

# Venture Attendance Strategy

## 2025-26



## Analysis

Intervention	Impact
<p>The school has reviewed its key stage 4 curriculum in collaboration with the students to design a curriculum that give the students an opportunity to gain accreditation in more practical subjects.</p>	<ul style="list-style-type: none"> <li>• <b><u>Significant Improvements in Student Attendance</u></b> Since joining the provision, data indicates students shown a significant improvement from when they started the academy. This reflects the success of targeted interventions, bespoke timetabling, and a curriculum offer aligned to individual needs and interests.</li> <li>• <b><u>Strengthened Relationships with Families</u></b> The school has developed <b>more consistent and supportive relationships with families</b>, underpinned by regular communication, the involvement of <b>external professionals</b>, and the support of a dedicated <b>Family Footings Facilitator</b>. This multi-agency approach has contributed to improved trust, collaboration, and outcomes for students.</li> <li>• <b><u>Increased Motivation to Attend</u></b> Students demonstrate a <b>greater willingness and motivation to attend school</b> due to their <b>emotional, academic, and social needs being recognised and appropriately met</b>. This is reflected in feedback from students and families, as well as increased consistency in attendance and punctuality.</li> <li>• <b><u>Student Voice Embedded in Practice</u></b> Students report that they <b>feel heard, valued, and involved</b> in shaping their learning experience. Through regular student voice activities, feedback is acted upon, and learners are empowered to contribute to decisions around curriculum, environment, and enrichment, increasing their engagement and attendance.</li> <li>• <b><u>Access to Learning Beyond the Classroom</u></b> The curriculum has expanded to include more <b>outdoor learning opportunities and practical qualifications</b>, such as in horticulture, forest school, and outdoor leadership. These opportunities have been particularly effective for students who previously disengaged in traditional classroom settings, providing them with <b>alternative avenues for achievement and re-engagement</b>.</li> <li>• <b><u>Literacy Barriers Addressed through Targeted Intervention</u></b> Students who previously struggled to access the curriculum due to literacy difficulties now feel <b>more confident and capable in lessons</b>, thanks to <b>personalised intervention programmes</b>, differentiated support, and the embedding of literacy scaffolds across subject areas. This has led to <b>improved participation and a reduction in avoidance behaviours</b>.</li> <li>• <b><u>Enhanced Parental Engagement</u></b> There has been a <b>notable increase in parental engagement</b>, evidenced through higher attendance at parental events, workshops, and review meetings. This positive shift reflects parents' growing trust in the provision and their active involvement in their child's progress and planning.</li> <li>• <b><u>Improved Support for Alternative Provision Students</u></b> Students accessing alternative provision benefit from <b>stronger partnerships and communication channels between the school and external providers</b>. Regular monitoring, shared goal-setting, and coordinated support have led to improved outcomes, attendance, and well-being for students on split or off-site placements.</li> </ul>
<p>The school has introduced a new ready4life program that will be fluid across the school.</p>	
<p>As part of our commitment to supporting the holistic development of every student, the school has broadened its therapeutic offer. We now include horse-riding and swimming as part of the school journey for students who may benefit from these enriching experiences. These activities are designed to promote physical well-being, build confidence, and support emotional regulation in a nurturing environment.</p>	
<p>The school has created a new OD curriculum (wild Passport) to increase the Personal Development offer.</p>	
<p>Due to falling attendance due to anxiety the school is providing 1:1 tutoring to identified students to re-engage them within school. This is carried out either off site in the family home or on site after school hours.</p>	
<p>The school is focusing on improving further the relationships with parents by creating not only a parent steering group but regular opportunities for parental education including sessions with professional services.</p>	
<p>The school continues to offer health breakfast and breacktime snacks. The school has signed up to food share and co-op to ensure that all students have access to nutritious food, regardless of their circumstances.</p>	
<p>Venture has employed an outreach worker to support students struggling to attend.</p>	
<p>Venture work with Alternative Provisions to re-engage students who struggle to attend regularly</p>	
<p>Offer bespoke timetable to re-engage learner who struggle to attend. This is reviewed regularly</p>	
<p>The school is committed to supporting students and families in</p>	

maintaining strong attendance. To enhance this support, we will be working in parallel with the Warwickshire County Council (WCC) Attendance Service. This collaboration aims to provide early intervention, guidance, and practical support to help families overcome barriers to regular school attendance.

