

EPHA Quadrant Area Meetings

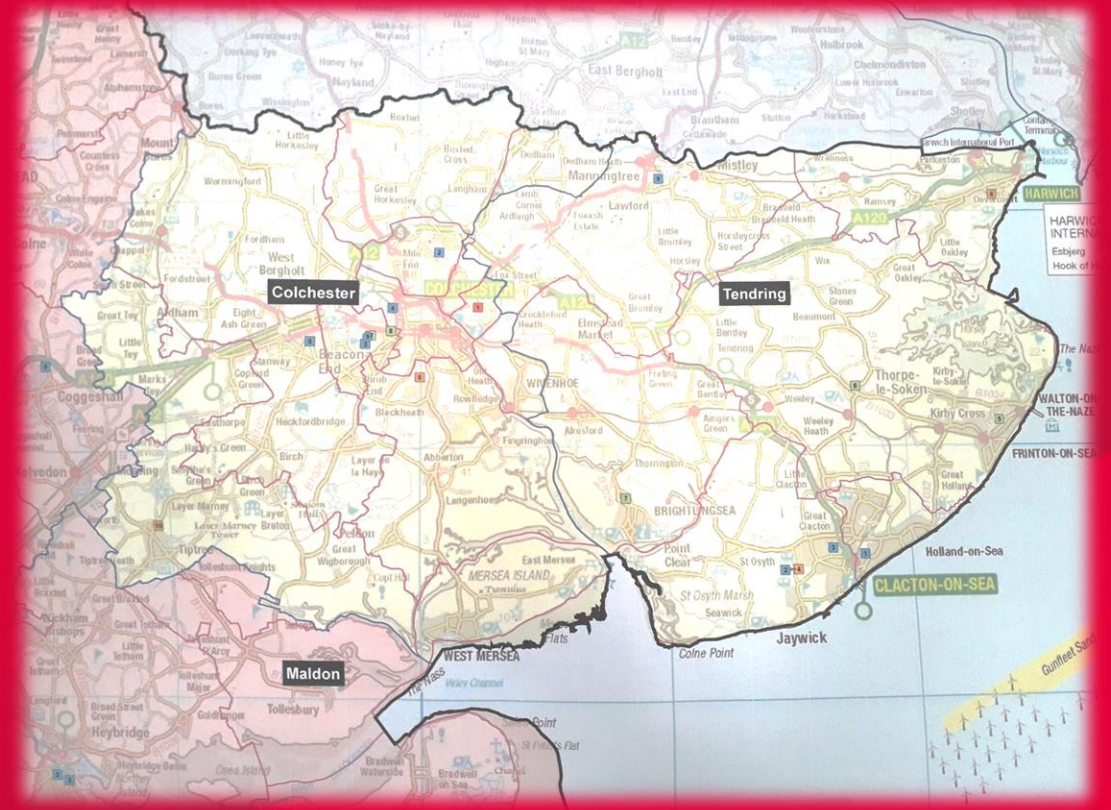
Summer Term 2025

Clare Kershaw, Director of Education

Dan Gee, Assistant Director

Janine Hanson, Quadrant Manager for SEND

Stephen Chynoweth, Head of Education & EY (NE)



Agenda

Item	Who	Time
Welcome and overview		9:05
Director's update	Clare Kershaw Director of Education	
Banding update	Ralph Holloway Head of SEND Strategy & Innovation	9.40am
STAY Project update	Ondrea Bloom SEND Strategic Lead - Autism	9.50am
Air Ambulance - CPR smart	Jenna Casey EYEP (Mid) Adam Carr, Lizzie Mooney and Jon Stevens Centre for Excellence Clinical Community Lead	10.05am
Update on Educational Psychology in Essex	Stephen Whitfield LA Principal EP	10.25am
Roundtable Discussion Items	To receive feedback and comments on the Strategic planning for the EP service	
Break	All Colleagues	

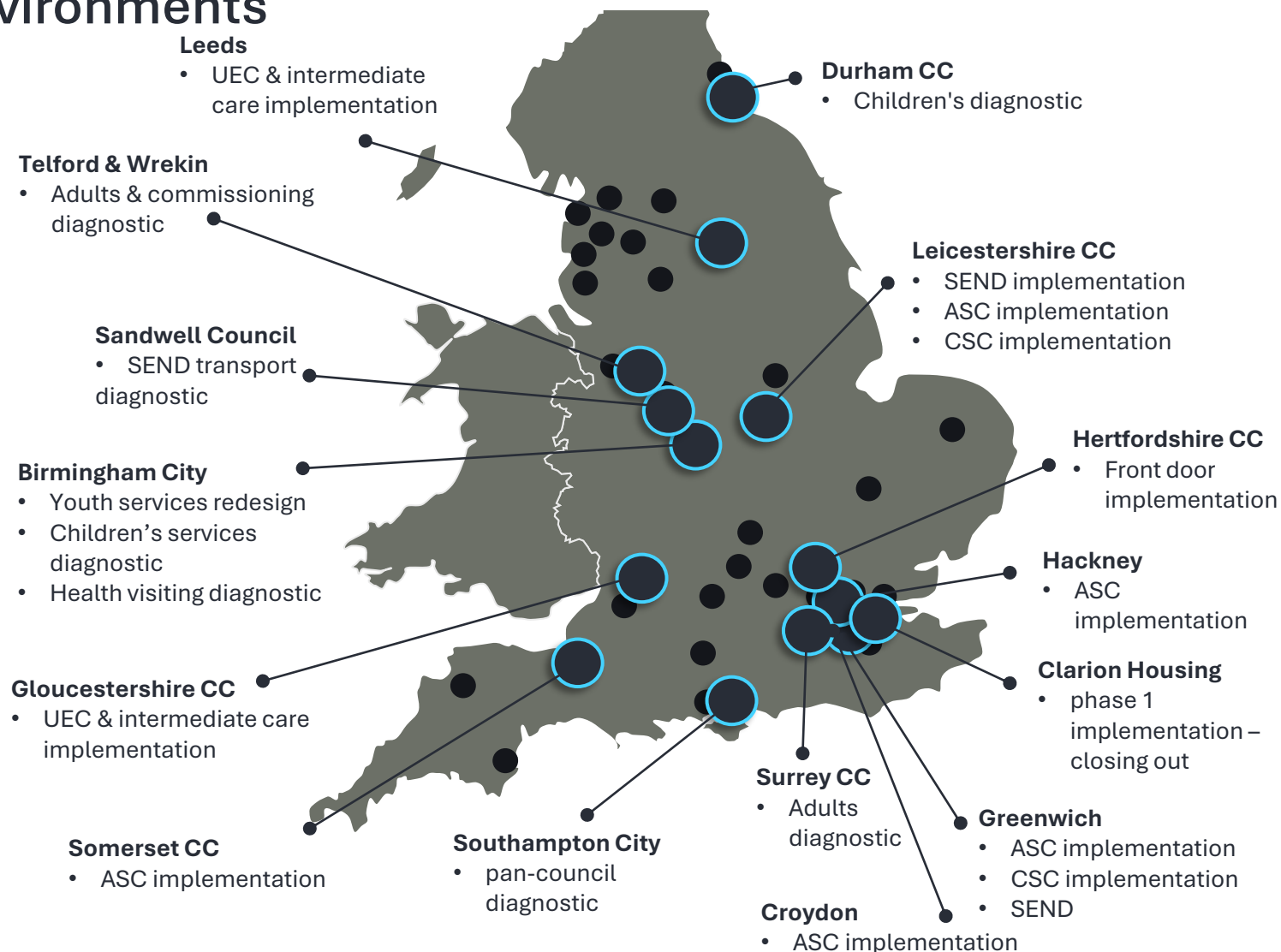
Newton have worked with over 100 public sector organisations to improve outcomes in complex environments

Our experience of successful transformation and our understanding of Local Authorities (inc. Children's Social Care and SEND) enables us to find better ways of delivering improved outcomes, improved staff engagement, and meaningful financial savings.

