Our Four-Tier Approach to Attendance

Early support. Strong relationships. High expectations. The right response at the right time.

ASPIRE ACADEMY BEXLEY

STARTING BEFORE ADMISSION — Listen to the pupil and family • understand barriers • agree expectations • plan a safe, supported start

1 UNIVERSAL

WHEN Attendance is secure, or no significant pattern is evident.

WE DO Warm welcome, belonging, engaging learning, daily registration, first-day response and positive family communication.

REVIEW Daily monitoring; half-termly analysis.

SUCCESS **Sustained attendance, punctuality and engagement.**

2 EARLY HELP

WHEN Emerging decline, repeated lateness, intermittent absence, transition difficulty or early EBSA indicators.

WE DO Curious conversation, pupil and parent voice, barrier analysis, named adult, targeted adjustments and a short support plan.

REVIEW Every 2 to 4 weeks, or sooner if risk rises.

SUCCESS **Improving trend, reduced distress and more reliable routines.**

3 TARGETED / PERSISTENT

WHEN Persistent absence, entrenched patterns, significant EBSA or limited impact at Tier 2.

WE DO Formal attendance meeting, multi-agency plan, intensive family support, EBSA assessment and graded reintegration.

REVIEW At least fortnightly while concerns are acute.

SUCCESS **Notable individual improvement, increased access and sustained gains.**

4 INTENSIVE / SEVERE

WHEN Severe absence, prolonged non-attendance, high safeguarding concern or breakdown of placement access.

WE DO Senior-led plan, urgent multi-agency escalation, local authority / EWO involvement, education access and statutory action where appropriate.

REVIEW Weekly or more frequently according to risk.

SUCCESS **Rapid improvement, safe access to education and reduced risk.**

SUPPORT INCREASES AS NEED AND RISK INCREASE

AT EVERY TIER

1. **SAFEGUARD** — Every absence is viewed through safeguarding, welfare and SEND.
2. **LISTEN** — Pupil and family voice shapes our understanding and plan.
3. **ADJUST** — Reasonable adjustments remove barriers without lowering ambition.
4. **REVIEW** — We measure attendance, access, distress, engagement and belonging.

Pupils can move up or down the tiers according to need, risk and response. Safeguarding action can occur at any tier.

WE DO IT THE ASPIRE WAY!