- **Ongoing Connection Through Outreach Support**  
Even for students not physically attending the school site full-time, a strong **sense of belonging is maintained through the school's outreach worker**. This role ensures regular contact, provides pastoral and academic support, and helps facilitate a positive route back into education when appropriate.

## Intervention

The school has reviewed its key stage 4 curriculum in collaboration with the students to design a curriculum that gives the students an opportunity to gain accreditation in more practical subjects.

## Rational for Approach

- **Student-Centered Design Philosophy**
- The collaborative approach to curriculum design with students recognizes that learners are the primary stakeholders in their educational journey. By involving students in curriculum decisions, we ensure that learning pathways are meaningful, relevant, and aligned with their interests and career aspirations. This approach is particularly crucial for students who may have experienced educational failure or disengagement in traditional academic settings.
- **Addressing Diverse Learning Needs**
- Our student population includes many learners with SEND, trauma histories, and previous negative educational experiences. Practical subjects provide increased engagement as students find value and motivation in vocational classes, knowing they're acquiring practical, future-oriented skills. This approach recognizes that not all students learn effectively through traditional academic subjects and that practical learning can be equally valuable and intellectually demanding.
- **Enhancing Student Engagement and Motivation**
- Research demonstrates that vocational training instills a clearer sense of direction, providing students with hands-on experience in their fields of interest. For students who have struggled in conventional educational settings, practical subjects offer tangible, immediate applications of learning that can rebuild confidence and engagement with education.
- **Preparing for Post-16 Pathways**
- The main purpose of KS4 is to prepare students for GCSEs, vocational qualifications, or other forms of post-16 education. By expanding practical subject offerings, we ensure that students have diverse pathways to further education, training, and employment that align with their strengths and interests rather than forcing them into a narrow academic framework.
- **Building Employability and Life Skills**
- Practical subjects develop essential employability skills including problem-solving, teamwork, communication, and technical competencies. These skills are directly transferable to the workplace and help students develop confidence in their ability to contribute meaningfully to their communities and the economy.
- **Addressing Individual Barriers to Learning**
- Our curriculum design acknowledges that students may face various barriers to accessing traditional academic subjects, including undiagnosed learning needs, mental health challenges, or gaps in foundational knowledge. Practical subjects can provide alternative routes to academic achievement and personal development.
- **Promoting Inclusive Education**
- By offering diverse accreditation opportunities, we ensure that all students can experience success and achievement, regardless of their learning profile or previous educational experiences. This approach aligns with our commitment to enabling every student to reach their full potential.

## Success Criteria

- **Student Voice Evidenced:** Records (e.g. surveys, focus groups, curriculum meetings) show that students were consulted about curriculum preferences and aspirations.
- **Curriculum Adjustments Made:** Timetables and subject offerings reflect an increase in practical, vocational, or skills-based subjects based on student feedback.
- **Range of Accredited Practical Subjects Offered:** The curriculum includes at least 3+ practical subjects leading to recognised accreditation (e.g. BTEC, ASDAN, Entry Level Certificates, Functional Skills).
- **Uptake by Students:** A high proportion of Key Stage 4 students (e.g. 75% or more) are enrolled in at least one practical subject with accreditation.
- **Student Engagement Improved:** Attendance, behaviour, and engagement data for students in practical courses shows improvement compared to previous academic year or baseline.
- **Accreditation Achieved:** Students successfully complete and gain qualifications in practical subjects, with outcomes recorded in progress data and reports.

- **Post-16 Destinations Aligned:** Leavers' destinations show increased alignment with practical pathways (e.g. vocational college courses, apprenticeships, supported internships).
- **Regular Curriculum Review:** Ongoing student feedback is gathered and used to further refine the curriculum offer annually.
- **Positive Stakeholder Feedback:** Students, parents/carers, and staff report satisfaction with the revised curriculum through surveys or feedback sessions

## Intervention

- The school has introduced a new ready4life program that will be fluid across the school.

## Rational for Approach

The **Ready4Life programme** has been introduced to provide a holistic, personalised, and cross-curricular framework that equips students with the essential life skills, emotional resilience, and independence needed to thrive both in and beyond school. Recognising the diverse and often complex needs of students—particularly those with SEND or SEMH profiles—this programme is designed to be fluid and embedded across all aspects of the school day, rather than being confined to isolated lessons or enrichment blocks.

