Inclusive attendance Hamilton Website

Inclusive Attendance

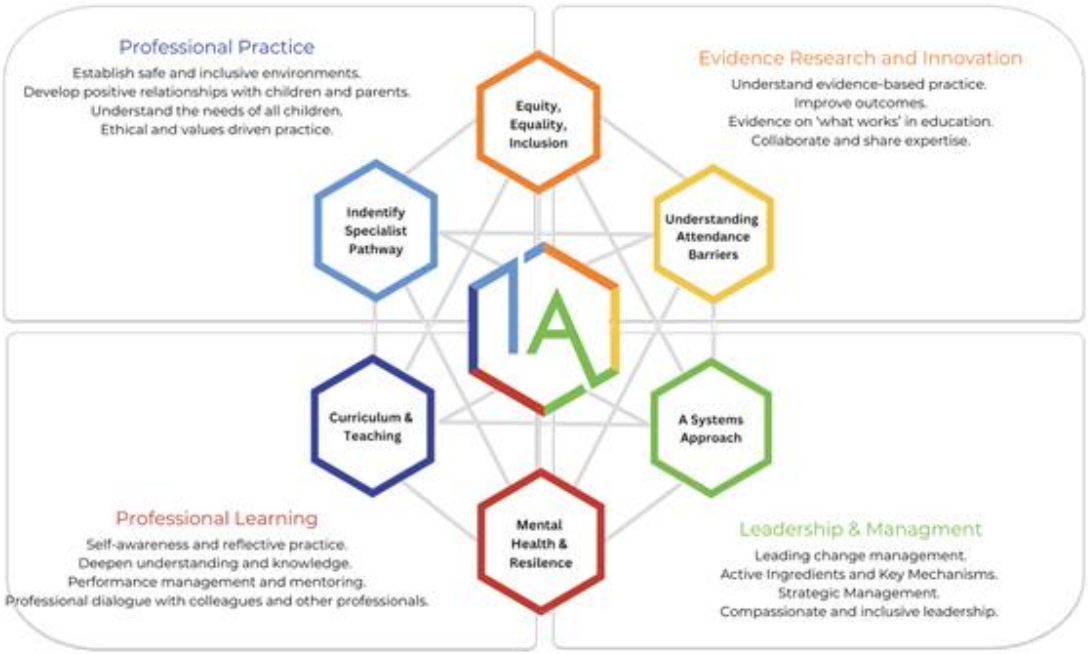
Hamilton School is dedicated to developing attendance this year to achieve the bronze certified Inclusive Attendance school.

Our unwavering commitment to attendance centres around child-centric actions, evidence-informed practices, and a shared understanding of everyone's roles and collective responsibilities to promote exceptional attendance.

"Attendance is everyone's responsibility" This shared responsibility achieves a lasting impact of strategies. The school's mission is to empower children and young people to **attend, belong and thrive**, using a child centre approach with evidence-based intervention.

To further strengthen our provision, we are enhancing our existing models and practices by integrating complementary approaches from the Inclusive Attendance (IA) framework. This allows us to continuously refine our strategies, ensuring we remain at the forefront of supporting our children and families.

