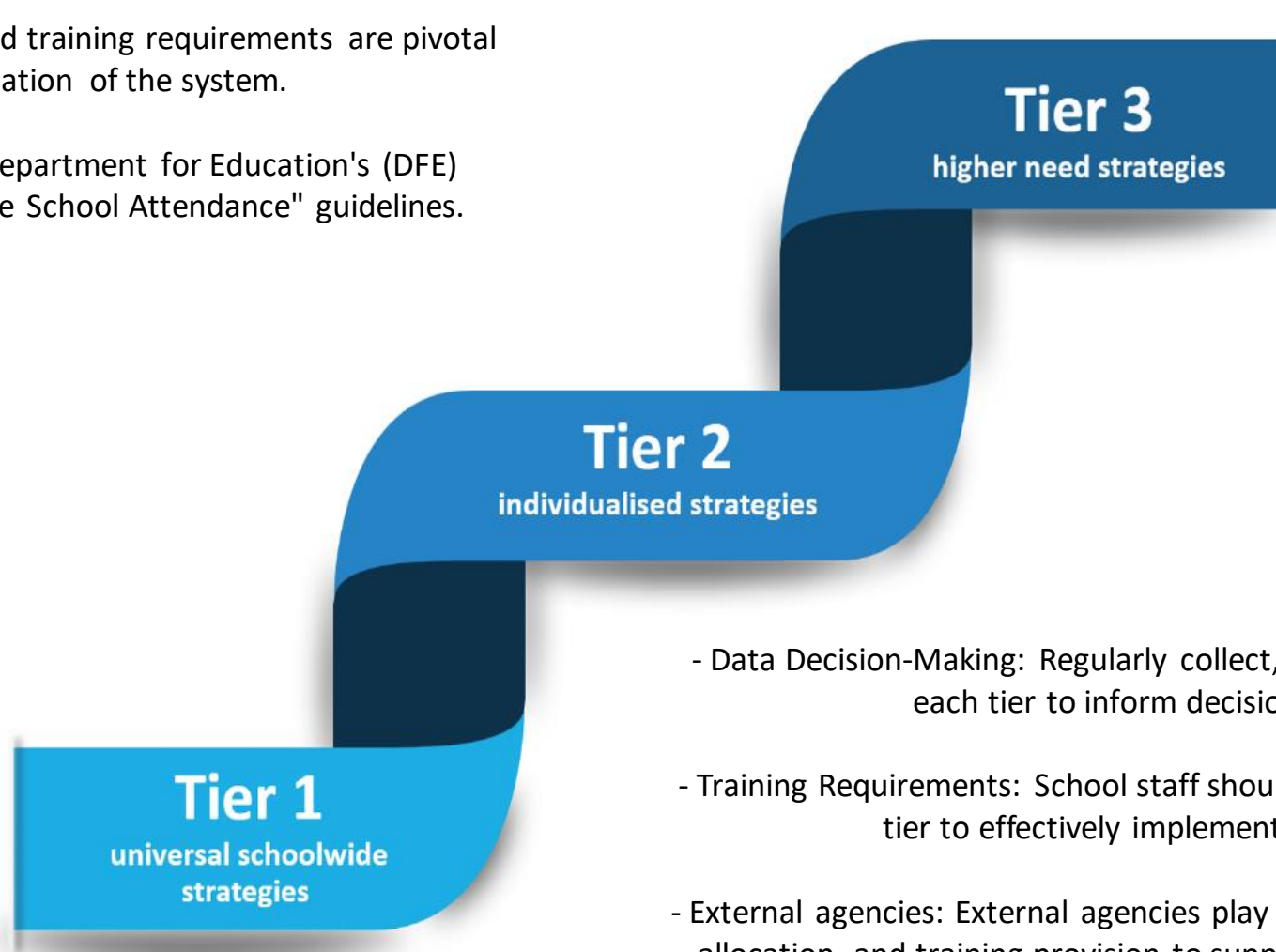


The **Multi-Tiered System of Support (MTSS)** for school attendance involves three tiers of intervention, with roles for school, pupils, parents/carers and external agencies – including the Local Authority.

Data-driven decision-making and training requirements are pivotal to the implementation of the system.

The system aligns with the Department for Education's (DFE) "Working Together to Improve School Attendance" guidelines.



- Data Decision-Making: Regularly collect, analyse, and use attendance data at each tier to inform decisions and interventions.
- Training Requirements: School staff should receive appropriate training at each tier to effectively implement attendance strategies.
- External agencies: External agencies play a crucial role in data analysis, resource allocation, and training provision to support schools in improving attendance.
- Pupils and Parents/Carers: Effective communication and co-creation of any intervention support is pivotal to the success of the MTSS approach.

Role of School

- Meet and greet children.
- Create positive classroom environments.
- Build positive relationships with children and families.
- Recognise individual and collective achievements.
- Monitor daily attendance and punctuality.
- Actively promote the benefits of attending school.

Role of Parents/Carers

- Ensure children attend school on every day possible and on time.
- Communicate any absences with school.
- Understand and support any concerns your child may have.
- Recognise personal achievements.
- Communicate any concerns with school staff.

Tier 1 Universal Strategies

Role of Pupils

- Attend school on every day possible and be punctual.
- Actively engage with learning.
- Support other children.
- Recognise the achievements of other children.
- Share any worries or concerns with staff/family.

Role of External Agencies

- Provide resources and training to teachers and staff on effective classroom strategies.
- Collaborate with schools on attendance initiatives.
- Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

Role of School

Pro-actively use data to identify pupils who are persistently absent/at risk of persistent absence.
Work with identified families to understand and address reasons for absence, including any barriers to attendance.
Implement agreed strategies in daily practice.
Monitor progress and recognise achievements.

Role of Parents/Carers

Work with school to help understand their child's barriers to attendance.
Pro-actively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with school regarding any absences.

Tier 2 Individualised Strategies

Role of Pupils

Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share any worries or concerns with staff/family.
Continue to engage in school life.

Role of External Agencies

Signpost or provide access to services.
For barriers identified outside of school, provide families with access to the service they need.
Provide professional development and early intervention support to school.
Complete Targeted Support Meetings with the school attendance team.

Role of School

Take an active part in multi-agency effort with the local authority and external partners.
Use data-driven information to identify children at risk of severe absence.
Continuously review and adapt support strategies.
Monitor progress and recognise achievements.

Role of Parents/Carers

Collaborate closely with school on creating and implementing bespoke interventions.
Continue to communicate with school.
Take an active role in the multi-agency effort of support.

Tier 3 Higher Need Strategies

Role of Pupils

Actively engage in intensive interventions.
Recognise personal achievements.
Share any worries or concerns with staff/family.
Continue to engage in school life.

Role of External Agencies

Offer specialised assessments and services for children with complex needs.
Provide intensive training and consultation.
Take an active part in the multi-agency effort with school and other external partners.