



Attendance and Progress checking for Programme Managed Students

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Why are we contacting you about attendance and progress checking?

There has been concern in schools about daily attendance and progress checking of pupils who are programme managed (Tier 4) by the five Secondary Education and Inclusion Partnership. This follows input to recent DSL training where the responsibilities of schools for all on roll pupils was re-emphasised. Some Ofsted Inspectors have asked schools for information about attendance checking procedures for pupils in alternative settings and have tested the school's engagement with programme planning and progress.

Attendance Summary: Schools with pupils who are programmed managed by Partnerships do not need to contact Partnerships or Alternative Provisions on a daily basis to check attendance. The Partnerships have robust systems to do this efficiently and to ensure schools have daily attendance information.

Schools who place students in alternative settings independently do need to do these checks.

Progress Summary: Schools should be aware of the location and broad content of any PM pupils' programme, how the programme is aligned to the pupil's needs and the progress being made by the pupil. The Partnership co-ordinator and his or her team are responsible for shaping and securing delivery of the programme but are accountable to schools. Visits by school staff to the pupil at one or more of the settings they are placed in are a key means of securing that accountability and maintaining the school's links with the child.

WHAT OFSTED MAY ASK SCHOOLS: See the last section of this document

What the Partnerships currently do:

All five Partnerships have robust systems for checking attendance of programme managed students. Checking processes are complex because students have more than one placement and sometimes move between placements in the same day. The checking is essential not only to ensure that each child is accounted for but also as part of the diligence needed to check on expenditure on transport and provision.

The Partnerships report as follows:

HBEP

Attendance. Schools are being given access to the CLM web based system. HBEP checks attendance and records it on the system usually by 10.30 am at the latest. The information includes codes to indicate any reason for absence. If the reason is a cause for concern HBEP will initiate any necessary action and will contact the school – equally the school can contact HBEP if it has any concerns. Schools are advised to make sure that someone has the role of checking CLM each day.

Progress: Each school has a copy of the child's timetable which includes location details of each AP being used, arrival and departure times and lunch time arrangements. If this changes the school will be notified. A brief update on every programme managed child is included in the Panel Meeting agenda every six weeks so that schools can see progress. HBEP Tracks progress termly.

LNCIP

Attendance: Schools are sent an email each day by the Partnership usually in the window between 10.30 and 11.30 to report on each child's attendance. – and to include reason for absence. If there is any cause for concern the Partnership will initiate any necessary actions and will contact the school to alert them.

Progress: Each child's timetable is sent to the school at the start of the programme and updated each half term. This includes details of the location of placements so that the school can visit.

MSCIP

Attendance: Schools are sent an email during the morning each day to report attendance. They also receive a weekly spreadsheet to summarise all the attendance marks. If non attendance is a cause for concern the Partnership will initiate any necessary action and will inform the school.

Progress: Each school has a key link person. The key person receives pupils' timetables ,which include location details of APs, via email. Any issues of concern are reported to the school via email. A snap shot progress report is provided on each pupil each half term.

NWLLIP:

Attendance: Currently the Partnership is without a Coordinator – a new post holder will be in place after half term. The Partnership admin officer checks attendance each day and records the result in the attendance folder in the on line shared area. Each school has access to this area.

Progress: During the interregnum a member of staff at each school is responsible for monitoring attendance, following up any issues and monitoring the child's programme. A student monitoring sheet to assist school staff in this task has been issued by the SEIPS.

SLIP:

Attendance: Schools have access to the CLM web based system and can therefore check attendance as soon as it is recorded at APs. SLIP staff check any absences as soon as they are recorded and record the reason on the system. Unexplained absences are swiftly followed up as a matter of course and the key worker and parent are contacted and the CLM record updated. Any issue of concern that emerges will be communicated to the school.

Progress: Each school has a copy of the child's timetable and "placement invoice" which sets out the courses they are following, and the location of the AP being used. SLIP also issues half termly tracking to schools and shares any additional risk assessments for individual pupils. All programme managed students are reviewed each fortnight by the Partnership team and the records of those discussions are shared with schools at the termly Panel Meeting.