We are highly effective at working collaboratively in complex and sensitive environments. We focus on working in close partnership with organisations and whole health and social care systems, from the frontline through to the leadership, to take an evidenced and bottom-up approach to reimagine and redesign how they work.

We have worked with over 100 public sector organisations, and these partnerships have delivered measurable and sustainable improvements in outcomes for people, transformed ways of working and staff engagement, while saving in excess of £800m (and rising) on a 100% contingent fee basis.

Our work in SEND has seen us work with Local Areas to deliver improved outcomes and financial benefit for CYP with SEND, as well as being the delivery partner for the DfE for the Delivering Better Value Programme working with one third of the countries local areas to identify opportunities within SEND.



Why is the Essex SEND Programme taking place?

TO ACHIEVE THE AIMS OF OUR LOCAL AREA SEND STRATEGY, WE NEED TO BE CONTINUALLY WORKING TO IMPROVE OUTCOMES FOR OUR CHILDREN AND YOUNG PEOPLE

We want to build on the current momentum we have...



- Essex has a high proportion of EHCPs supported in mainstream and the low proportion support in independent places
- Our leaders are committed to prioritising SEND with significant financial investment over the last few years
- Partnership working has improved with the SEND partnership board and a renewed focus on transformational change
- We've got the foundations for inclusion and early identification with our Inclusion Strategy driving this forward
- Place based approaches, our capital programme, commitment to continuous review and recent enhancement of our services are all strengths to the local area

But we still face challenges and need to keep improving

There are significant pressures on the High Needs Block nationally and Essex is no exception forecasting a £20.3m deficit in 25/26. We want to understand what we could be doing to mitigate this as much as possible

Consistency across the local area is a challenge, due to the size and complexity of partnership landscape which requires complex governance and our families feel the frustration of this with almost 80% of parents and carers having an ok or poor experience with the EHCP process

Being able to meet the ever growing level of need, whether that be in processing assessments, having consistent pathways or having sufficient special school places continues to grow in its challenge



Programme Objective & Principles

Essex SEND Programme Objective

To identify and implement opportunities to improve outcomes for children and young people with SEND in Essex whilst ensuring our ways of working and financial position are sustainable for the future.

Essex SEND Programme Core Principles



This work must be future proof and align with regional and national initiatives



The child or young person must remain at the heart of everything we do



Working in partnership with partners and families is vital



Changes must be accountable to effective use of public expenditure

Areas of Focus



Future of SEND

Understanding the nature of the **rising need** in SEND, combining this with **sufficiency projections** and understanding what this will mean for **outcomes** of young people and the **sustainability of finances** in the send system.



Horizon Scanning

This work will involve **benchmarking** Essex SEND system nationally and against statistical neighbours. It will also involve understanding **existing strategies** and **improvement work** being undertaken in ECC and by system partners as well as **changes, research and best practice** occurring nationally to inform the SEND change programme



Opportunity Areas

This work will identify opportunities to improve outcomes for CYP with SEND and put the Essex SEND system on a sustainable financial footing. This will include focusses on cohorts in **mainstream, special & independent schools** and those on **individual packages of education** to ensure they are receiving the optimal support as well as opportunities to improve the **timeliness** of identification and assessment



Stakeholder Engagement

Collaboration is key. This work will involve the engagement of **CYP, parents & carers, education providers, staff of system partners and ECC staff.**

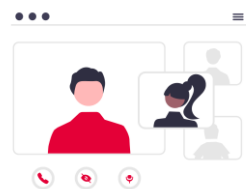


Readiness for Change

Building an understanding of how ready ECC and its partners are for change in the SEND system through **key enablers** such as **leadership, digital & data, governance, capacity, capability and strengths of relationships.** This will inform any enabling work that will be required in the delivery phase

What has been happening so far?

Child
Outcome
Reviews



18

Sessions

were held virtually across 2 weeks in March



59

Cases

of children and young people were reviewed



70+

Participants

gave their views and shared their expertise

Surveys

390+

Responses from schools

90+

Responses from internal teams

1200+

Parent & carer data points

Data analysis & benchmarking

Process studies

Interviews

Listening forums

Horizon scanning

School Organisation & Place Planning

- For the purposes of planning school places ECC organises schools by **quadrants, districts and planning groups**.
- **Planning groups** of schools are defined by geography and admission patterns, wherein a **sufficiency of places across the group** will generally ensure every child can access a school place.
- The School Organisation & Place Planning team comprises 10 officers who lead the school organisation and pupil place planning activity of the local authority.
- **Officers from the team liaise with schools** individually and collectively to discuss current numbers on roll, future demand for places and necessary building projects.
- This can include reducing the number of available spaces, as well as increasing.
- Officers from the team also engage with planning authorities, local members, residents, and many other stakeholders as they **develop and deliver on the 10 Year Plan**.
- school.organisation@essex.gov.uk



10 Year Plan for Mainstream School Places

- **Updated annually**, with the latest demographic information.
- Has been in place for 8 years, and over that period of time **ECC has completed over 100 projects** to permanently increase school capacity, including 11 new schools.
- Current forecasts suggest **over 5,000 additional school places needed** over next ten years.
- Demand for new school places is now **driven primarily by new housing**, particularly with the commencement of large new urban extensions and garden communities.
- This will see a **new wave of schools** and school facilities on housing developments to meet the needs of the county.
- **7 new primary schools** and **1 new secondary school** are currently anticipated over the next 10 years.
- We anticipate the **need for new places will markedly increase** once local housing authorities adopt new local plans, requiring more new schools, and expansions of some existing schools.



Devolution and Local Government Reform

- Local Government Reorganisation – work is underway to submit the business case for September 2025.
- Reminder of timelines
 - Devolution agreement, if agreed – mayoral elections and creation of a combined authority May 2026
 - ECC has received feedback on the March submission for LGR – the business case is due to be submitted September 2025
 - Government will decide and announce the outcome by the end of the calendar year / early next year
 - Shadow elections – April 2027
 - New unitary authorities created April 2028
- Leaders and CEO briefing on Children's Services across Essex, Southend and Thurrock has taken place
- Education presentations early June 2025
- ECC approach – following the evidence – working with Newton Europe and PwC
- There will be 2 submissions to government – Southend leading on 1 (proposal of 5 LA's) and ECC leading on the other – various models being developed
- There are comments in the press from the ECC Leader about voting rights in respect of any devolution deal and setting up about voting rights

ESSEX YEAR OF OPPORTUNITY

Realise **your** potential

**"Connecting Talent to Opportunity
– Building Essex's Skills for the
Future"**

**Bridging the gap between
education, skills, and employment.**



The Essex “Years of...”

