



Woolston Infant School

Graduated Response to Attendance

Working Together So Every Child Attends, Achieves and Thrives



Our Attendance Vision

At Woolston Infant School, we believe that regular attendance is fundamental to children's learning, wellbeing, social development and future success. We are committed to working in partnership with families to identify and overcome barriers to attendance at the earliest opportunity.

Our Graduated Response to Attendance provides a structured and supportive approach, ensuring that intervention increases in line with need whilst maintaining positive relationships with children and families.

This framework has been adapted from a Graduated Response to Attendance model and aligned to Woolston Infant School's nurturing ethos.

ATTENDANCE THRESHOLDS

Attendance Rate	Level of Support	School Response
95%+	● Universal Provision	Quality first attendance support
90–95%	● Early Intervention	Emerging concerns identified
80–90%	● Targeted Support	Attendance improvement planning
Below 80%	● Intensive Support	Specialist and multi-agency intervention



STAGE 1 Universal Provision

Attendance: 95%+

At Woolston Infant School all children receive universal attendance support through:

- A safe, nurturing and inclusive learning environment.
- Positive relationships between staff, pupils and families.
- Daily attendance monitoring.
- Prompt follow-up of unexplained absences.
- Celebration and recognition of good attendance.
- Early identification of emerging barriers.
- Clear communication with parents and carers.
- Pastoral support and emotional wellbeing provision.

Aim

To promote excellent attendance and establish positive attendance habits for every child.



STAGE 2 Early Intervention

Attendance: 90–95% At Risk of Persistent Absence

Where attendance begins to decline, early intervention may include:

- Attendance monitoring and review.
- Informal discussion with parents/carers.
- Attendance concern letter issued.
- Supportive conversations to identify barriers.
- Advice and guidance regarding attendance expectations.
- Referral to in-school pastoral support where appropriate.
- Attendance review meeting with parents/carers.

Aim

To prevent attendance concerns from escalating and provide support at the earliest opportunity.



STAGE 3 Targeted Support

Attendance: 80–90%

Where attendance continues to be a concern:

- Formal attendance meeting held.
- Attendance Improvement Plan developed.
- Attendance targets agreed.
- Regular review meetings scheduled.
- Signposting to appropriate support services.
- Consideration of Early Help involvement.
- Home visits where appropriate.
- Increased attendance monitoring.

Aim

To address significant barriers through coordinated support and partnership working.



STAGE 4 Intensive Support

Attendance Below 80%

Where attendance is significantly below expected levels:

- Formal referral to Education Welfare/Attendance Services.
- Multi-agency support coordinated.
- Safeguarding, SEND and medical needs considered.
- Family support assessments considered.
- Reintegration or phased return plans implemented where appropriate.
- Continued attendance reviews.
- Statutory attendance procedures considered in line with Southampton Local Authority guidance.

Aim

To secure sustainable improvements through intensive intervention and specialist support.

HOW WE WORK TOGETHER



School Will:

- ✓ Monitor attendance regularly
- ✓ Identify concerns early
- ✓ Listen to children and families
- ✓ Offer support and guidance
- ✓ Celebrate positive attendance



Parents and Carers Will:

- ✓ Ensure children attend every day whenever possible
- ✓ Inform school of absences promptly
- ✓ Engage with support offered
- ✓ Attend meetings when requested



Children Will:

- ✓ Attend school regularly
- ✓ Arrive on time
- ✓ Speak to trusted adults if worried about attending school

WOOLSTON INFANT SCHOOL ATTENDANCE COMMITMENT

Every child. Every day. Every opportunity.

By working together, we can ensure that every child at Woolston Infant School is present, engaged and ready to learn. Early support is always available, and we encourage families to contact the school whenever attendance becomes difficult so that we can work together to find solutions.