

# Whole Family Approach to Improving School Attendance

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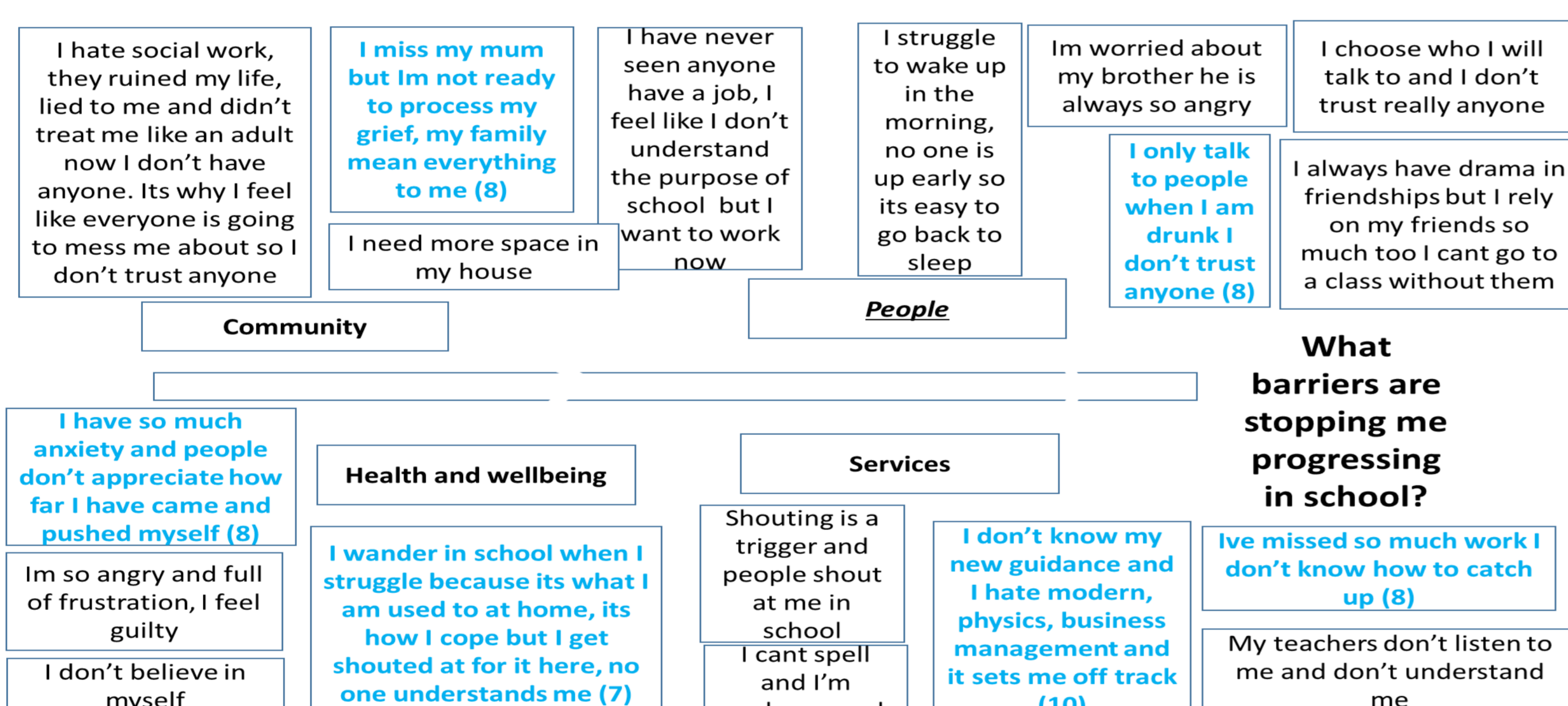