- Focus on collaboration
- Removal of silos
- Cross council working –
 - schools, libraries, virtual school, ASC, country parks, ACL, Active Essex.....
- Linking to external partners –
 - HSBC, Numberstacks, Pupil’s profit, MOD.....
- Early Years to Further Years
- Greater than the sum of its parts
- All lasted more than a year!



The Year of Opportunity is built on three strands

Skills; for life, for work

Careers; inclusive and for all ages

Employability; to get into work and to grow business.

Objective: Essex will become the 'Inclusive Careers County' by **reducing fragmentation, increasing visibility and accessibility of Information, Advice & Guidance** we will make it easier for residents and employers to have increased confidence and control over their learning and career aspirations leading to increased numbers of people in employment, training or other learning.

The Year of Opportunity programme



Developing Essential and Functional Skills



'Essex Connector' Digital Careers and employability tool



Starting Early: *My future Networks, Primary Careers Magazine and step into STEAM events.*



Health and social care Careers Programme



All-age Careers and Business Festival Programme

PLUS opportunities to align, integrate and maximise impact of existing programmes across the county through the Year of Opportunity programme

Useful Links

Essex Year of Opportunity landing [page](#) - A directory of Opportunities is being designed and will be available here soon

Essex Year of Opportunity launch [video](#)

Essex Year of Reading [video](#)

Essex Year of Numbers [video](#)

SEND Banding update

Ralph Holloway
Head of SEND Strategy & Innovation

June 2025

Mainstream school SEN banding - update

- All schools have been notified of the outcome of the banding that they submitted;
- We are working to an intended introduction date for the new banding system of September 2026;
- We are currently in the moderation stage which will be followed by financial modelling;
- After financial modelling we will set the amount of funding for each band and notify schools.

Outcome of the mainstream banding

- Over 200 schools passed moderation;
- We agreed with either all the bands that they allocated or the majority where the risk of a small variation was minimal;
- 7 schools did not submit any bands for us to moderate;
- 80 schools did not submit any or sufficient evidence to enable us to complete the moderation process;
- We have asked them to submit the evidence needed to moderate the bands they originally allocated;
- For over 150 schools the moderation panel did not agree with the banding that they allocated;
- They triggered at least one of the following three criteria:
 - a. The overall level of accuracy;
 - b. The number of cases where bands submitted and moderated were different by more than two bands; and/or
 - c. an unusual profile of banding.
- We have asked them to undertake a new allocation of alpha bands for the pupils shown on a list we have shared with them

STAY Project update

Ondrea Bloom
SEND Strategy Lead - Autism

June 2025



Essex County Council



STAY PROJECT

Successful Transitions for
Autistic Young people



HM Government

**LEVELLING
— UP —**

STAY



93 schools currently involved. The feedback has been extremely positive.

We are now accepting expressions of interest for the next cohort: [STAY Expression of Interest](#)

The opportunity to work alongside our primary SENCo's and access specific training to support our autistic students has been invaluable and a thoroughly enjoyable experience.

The STAY Project is a fantastic initiative, and we very much hope we can develop this project further with all our feeder primary schools to enhance and embed good autism practice across all our schools.

Builds on Existing Systems Like TPP

The STAY Project complements well-established approaches like Trauma Perceptive Practice (TPP), allowing schools to embed inclusive practice more deeply and use new training to refine and strengthen provision.

What is involved in the project:

1

Assess

- Schools complete self-evaluations to identify their own needs in terms of development. Schools select the support they would like from the 'Buffet of Support'.

2

Plan/Do

- Schools attend 2 Professional Conferences (1 person per school)
- Parents attend a Parent/Carer Conference (2 parents per school)
- Children attend a Children's Conference (A group children per school with staff)
- Staff access broad range of training and support (Some online, some in person)
- Schools work with their ECC Key-person to implement high-quality transition support, across the groups of primary and secondary schools

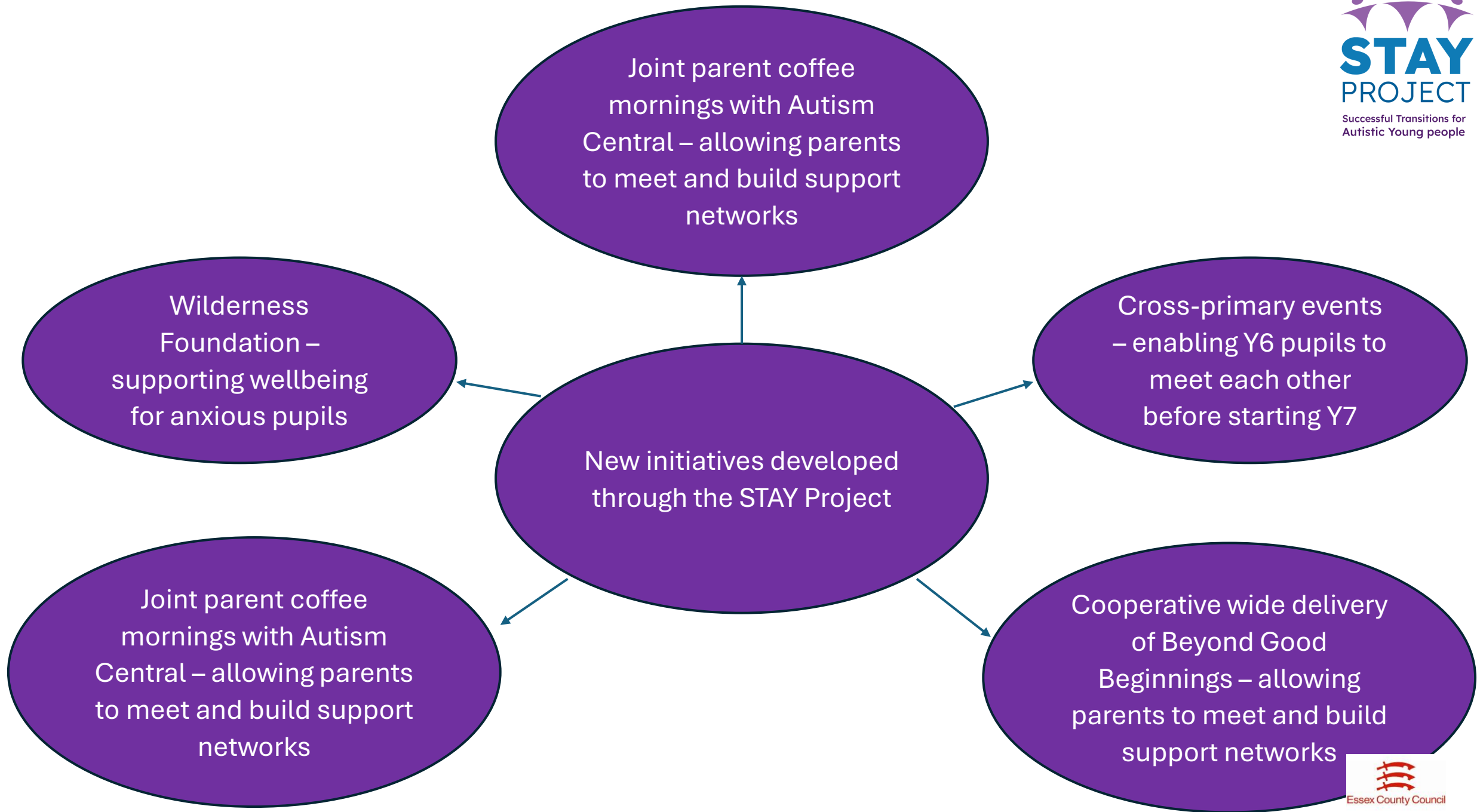
3

Review

- Schools continue to work together, across the primary and secondary phases to continue to support their autistic learners. Evaluate the impact of the project and the success of the transition support in place - make changes where needed.

