

Review its procedures around due diligence to ensure it has measures in place to check whether children or young people it knows are unable to attend their named placement on the EHC plan are receiving an education and the provision in line with section F of the plan.

Procedures currently in place – Mainstream schools

SEN Support and Inclusion Team (Schools and Post 16) Support and advice for Mainstream Schools

The SEN Inclusion Advisers support schools where attendance of children and young people (CYP) with SEN and those with an EHC plan is a concern. They provide advice and support to the school regarding the continuation of Section F provision whilst a CYP is absent from school usually when there is a need for longer term planning in order to improve attendance. The reasons, context and situation around a CYP's attendance is explored to ensure that there are legitimate circumstances for this. The use of an inclusion support plan with a regular review is advised and supported by the SEN IA.

The SEN IA will work together with school professionals and others in order to review the Section F provision and explore how this can be provided where a CYP isn't attending school regularly. For example, a social skills group in Section F in order to practice interactions might be provided in another location other than school or virtually where this can be arranged. For some schools CYP and their families the use of technology is an appropriate alternative when they are not attending school.

Some CYP may tell us that they are not able to receive some interventions, including therapies, due to their health, anxiety or emotional state. In this situation the provision is reviewed and a plan to reintroduce this when the CYP/ family feel that this is most beneficial.

For CYP who are presenting with anxiety school based avoidance the SEN IA will signpost schools to the Anxiety Based School Avoidance (ABSA) training and multi-agency case consultations.

Monitoring

The SEN IA team work with schools at a whole school level ensuring that they are aware of their statutory duties with regards the provision for CYP with SEND and particularly those with EHC Plans.

Data about reduced timetables and exclusions and suspensions is regularly gathered and shared and used to prioritise support for schools. Regular Priority Schools meetings in each area are used to share data regarding attendance between colleagues. Where there is a shared concern actions are discussed in order to support schools with taking measures to improve attendance of CYP with SEND.

The EHCP annual review form collects information about attendance. Annual Review submissions from schools and colleges are reviewed by officers and any attendance reporting that is of concern is raised by officers to the SEN IA team.

Multiagency planning for continuation of provision and intervention

The SEN Inclusion Advisers liaise and work together with other professionals including PIAS (PRU Inclusion and Attendance Service) Complex Care team (for CYP with ASD and at risk of tier 4 CAMHS) Early Help and social care team (where applicable) and Designated Clinical Officer (DCO) and the Specialist Teaching and Learning Service (STLS). Information is shared with the SEN casework teams regarding concerns about attendance of CYP with EHC Plans, including records of meetings, support and involvement by teams.

Procedures in place Special schools

Where there are concerns regarding attendance raised at EHC review, or to case officers, casework teams will work with schools to ensure suitable education is provided. This may be through a package of support and/or through partnership working with colleagues in health and/or social care.

Review has highlighted that there is not currently a strong understanding of the route of escalation where attendance is of concern.

Procedures in place – INMISS

1. Planned whole school routine monitoring

Routine monitoring of attendance is carried out by the SEN finance team who request an end of termly return (end of terms 2,4,6). This is shared with the SEN Inclusion Adviser for Independent and Non-maintained Special schools (INMISS SEN IA). Attendance returns from independent specialist colleges are shared with SEN Inclusion Adviser (formally PEO) for Post 16.

- Where some schools are slow to return, there is a systematic process to follow this up. Reminder is sent by SEN Finance officer after 4 weeks and 6 weeks who keeps a record of frequency of returns. Notice (letter) is sent to school/college to notify that the INMISS SEN IA will be making direct contact to support school to do this and investigate further.
- If 'non return' situation persists the SEN IA for Post 16/FE (PEO) will follow this up directly with schools
- Through this process, concerns with attendance at whole school/cohort level are highlighted. This ordinarily would also include specific pupil discussions.

- Where poor attendance is identified, SEN Finance may withhold payment until a rigorous attendance plan is in effect.
- **2. Where the Local Authority identifies individuals with/at risk of poor attendance.**

Through the KCC SEN process of consideration of placements in independent education providers, when new placements and requests for continuation are being considered, levels of attendance for all pupils at the school are taken into account, as well as individual's attendance where continuation of a placement or a Post 16 place is being considered. SEN IA will monitor these placements. There is ongoing monitoring of those individuals and record of contacts with schools kept by SEN IA. These contacts are shared with casework and placement teams.

For Post 16 students, where the placement panel has concerns that the placement may not fulfil the young person aspirations, attendance monitoring will take place, undertaken by the INMISS SIA.

3.Schools where Ofsted has identified attendance as a concern

The INMISS SEN SIA monitors every inspection report following notification of these being published. The information held in these reports is used to prioritise monitoring of these schools. Key areas of weakness/for development are discussed with the school, alongside their plans for improvement. The INMISS SEN IA would use these plans to robustly monitor improvements. The relationship with some schools is such that they will contact the INMISS SEN SIA prior to the report being published to discuss its contents and plans for improvement.

4. Schools raising concerns directly with KCC SEN

Schools know that the INMISS SEN IA is the key link to the Local Authority. This enables schools to contact the LA where they may have concerns about the attendance of pupils. They also contact for support where there is multi-agency involvement to ensure engagement of all agencies in joint planning. Often, schools will share attendance plans for individual pupils and are proactive in sharing these and their measures.

5. Parents/ carers raise concerns with KCC SEN about their child's attendance

Where parents raise concerns with the Local Authority directly, these concerns go through the parental concern protocol. These concerns are prioritised. The parental concerns protocol states that contact will be made with both school and parent within a week. Other communications may be received through other agencies and advocates, such as social workers, VSK and charitable organisations. These follow the same protocol as for parental concerns.

6. Liaison with Other Local Authorities regarding safeguarding issues

Attendance issues for a pupil may indicate wider safeguarding concern for that pupil. Investigation of these issues by the INMISS SEN IA may lead to further discussions with other Local Authorities who place pupils at the school. In addition, they will liaise with the home LA where pupils are placed outside of Kent LA. Shared information between LAs can lead to further detail and information which give school a better understanding. This may indicate a wider impact than first identified as a more representative picture of the school is shared. Where these concerns are of a more serious nature, they will be raised to the DfE.

Summary review outcome

Having reviewed current procedures KCC works in partnership with PIAS and mainstream and independent non-maintained special schools to ensure Section F is in place for children and young people with an EHC plan. This may include, but is not exclusive to:

Ensuring packages of support provided by the school support the provision as set out in Section F;

Where appropriate provide additional tuition support and/or referral to Rosewood school

Plan for improvements - Attendance protocol in Special Schools

Review has identified that development is required in working with our Special schools particularly in light of our recent redesign. Although systems have previously been in place, the understanding of these is not embedded. See below action plan:

Action	Action undertaken by	Success criteria	Review
Develop clear set of attendance protocols, based on previous effective practice with other settings	Assistant Director SEN operations	Protocols understood by all stakeholders. Systems are understood and embedded	
Develop cycle of Local Authority Partnership meetings with Special schools where attendance protocol expectations are shared & reinforced	Assistant Education Directors	LA partnership meetings attended and minutes produced	
Develop use Annual	Assistant Directors, Education	Schools follow protocols	

Conversations with Special schools to share attendance protocols		(evidenced by dip sampling)	
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