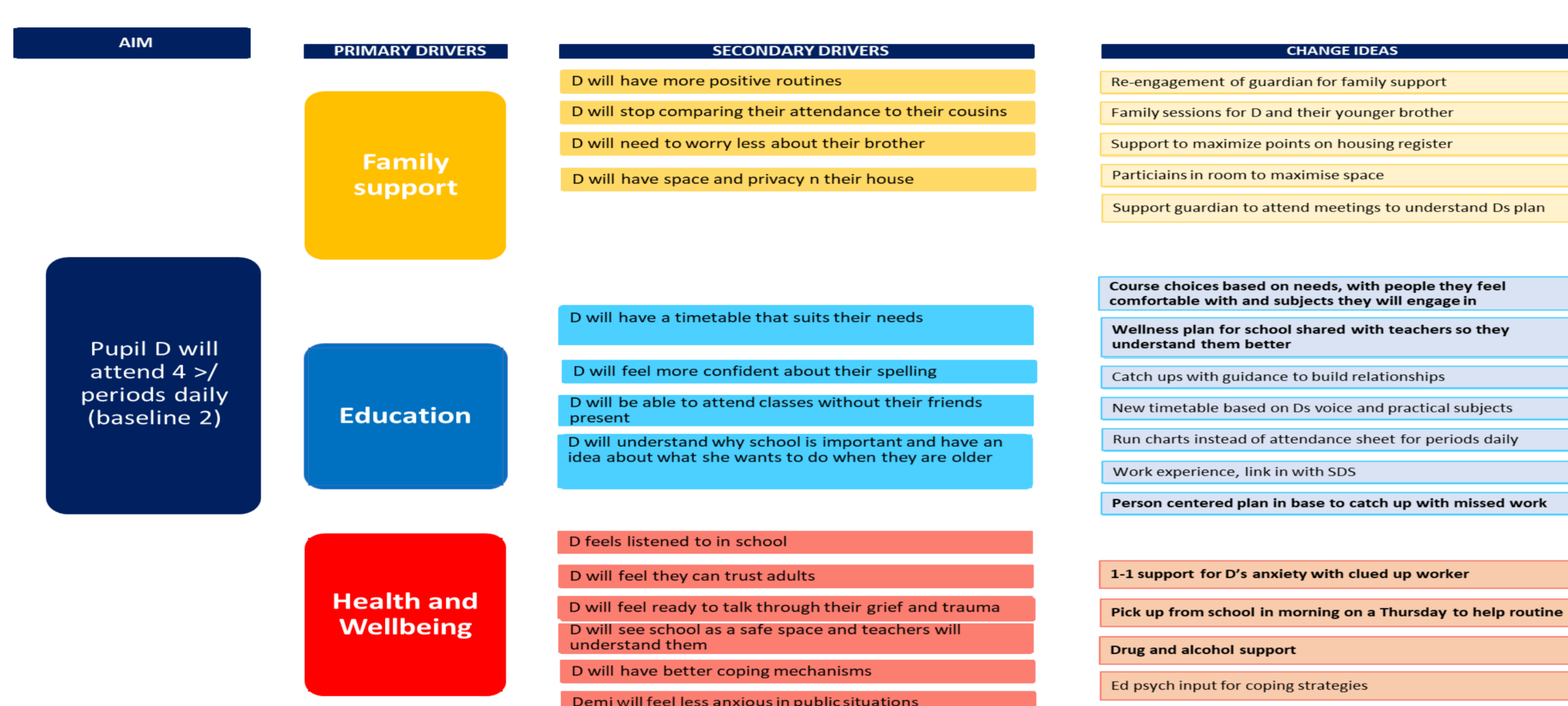
**Stretch Aim: By December 2023, Pupil's weekly attendance will be consistently above 61% (baseline 57%).**