STAY – Buffet of Support

- Assessment and Intervention EP day
- EP Casework Consultation
- Reasonable Adjustments
- Co-regulation and de-escalation training
- Autism Central coffee morning
- OT - sensory training day
- OT - environmental audit and analysis
- SLT - recognising and supporting anxiety
- Masking
- Neuro-affirmative language
- Progression Framework
- Understanding the term Pathological Demand Avoidance
- Autistic and OK!
- LEANS
- 2 x Professional Conferences
- 1 x Parent Conference
- 1 x Children's Conference
- Cooperative meetings – bringing Primary and Secondary School together



What to do now...

- Secondary and Primary schools discuss involvement in the project
- Secondary school submits the Expression of Interest form – or schools do this individually if not in a group.
- Deadline for expressions of interest: **Wed 9th July**
- [STAY Expression of Interest](#)
- Put a 'hold' in your school calendars for the conference - **Wed 15th October** @ The Fenns, Bocking
- Await confirmation of a place on the project
- Contact us if you have any questions:
autismstrategy@essex.gov.uk



EHAAT
**Centre for
Excellence**

Research | Innovation | Education

CPR in schools

Adam Carr

Clinical Community Lead

Essex & Herts Air Ambulance



**Essex & Herts
Air Ambulance**

- Around 30,000 – 35,000 OOHCA in UK
- 1,372 OOHCA in Essex and Hertfordshire (2023)
- 33% did not receive bystander CPR
- Every minute in cardiac arrest without intervention chances of survival drops by 10%
- Women are 27% less likely to receive bystander CPR
 - Bras off Defibs on
- 452 people were not given a chance!!



Survival rates

UK = 8 – 10%

Across Europe this goes up to 18%

- **Nation wide campaigns**
- **Part of driving test**
- **SCHOOLS!**

Two hours CPR training annually from the age of 12yrs endorsed by -

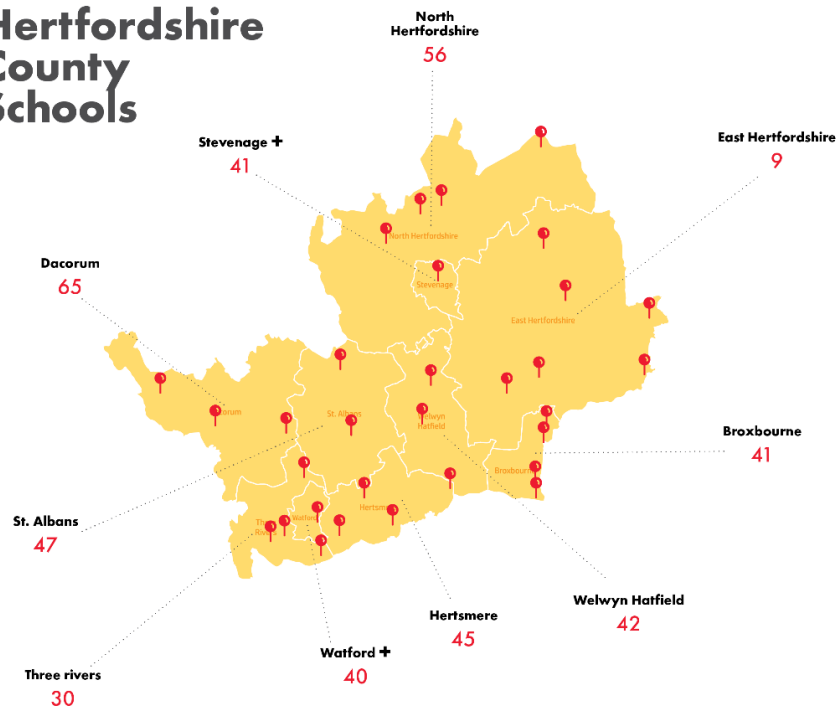
- European resuscitation Council
- European Patient safety Foundation
- International Liaison Committee on Resuscitation
- World Federation of Societies of Anaesthesiologists
- World Health Organisation



Skills for life



Hertfordshire County Schools



..... district marker
 ● area marker
 + and surrounding areas

Hertsmere:
 Potters Bar + 13
 Borehamwood 15
 Radlett 4
 Bushey 13

Three Rivers:
 Abbots Langley 5
 Rickmansworth 15
 South Oxhey 7
 Croxley Green 3

St. Albans:
 St. Albans + 47
 Harpenden + 24

North Hertfordshire:
 Letchworth 13
 Baldock + 9
 Royston + 10
 Hitchin + 24

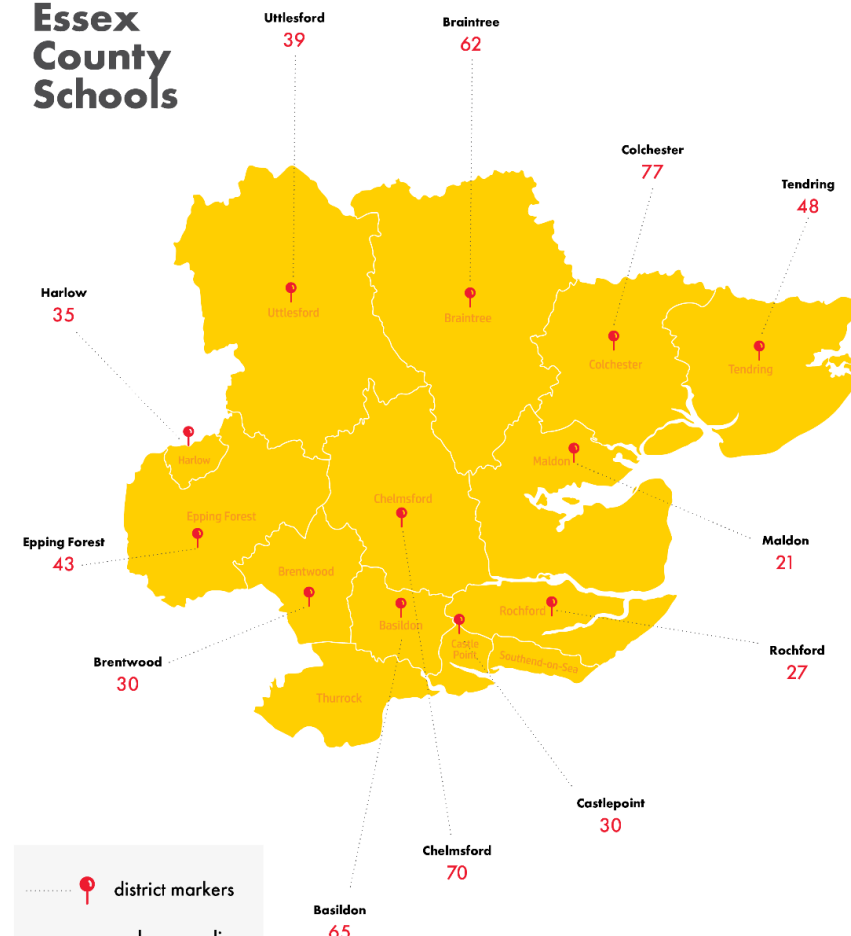
East Hertfordshire:
 Buntingford 9
 Puckeridge 3
 Bishop's Stortford 22
 Sawbridgeworth 6
 Ware + 18
 Hertford + 16

