

Background
<p>X has a history of attendance difficulties, based around his high levels of anxiety regarding transition. X joined Breckenbrough School in 2015. Despite living within an hour of the school, his Local Authority agreed a residential placement, as this was deemed necessary to support his historical difficulties with transition, by removing the need for the transition between home and school on a daily basis.</p>
Summary of Issues in 2017/18
<p>Attendance in Autumn Term 2017: 85.4% Attendance in Spring Term 2018: 65% Attendance in Summer Term 2018: 20.3% Overall Attendance: 58.7%</p>
Summary of Issues in 2018/19
<p>Attendance in Autumn Term 2018: 26.2% X's attendance declined during the summer term and into Autumn term 2018. One rationale for this was the pressures of learning in line with his cohort and the pressures of his forthcoming GCSE exams. However, after further exploration between home, school and CAMHS, it was agreed that it is more likely that X's issues surround his historical complex need of struggling with transition are the fundamental reason. There is no obvious trigger point for non-attendance to start, but the longer the non-attendance continues, the more significant the barriers to re-engagement.</p>
Actions in Improving Attendance
<ul style="list-style-type: none"> • Daily home contact via phone, text and/or email. • An interim review early in the Autumn term to discuss attendance concerns and attempt to address the decline as swiftly as possible. • Liaison with CAMHS, including information sharing of the input of these structured sessions, which are focused on his anxiety levels and the issues with transition. • A home visit from the school psychologist. • Home visits from trusted staff, including his mentor and his keyworker. Home visits were also planned at the start of the day with the goal of using various techniques of distraction and deflection to support X into school. • Coordinated home visits with peers with the goal of encouraging X into school using the strength of these friendships. • Invitations to join evening activities with the goal of encouraging him to return to school with his peers. • Supporting the family in a change of tack with X staying very local to school on Sunday evening to bridge the journey into school on Monday morning.
Outcomes
<p>Current attendance in Spring Term 2019: 74.1% As a result of the coordinated interventions between home and school, X's attendance since the start of the spring term has improved dramatically. This has had a positive impact on his self-esteem, his academic progress and his overall emotional well-being. X was able to access our ski trip in March 2019, joining our annual residential to the Alps of Italy. He has also joined the school council, undertaking the role of treasurer, as this holds relevance to him in his future career goal of working within the world of finance. Due to the improvements of his attendance, his Local Authority have agreed to fund his Post 16 placement at Breckenbrough, so he can undertake his A Level studies in school and work</p>

towards his goal of applying to go to university.

X's core team continues to maintain weekly contact with his parents to ensure the positive trajectory is maintained and he is supported through his GCSE exams.