**Improvement Aims: By May 2023, Pupil will attend four or more periods daily (baseline average 2 per day).**

## Method

- Established an Improvement Team including DHT, Guidance Teacher, Family Worker and MIWF and Clued Up.
- Attended Fife QI Whole Family Approach to Improving Attendance
- Targeted YP has had historic chronic low attendance. MIWF has been building relationship with YP and it was felt that there was an opportunity to enhance support and further improve YP attendance
- Used QI tool(s) (e.g. fishbone) and driver diagram to understand the root causes of low attendance.

## Process Change



## Implement

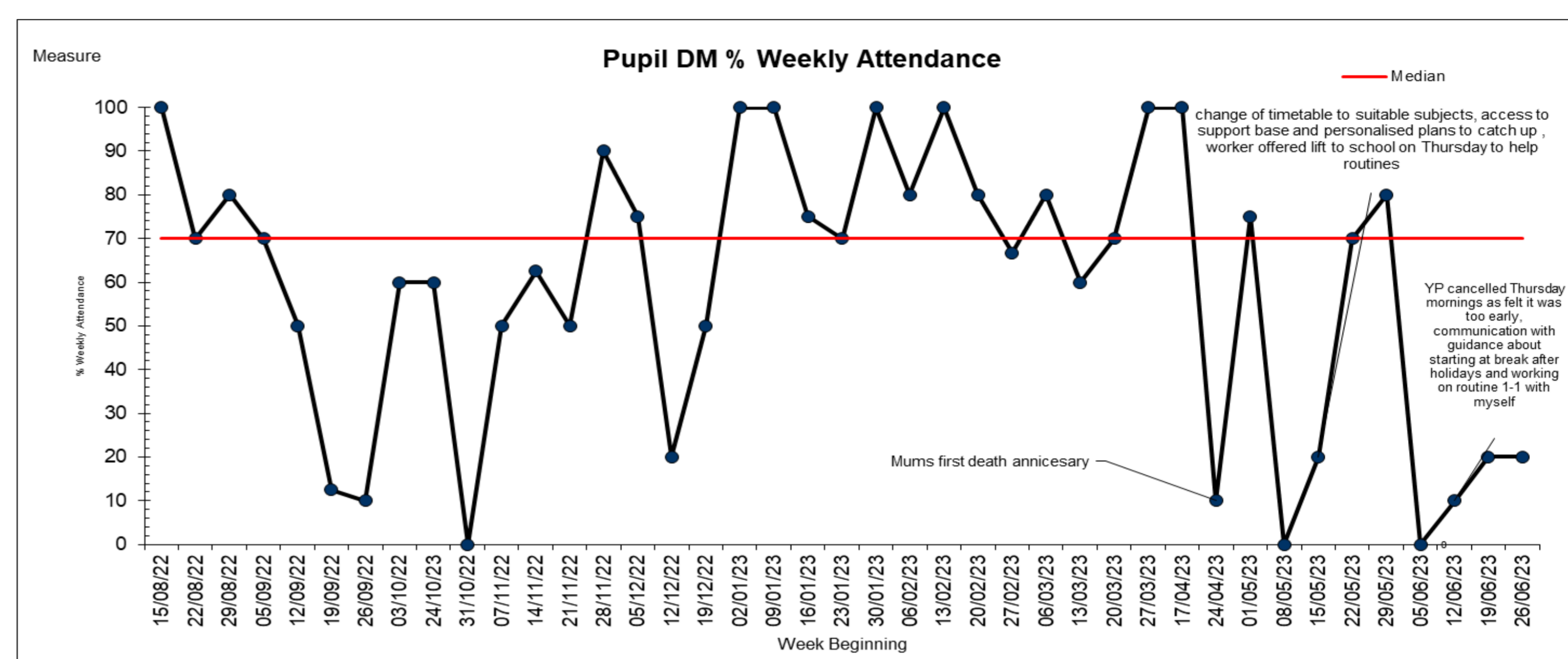
**11/5/23** -Pupil supported to reach out to guidance teacher to set up planning meeting.

- 18/5/23 YP and primary carer attended meeting at school about a plan, discussing what periods pupil was willing to attend. Agreed that pupil would attend agreed classes and base at other times. Support teacher created bespoke packs to support pupils with gaps in learning to support.
- Involved in decision making around new timetable with a priority on practical subjects.
- Guidance teacher was mindful of peer relationships on which classes targeted pupil was assigned.
- Developed a wellness plan to share with teachers.

**25/05/23** - Every Thursday pupil would meet MIWF worker in morning to incentivise pupil to get up and attend and start the day on a positive.