Other Safeguarding issues

In addition and as is the case currently:

1. Partnerships will always contact the school if there are any significant concerns related to safeguarding, including those where a non-attendance is unexplained and a potential risk.

2. Partnerships will normally call the police if a child goes missing from a provision without explanation and would then let the school know of this action.

For Programme Managed Students :

1. The Co-Ordinator of the Partnership is a trained DSL and acts as the key point of contact with regard to safeguarding. The Partnership Coordinator will ensure that the school DSL is informed and involved as set out in the Partnership Safeguarding Policy.
2. School DSL's are asked to ensure that any safeguarding concerns raised in or out of school that are reported to them about programme managed students are swiftly passed on to the Co-ordinator of the Partnership.
3. The Partnerships contact all Provisions used by our pupils each day to check on attendance. Schools should not feel they need to make contact with Provisions as well – this is an ineffective and inefficient use of time.
4. Schools should visit APs to monitor and support their pupils.
5. The Partnerships aim to do their own quality assurance visits to each AP at least once a year and to share their reports with schools and each other. These checks are posted on line at <https://www.leicsseips.org/ap-reports>. Schools are welcome to use the SEIPS QA Framework document available at that web page and to submit their completed reports to us for inclusion on the web site.

Schools, On roll pupils at alternative provisions and Ofsted

Most Ofsted Inspection Teams are focusing on students who are on roll but in alternative settings and are asking for evidence that schools are monitoring these students. This includes checking that the school has visited the settings and is thorough in monitoring attendance and chasing up absences. We know that this is because there is a national concern about these pupils and some evidence that some schools have used alternative settings as a means of “parking intractable problems” somewhere else.

Our Leicestershire System of Partnerships and Programme Management ensures that pupils who at risk of exclusion are not side lined. Instead they have the services of a dedicated team who champion their needs, at the same time working to keep each pupil's on roll school engaged with the child as far as is possible. Each pupil has a tailored programme to promote reengagement and to avoid the potential damage of “a behaviour sink group” that can emerge when such youngsters find themselves grouped together. Our management of all aspects of each and every pupil, including attendance, progress and welfare is robust. Ofsted Teams need to be made aware of these arrangements!

Using Alternative Provisions Independently

If a school places a pupil at an AP independently the Partnerships ask the following:

1. Please make sure you work through LEBC. This ensures that the Placement you have selected has been audited by LEBC – which includes checking safeguarding and health and safety arrangements. There is a small fee to pay for each placement which ensures that you are sent the paperwork that certifies that checks are complete
2. Please let your local Partnership know of the placement. The Partnerships take great care to ensure that groups of young people work well together and are balanced. They can advise you of any potential pitfalls in brining additional pupils “into the mix”

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What Ofsted may ask schools

Someone in the child's school should be a key link person with the local partnership and should be able to answer questions about:

1. The attendance record of the child, knowing about and engaging with any actions being taken to improve attendance.
2. The programme that the child is being offered and where the child is located at any given point in the week.
3. The justification for that programme, including any reduction in contact time that it might involve, the aim of the programme in meeting the child's additional needs and the milestones that the child needs to reach to be on track to reach the agreed goal of the programme. (NB Transport arrangements and the opening times of some Alternative Settings mean that some students have less than 25 hours of direct contact. Ofsted may question this – programmes are always designed to secure re-engagement and – in the case of KS4 students - effective progression to Post 16.)
4. The progress the child is making.
5. Transport arrangements , especially if the child is travelling unsupervised to a less familiar location. (SEIPS have a generic risk assessment for their transport arrangements. In addition they are now asking schools when they refer to programme management (Tier 4) to include a risk assessment of the child's capability to make such journeys. If the school indicates that this may be a problem they will carry out an individual risk assessment of the journey arrangements and that should be included in the information the SEIP passes to the school.
6. Any safeguarding and / or welfare issues that the Partnership staff are working on with the pupil.

Further guidance on the workings of the Partnerships especially with regard to safeguarding can be found at <https://www.leicsseips.org/safeguarding>

The Partnerships are currently working on a standardised format for conveying this information to schools and keeping them up to date.