Dacorum:
 Tring 8
 Berkhamsted 10
 Hemel Hempstead + 47

Broxbourne:
 Hodgekott 11
 Broxbourne 3
 Cheshunt 19
 Waltham Cross 8

Welwyn Hatfield:
 Hatfield 16
 Welwyn Garden City + 26

Essex County Schools



..... district markers
 ● district markers
 + and surrounding areas

BMJ Open What are the barriers to implementation of cardiopulmonary resuscitation training in secondary schools? A qualitative study

Line Zinckernagel,¹ Carolina Malta Hansen,² Morten Hulvej Rod,¹ Fredrik Folke,^{2,3} Christian Torp-Pedersen,⁴ Tine Tjørnhøj-Thomsen¹

To cite: Zinckernagel L, Malta Hansen C, Rod MH, *et al.* What are the barriers to implementation of cardiopulmonary resuscitation training in secondary schools? A qualitative study. *BMJ Open* 2016;6:e010481. doi:10.1136/bmjopen-2015-010481

► Prepublication history and additional material is available. To view please visit the journal (<http://dx.doi.org/10.1136/bmjopen-2015-010481>).

Received 6 November 2015
Revised 11 January 2016
Accepted 2 February 2016

ABSTRACT

Objective: Cardiopulmonary resuscitation (CPR) training in schools is recommended to increase bystander CPR and thereby survival of out-of-hospital cardiac arrest, but despite mandating legislation, low rates of implementation have been observed in several countries, including Denmark. The purpose of the study was to explore barriers to implementation of CPR training in Danish secondary schools.

Design: A qualitative study based on individual interviews and focus groups with school leadership and teachers. Thematic analysis was used to identify regular patterns of meaning both within and across the interviews.

Setting: 8 secondary schools in Denmark. Schools were selected using strategic sampling to reach maximum variation, including schools with/without recent experience in CPR training of students, public/private schools and schools near to and far from hospitals.

Participants: The study population comprised 25 participants, 9 school leadership members and 16 teachers.

Results: School leadership and teachers considered it important for implementation and sustainability of CPR training that teachers conduct CPR training of students. However, they preferred external instructors to train students, unless teachers acquired the CPR skills which they considered were needed. They considered CPR

Strengths and limitations of this study

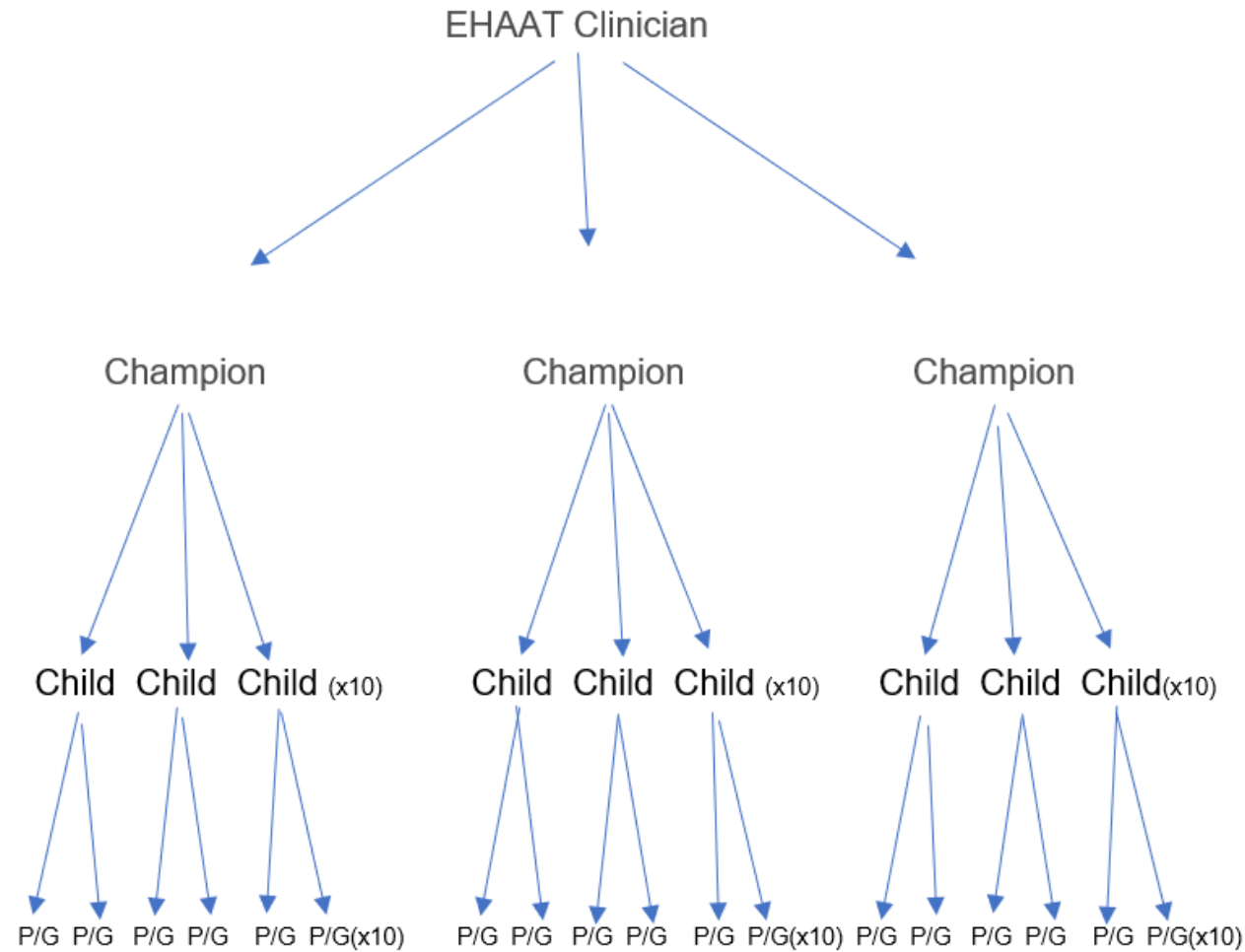
- The qualitative design of our study allowed us to gain an in-depth and nuanced understanding of why implementation of cardiopulmonary resuscitation (CPR) training in schools has been unsuccessful despite mandating legislation.
- We were able to reveal new important barriers, get insight into the complex relationship between barriers, and to reach an understanding of the underlying mechanisms related to previously identified barriers.
- We managed to obtain a broad representation of schools and interviewees, to portray different positions, and reached data saturation.
- The study did not explore how schools currently providing CPR training of students had implemented and conducted the training, though this could inspire and give directions for other schools.