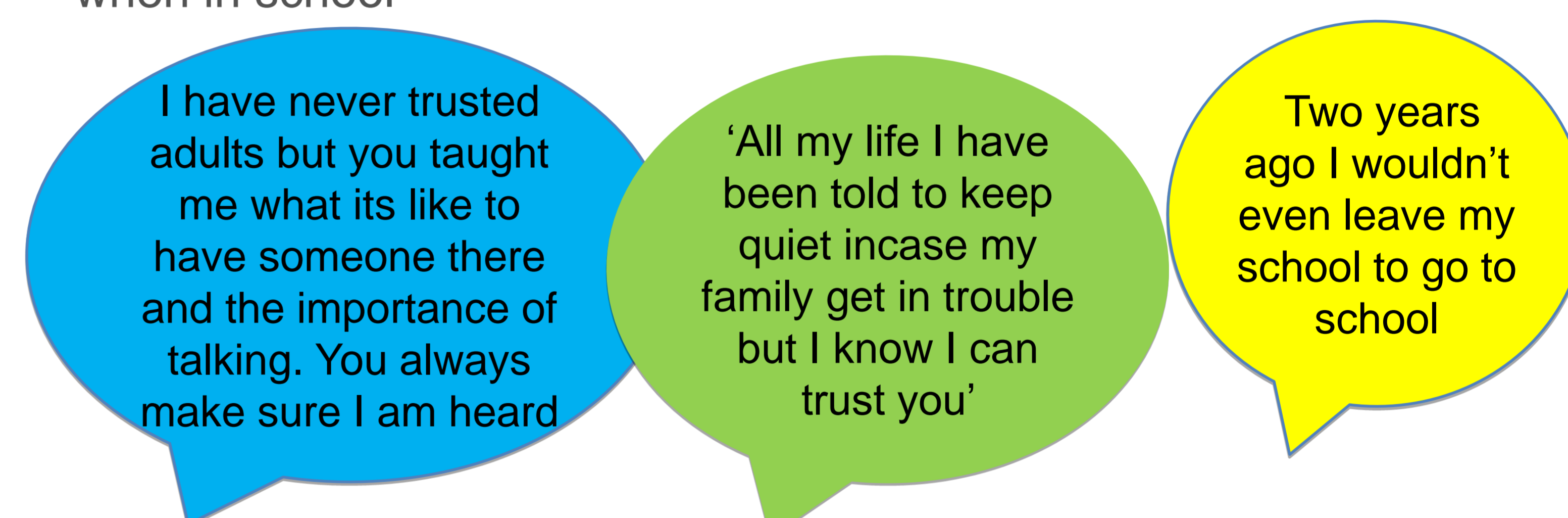
**8/6/23**-YP was celebrated at awards ceremony.

## Results



## Conclusions

- D's attendance decreased following her mums death anniversary
- Ds attendance increased slightly on 18/05/2023 after the meeting, however fell again – change idea was altered to include later starts at school and 1-1s focused on routines
- D previously found it easy to attend school but would wander the halls and not attend classes, however now her attendance has dropped but when she is in she has started going to classes more when in school



## Key Learning Points

- Barrier is shifted to getting YP into school, when she attends she is better at going to timetabled classes. Expectation for pupil to attend period 1 is unrealistic, test whether timetabling starting at break would work better.
- In order to continue to support pupil we need to strengthen relationships with primary carer and family support.
- When YP started to use her voice and ownership of plan, there was a shift in YP engagement and wiliness to work with school and MIWF to move forward.
- Missed opportunity to involve guidance teacher and social worker in the QI process.
- Targeted YP has a long journey to go, and progress is slow but is moving in right direction as pupil using her voice and taking ownership when her plan isn't working
- Share wellness plan with staff to have an understanding of Ds needs
- YP referred to learning in care team/PSS and will work in Clued Up building 1-1 until ready to go back to school and college (1/10/23)
- D has a goal to volunteer abroad, and is applying to college to support this (1/2/23)