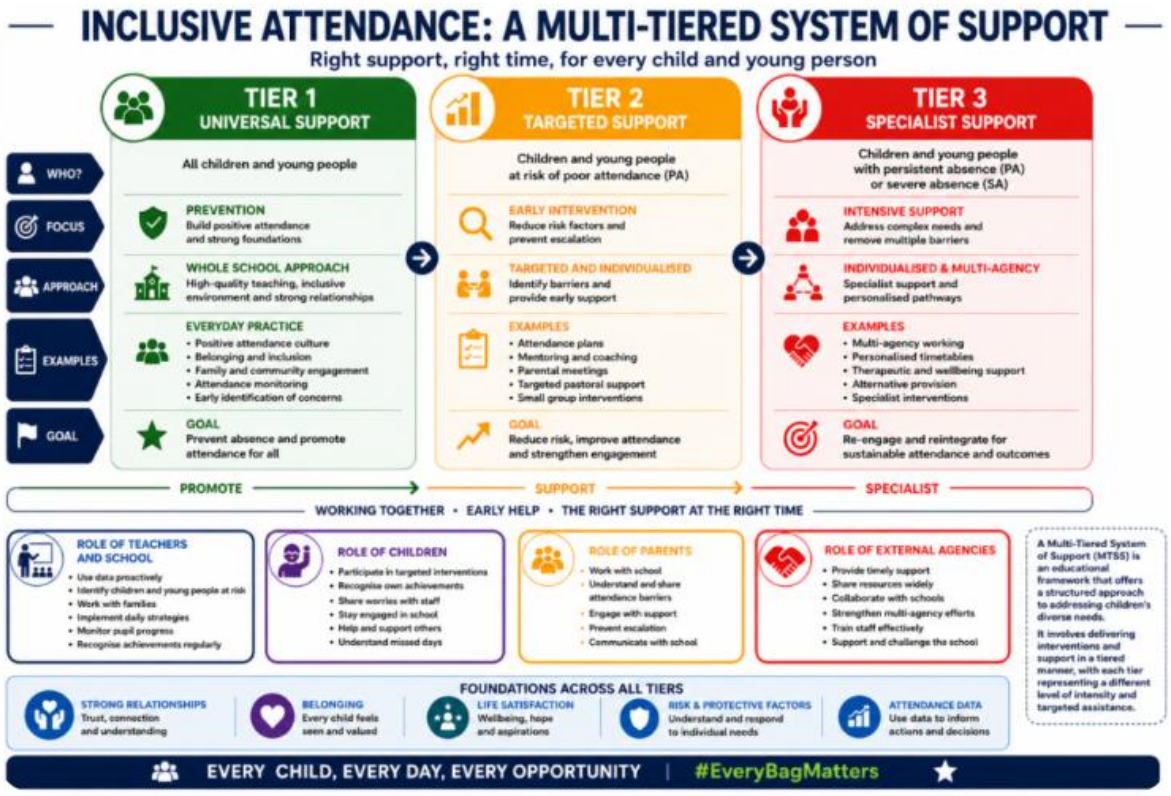
Inclusive Attendance Professional Development Model



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.



Working in partnership to implement inclusive attendance

We work collaboratively with

- Children and young people
- Parents and carers
- School staff
- Governors
- The Local Authority
- Health professionals
- External agencies
- Early Help services

Through open communication, shared decision-making and early intervention, we identify barriers quickly and work together to provide the right support at the right time.

This collaborative approach ensures that attendance is viewed as a shared responsibility rather than solely a school issue.

Celebrating Attendance Recognition

At Hamilton School, we believe that recognising improved and positive rather than perfect attendance encourages long term motivation, strengthens relationships, increases child centered autonomy and competency.

We as a school recognise that attendance improvement looks different for different pupils. As a school that celebrates being diverse and multicultural, the inclusive approach takes this into consideration and knowledges improvement, resilience, punctuality and positive engagement with school. To ensure all pupils have meaningful opportunities to be acknowledged for their efforts and progress in attending school. Attendance recognition forms part of our wider culture of belonging, encouragement and partnership with families.

The Importance of School Attendance

At Hamilton School attendance is not soley a statutory requirement but one of the strongest foundations for shaping every child's wellbeing, personal growth, educational success and post education prospects.

Why Attendance Matters

Every day in school provides opportunities to:

- Develop communication and social skills
- Build confidence and independence
- Maintain important routines
- Access therapies and specialist support
- Strengthen relationships with trusted adults
- Participate in enrichment opportunities
- Make progress towards EHCP outcomes
- Develop skills for adulthood and future success

For many pupils, regular attendance also supports emotional wellbeing, consistency and a sense of security. We understand that challenges can arise, and we are committed to working with families to find solutions that help children access education successfully.

Our commitment

Hamilton School creates a culture where children feel supported, safe and valued, engage more readily to embrace challenges and develop a stronger sense of belonging.

Through compassion, understanding, high expectations and partnership working, we are committed to creating an inclusive attendance culture where every child is supported to attend, participate and thrive.

For support with attendance, please contact our Attendance Team, who will work with you to understand any barriers and identify the right support for your family.

Our Key Staff

Attendance Champion: Sarah Eaton

Attendance Officer: Kim Evans

Attendance Governor: Sue Brandwood