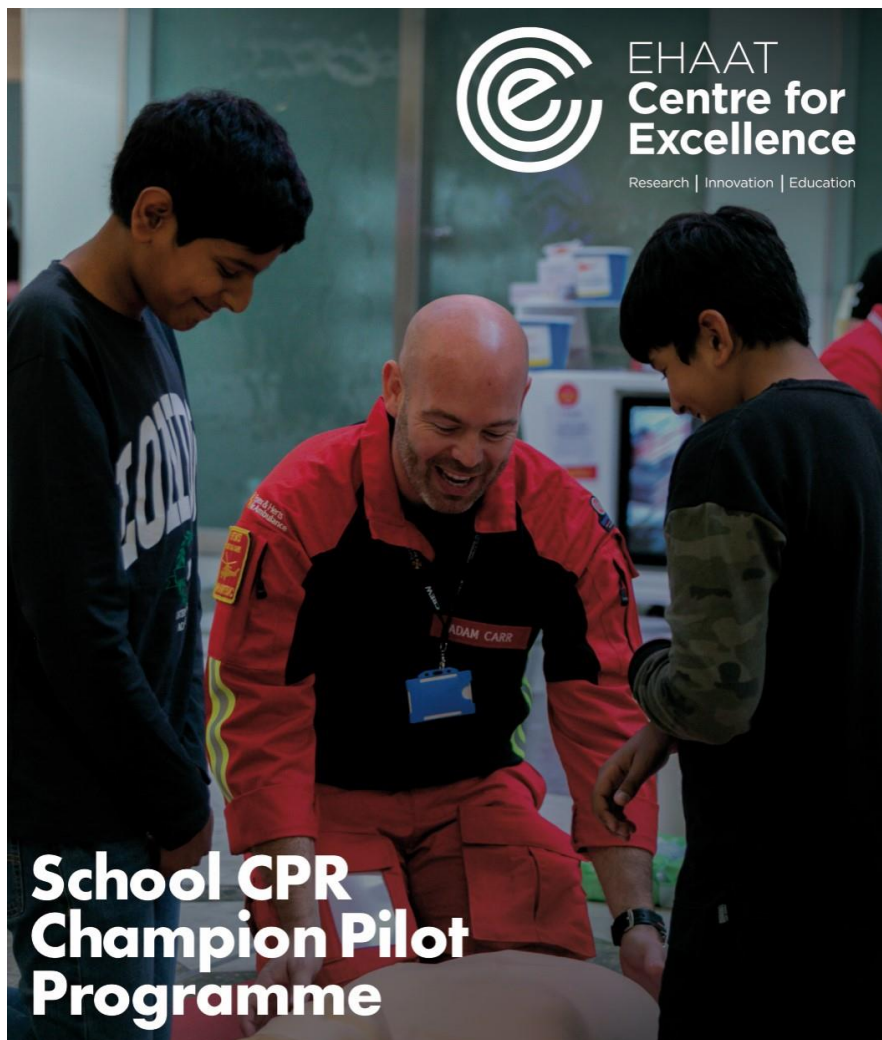
INTRODUCTION

Out-of-hospital cardiac arrest (OHCA) is a major public health problem affecting 700 000 persons in Europe and North America annually,^{1 2} and the overall survival rate is generally less than 10%.¹⁻³ Early initiation of cardiopulmonary resuscitation

CPR Champions

(Train the trainer)





Objectives

- Are we able to recruit schools?
- Are 'champions' willing to deliver the programme after initial training?
- Does the initial training increase knowledge and confidence in Champions in –
 - Performing CPR and use of AED?
 - Delivering training to children
- Identify any changes required to ensure success and confidence
- Identify any changes in the method of evaluation

Fig 10. Change in level of concern regarding performing CPR and use of an AED in an emergency situation following training

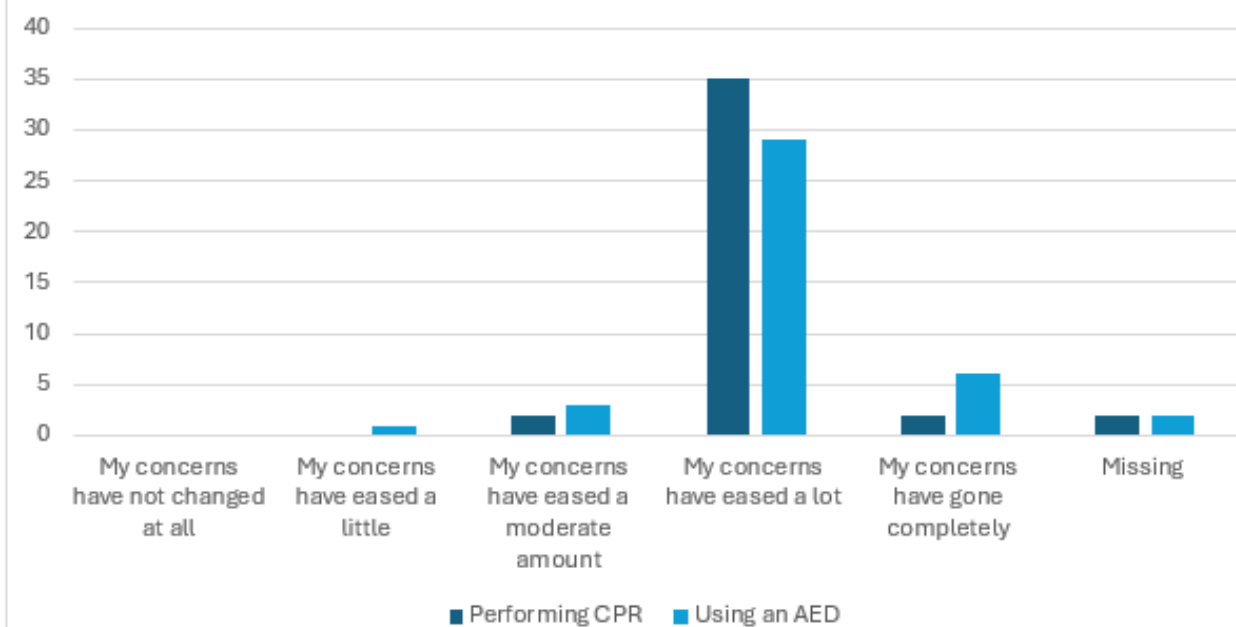
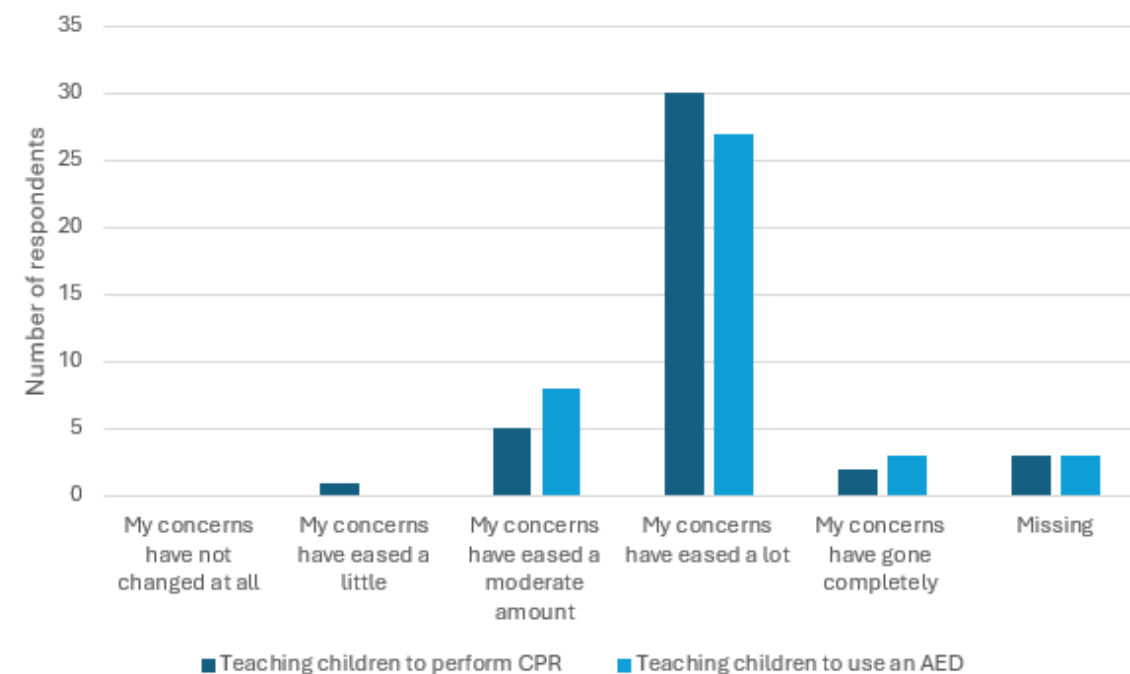


