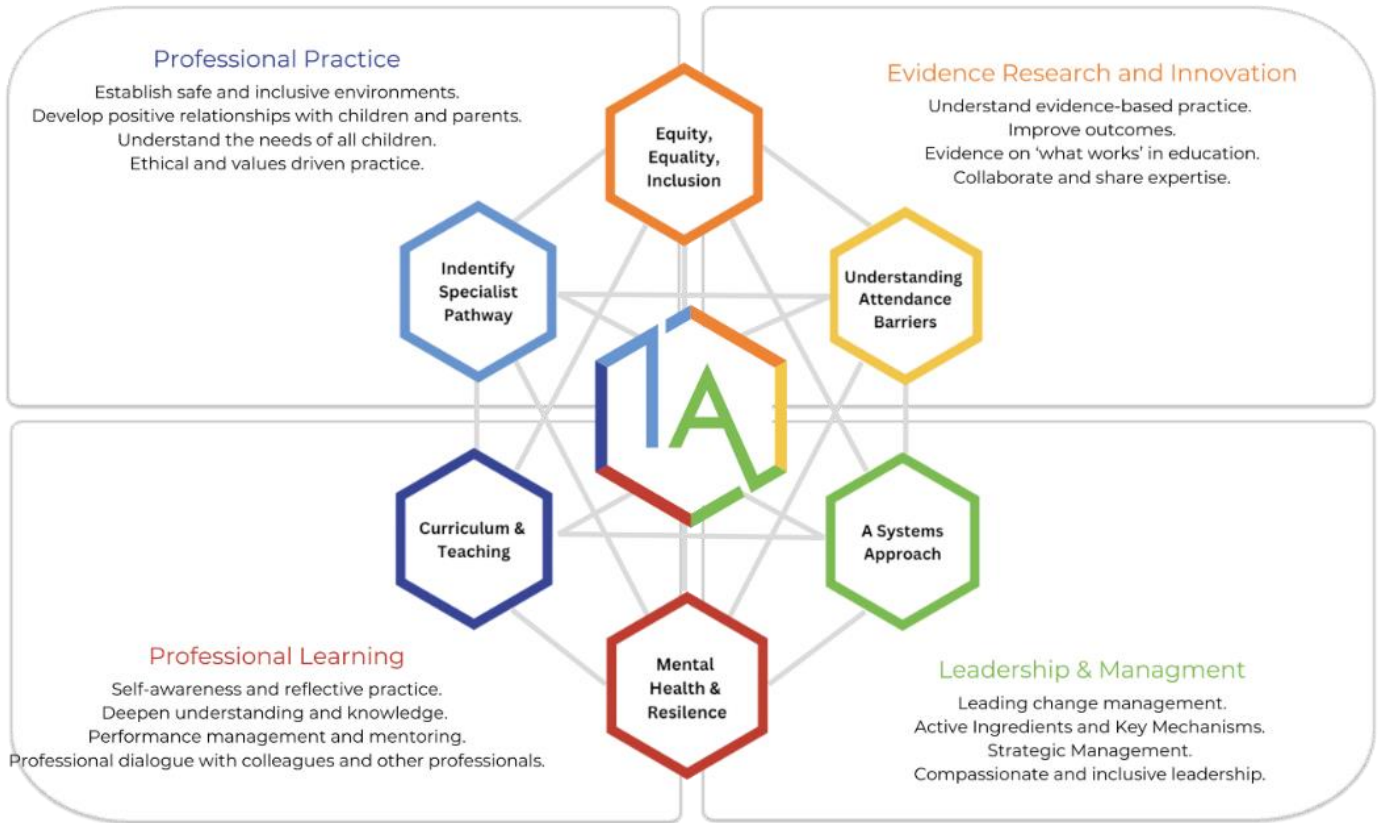


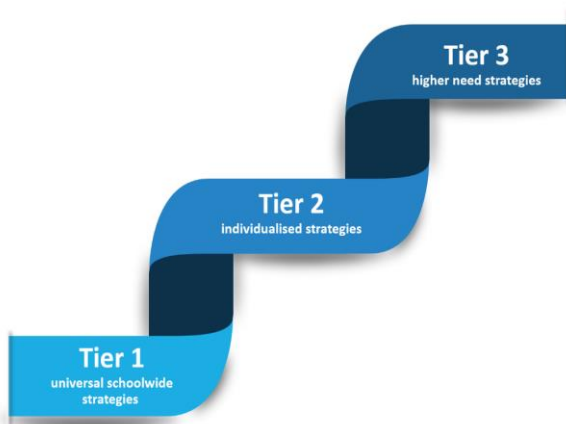
Inclusive Attendance Professional Development Model

Our attendance approach is fundamentally guided by the Inclusive Attendance professional development model. Comprising six tailored Learning Modules, this model empowers us to deepen our understanding by facilitating continuous professional learning for all staff. Within this model, the four domains of practice ensure the provision of professional learning, professional development, evidence-based practices, and exemplary leadership and management to seamlessly integrate theory into practice.



Multi-Tiered System of Support

To guarantee a comprehensive approach to attendance, we implement a Multi-Tiered System of Support. A Multi-Tiered System of Support (MTSS) for school attendance involves three tiers of intervention, with roles for teachers, the school, children, parents, 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.



Tier 3 – Higher Need Strategies: Implementing specialised support packages for children, young people, and families with complex attendance requirements, including access to external agency support when necessary.

Tier 2 – Individualised Strategies: We tailor our attendance strategies at this tier to individual family and children's needs and provide targeted support for persistent attendance challenges.

Tier 1 - Universal Approach: Our Captain Cook Primary School strategy for attendance for the benefit of all the children in our school.