding and identify solutions collaboratively. In these circumstances, parent/carers and school staff may choose to complete a single form together rather than separate forms.

Step 2

Plan and agree support



Everyone reviews the information gathered and works together to:

- Review all identified barriers to attendance
- Agree an action or support strategy for each barrier
- Use the ATTEND Guidance for Professionals, EBSNA Toolkit and case studies
- Record actions, responsibilities and review dates using the Summary and Planning Form

The aim is to ensure that every identified barrier is considered and addressed through a coordinated plan of support.

Step 3

Review and adapt support

Once the agreed actions have been put in place:

- Review progress regularly using an Assess, Plan, Do, Review approach.
- Monitor the impact of each action.
- Celebrate successes and identify any remaining barriers.
- Adapt or introduce new actions where required.
- Work together with the family and young person to review and update the support plan.

ATTEND is an ongoing process. Regular reviews help ensure support remains effective and responsive to the young person's needs.

ATTEND Toolkit

ATTEND Timeline
Builds a picture of attendance over time and identifies significant events

Parent/Carer Form
Captures the family's perspective on attendance barriers

Professional Form
Captures the school's perspective on attendance barriers

Pupil Voice Tools
Captures the young person's views, experiences and priorities

Summary and Planning Form
Record identified barriers, agreed actions and responsibilities

Guidance for Professionals
Supports solution-finding and action planning

More information for schools is online at www.warwickshire.gov.uk/ebsna

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