Fig 11. Change in level of concern regarding teaching children to perform CPR and use an AED in an emergency situation following training



““

Excellent hands on training. I feel much more confident in administering CPR now.

””

““

Fantastic training. Will be good to get this rolled out in schools. Reps to support
whilst teaching would be beneficial to our children, they would respond well.

””

““

I feel confident to know I can give CPR/AED on anyone.

””



CPR SMART

An Essex & Herts Air Ambulance Initiative

Empowering schools
to save lives.



Essex & Herts
Air Ambulance



Questions?

Contact:
Adam.carr@ehaat.org



Thank you

Update on Educational Psychology in Essex

Stephen Whitfield
SEND Strategy Lead Psychology

June 2025

Educational Psychology in Essex



The purpose of psychology is to give us a completely different idea of the things we know best.

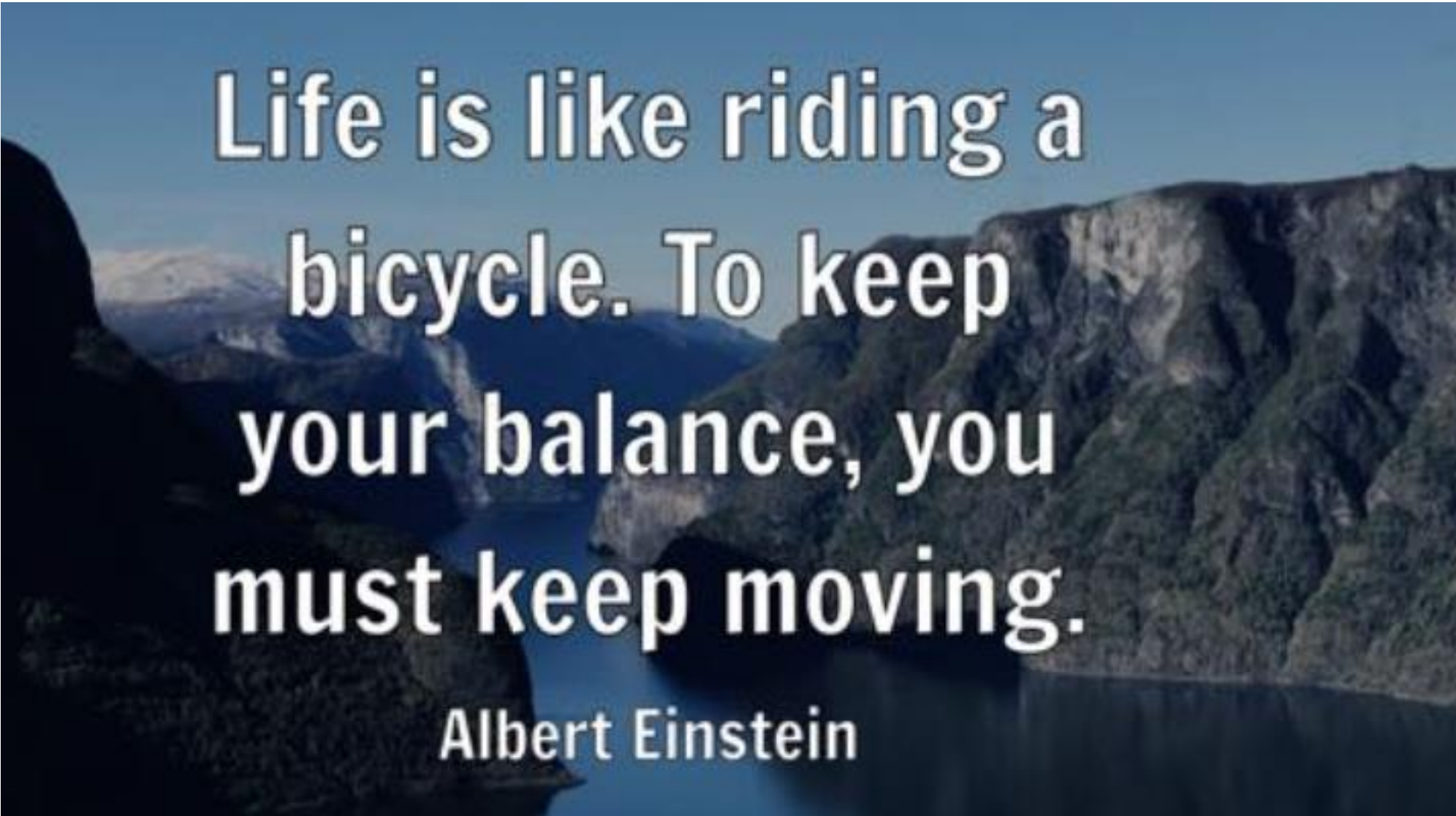
PAUL VALÉRY

EPHA update

Steve Whitfield Principal EP

Summer term 2025

A year of not being still



Life is like riding a
bicycle. To keep
your balance, you
must keep moving.

Albert Einstein

Improving recruitment, retention and workforce capacity

- We have just completed an ***Extraordinary Essex*** video to support our recruitment campaign: [Extraordinary Essex, Educational Psychologists - Essex County Council](#)
- National adverts out for recruitment- **main grade** and the **Senior Posts**
- An ECC Microsite for the work of Educational Psychology in Essex.
- **Associate EPs** on our register to complete statutory work. The number has grown throughout the year with a number choosing to work as associates because of our culture of looking after them and providing a sense of belonging.

Improving recruitment, retention and workforce capacity

Trainee Educational Psychologists

- We now offer placements to 4 TEPs in yr3 and 4 in Yr2.
- For the first time this year we have offered 6 short term taster placements for 6 weeks for those in year 1
- The intention is that those choosing Essex will live close enough for them to subsequently choose to want to apply for a main grade permanent post with us.
- The DfE have now added an important caveat to a Newly Qualified EP; that they cannot work privately for 3 years post qualification i.e. they have to work for a LA. Hence, growing our own EPs via Trainees is a good place to start.

Improving recruitment, retention and workforce capacity

Assistant Educational Psychologists

- We have just run our first recruitment campaign for Assistant Eps - over 700 applications.
- The posts are two years fixed term contracts with the aim to support our school-based offer – schools will see more of a psychologist.
- Our first cohort of 9 will be joining us ready for the autumn

Ways of Working- what you can expect

The commissioned statutory work

School based working- early intervention



maintaining that every school has a **Link EP** and time for the cluster: use for consultation, implementation, review and training

Assistant EPs will be part of this

Other training and interventions (e.g. Literacy, Maths, BMBM)

Support for research

Parent helpline will continue

Critical Incident Support will continue

Support for Critical Incidents

Autumn Term 2024 - 12 CIs across Essex

- 2 sudden secondary pupil deaths (accident and suicide)
- 2 unexpected staff deaths (accident and sudden illness)
- 4 parent deaths (accidents and suicide)
- 3 pupil or parent deaths (longer term illness)
- 1 CI pupil/staff witnesses to traumatic incident (knife attack)

Spring Term 2025 – 13 CIs across Essex

- 3 sudden secondary pupil deaths (accident and suicide)
- 2 unexpected primary pupil deaths (accidents)
- 2 pupil deaths (longer term illness)
- 5 unexpected staff deaths (accident and sudden illness)
- 1 unexpected parent death (accident)



Table Discussion Time

SPRING TERM 2025

Table Discussion Items

What would you like to see being available from the Educational Psychology Service in Essex and what priorities would you want to see addressed from available Educational Psychologist time?

<https://forms.office.com/e/AZHV1LHU7G>

NE EPHA Table discussion - Spring term 2025



References

Summer term 2025

Want to learn more about WalkThrus?

Bringing pedagogy back into the conversation



TEACHING WALKTHRUS



With Matt Stone

- Perfectly aligned to Ordinarily Available as well as DfE Teachers’ standards
- Supporting the core purpose of school leaders to drive quality of learning and teaching
- The HT Standards identify teaching, curriculum and assessment, behaviour and provision for SEND as four of the ten standards.

Research is clear:
Head Teachers who lead on teaching and learning have the greatest impact on improving outcomes for children.



All 4 sessions to be delivered at
Colchester FC stadium, CO45UP

Friday 3 rd October '25 9am – 12.30pm	Friday 14 th November '25 9am – 12.30pm	Friday 6 th February '26 9am – 12.30pm	Friday 15 th May '26 9am – 12.30pm
Session 1 Building a WalkThrus-based PD Programme	Session 2 Explaining & Modelling	Session 3 Questioning & Feedback	Session 4 Practice & Retrieval
▪ Leadership and the WalkThrus Implementation Model ▪ Cluster Building ▪ Coaching With WalkThrus	▪ Theory, See It, Name It, Do It ▪ Core Cluster (Giving An Explanation; Worked Examples & Backward Fading; Live Modelling) ▪ ADAPT	▪ Questioning For Cognitive Ratio ▪ Questioning To Elicit Evidence Of Learning	▪ Core routines to promote rehearsal and application of knowledge ▪ Getting Retrieval Practice right
£50 per person Book here	£50 per person Book here	£50 per person Book here	£50 per person Book here

“Get-4-for-the-price-of-3!” when you book all 4 sessions at the same time

ATTENDANCE SPECIALIST TEAM TIPS FOR SCHOOLS (requested from Spring term NE EPHA)

1.	Start with Data Analysis: Before implementing any strategies, it's essential to analyse attendance data thoroughly and regularly. Identify trends, patterns, and areas of concern to pinpoint where interventions are needed most. Schools can use View your education data to compare their data to other Essex schools (log in required) and National data is available Pupil attendance and absence in schools in England	Look for: • Patterns, • Broken weeks, • Filter by group/cohort, • Check authorised absences as well as unauthorised
2.	Use data to Inform Practice: Based on data analysis tailor interventions and support to the specific needs of these students and families. Identifying mental health barriers faced by students. Addressing visible and invisible health barriers, EBSA. Early Interventions provide better outcomes; ensures student receives support before poor attendance becomes a habit; reminds families that to miss school is not an option; ensure no “blanket” approaches to attendance.	Challenge absences: • Ensure families are aware how seriously school take attendance and absence • Ensure follow up calls are made after a period of illness to explore future support if appropriate (not always first thing in the morning) • Start attendance discussions with both parents/carers and students early • Home visits (where appropriate) • “Check in” on students when they return after illness • Make any in-school adjustments as necessary i.e. is medication required during school time • Accurate and regular updating of chronology of actions • Ensure action/support timeframes are suitable for each individual situation • Regular review of actions: <i>what has worked?</i> <i>What hasn't worked?</i> <i>What else could be try?</i> <i>Listen to Students</i>
3.	Implement Comprehensive Policies and Procedures: Establish clear attendance policies and procedures that outline expectations for students, parents, and staff.	For legal compliance (and possible future legal action), very important for school's attendance policies to be up to date and aligned with Working together to improve school attendance

ATTENDANCE SPECIALIST TEAM TIPS FOR SCHOOLS (requested from Spring term NE EPHA)

4.	Whole School Approach: Improving attendance requires a collective effort from all staff members to create a cohesive approach to addressing attendance issues. Develop a whole-school culture that promotes the benefits of high attendance. Celebrate attendance achievements, educate students on the importance of attendance, and create a positive environment that values consistent attendance.	• All staff undertake basic attendance training • Share the workload – pastoral team, year leaders, SENCO, DSL etc. • Identify member of staff that student has a positive relationship with • Develop positive school ethos around attendance, as there is to be safeguarding • Ensure school's expectations around attendance are clear to parents and students
5.	Give Purpose to Attendance: Help students understand the significance of attending school regularly by providing meaningful learning experiences and opportunities for personal growth. Emphasise the connection between attendance, academic success, and future opportunities.	• Ensure students & staff aware of "Attendance = Attainment" and "Attendance=potential future earnings" • Update newsletters; Attendance assemblies; encourage students to be responsible for their attendance and punctuality; discuss healthy eating and sleep habits; reward good or improved attendance
6.	Manage Lateness and Truancy Proactively: Implement proactive measures to address lateness and internal truancy. Develop clear policies and procedures for handling these issues and provide support to students who struggle to arrive on time or stay in class.	• Ensure school's expectations around attendance are clear to parents and students • Early Interventions provide better outcomes; ensures student receives support before poor attendance becomes a habit; reminds families that to miss school is not an option; ensure no "blanket" approaches to attendance.

ATTENDANCE SPECIALIST TEAM TIPS FOR SCHOOLS (requested from Spring term NE EPHA)

7.	Community Engagement: Remind your school community that good attendance is a shared responsibility. Engage parents, caregivers, and the broader community in understanding the importance of regular school attendance and their role in supporting it.	• Develop positive relationships with external local voluntary and community services • Local shop owners • Community Police • Local health care workers • Local community/religious leaders
8.	Build Relationships with Families: Work closely with families to understand and address barriers to attendance. Provide support, interventions, and referrals to services or organisations that can assist families in overcoming obstacles to regular attendance. Essex Directory of Services https://www.essex.gov.uk/children-young-people-and-families/directory-services Essex Frontline for support Essex Frontline	• Develop positive engagement with parents • Explore their experience of school • Did/do they see a value in education? • Coffee mornings or chat at Parents evenings



Top tips in addressing attendance issues.zip

For further information and support, please contact the NE Attendance Specialist Team at NEattendanceteam@essex.gov.uk

This information is issued by:
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alternative formats, on request.

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