The rationale for a whole-school, fluid model includes:

- **Preparation for Adulthood (PfA):** Aligned with national expectations from the DfE and NHS, Ready4Life supports students across the four PfA domains: *employment, independent living, community participation, and good health*.
- **Improved Engagement and Motivation:** Life-relevant learning increases student engagement, especially for those who struggle to find meaning in a purely academic curriculum.
- **Curriculum Cohesion and Cultural Capital:** A fluid, whole-school approach ensures that life skills and social development are reinforced consistently across subjects and routines, building stronger cultural capital.
- **Responsiveness to Need:** A flexible structure allows staff to adapt content in real time, responding to emerging personal, social, or safeguarding needs, while maintaining high expectations for independence and behaviour.
- **Inclusion and Equity:** Ensures **all students**, regardless of background or ability, receive targeted support in essential areas such as managing money, travel training, communication, digital safety, and emotional regulation

Research to support:

- **Department for Education – "Preparation for Adulthood Outcomes" (DfE, 2015–2020)**  
Emphasises embedding life skills across the curriculum as essential for improving outcomes for SEND and vulnerable learners.
- **Ofsted (2023 Framework)**  
Inspectors look for **intentional curriculum design** that reflects local context and meets students' preparation-for-life needs—particularly for those with barriers to learning.
- **The Careers & Enterprise Company / Gatsby Benchmarks**  
Highlights the need for **structured, real-life learning** and employer engagement to prepare students for the world beyond school.
- **UNICEF Rights Respecting Schools Award (RRSA)**  
Embedding rights, responsibilities and life-readiness throughout the curriculum supports **personal development, wellbeing, and student empowerment**.

## Success Criteria

### **Curriculum Integration**

- Life skills content is embedded across subjects, tutor times, and informal learning spaces, with mapped links to PSHE, Careers, and SMSC provision.
- Ready4Life is visible in lesson planning, displays, and staff/student language.

### **Student Progress and Achievement**

- Students demonstrate measurable progress in key life skills areas (e.g. budgeting, travel, timekeeping) through tracked outcomes, portfolios, or accreditation (e.g. ASDAN, AQA Unit Awards).
- Increased number of students achieve independence milestones, recorded in EHCP reviews and school tracking.

### **Increased Student Voice and Agency**

- Students can articulate how Ready4Life supports their development, with student surveys and interviews evidencing increased confidence, independence, and real-world readiness.

### **Positive Behaviour and Attendance Trends**

- A reduction in incidents linked to emotional dysregulation or social conflict.
- Improved attendance among previously disengaged pupils, reflecting greater ownership of their learning.

**Parental and External Feedback**

- Parents/carers report increased confidence in their child's ability to cope independently.
- External agencies (e.g. college transition teams, social workers) note students are better prepared for next steps.

## Intervention

- As part of our commitment to supporting the holistic development of every student, the school has broadened its therapeutic offer. We now include horse-riding and swimming as part of the school journey for students who may benefit from these enriching experiences. These activities are designed to promote physical well-being, build confidence, and support emotional regulation in a nurturing environment.

## Rational for Approach

As part of our commitment to the holistic development of every student, the school has significantly broadened its therapeutic provision. This includes the integration of horse-riding, swimming, Occupational Therapy (OT), Speech and Language Therapy (SALT), Educational Psychology support, drum therapy, art therapy, and input from a Compassionate Schools Coach. These therapeutic interventions are embedded into students' individualised school journeys, offering enriching, regulated, and developmentally appropriate experiences.

This multi-modal approach recognises that for many students—particularly those with SEND, SEMH needs, communication challenges, or complex trauma—standard curriculum and pastoral strategies are not sufficient to enable access to learning, build resilience, or promote long-term wellbeing. Through this expanded provision, the school aims to:

- Develop emotional regulation and sensory integration
- Build communication, social and executive functioning skills
- Enhance confidence, self-esteem, and trust in adult relationships
- Promote physical wellbeing and positive body awareness
- Create safe, nurturing spaces that decrease dysregulation and increase engagement

By offering this range of structured, evidence-based interventions, the school is ensuring personalised, equitable access to developmentally appropriate therapeutic input as part of each student's holistic education.

Research to support:

- **Occupational Therapy (OT)**  
Research shows OT improves **fine/gross motor skills, sensory processing, and self-regulation**, especially in autistic and neurodivergent learners (Case-Smith & Arbesman, 2008).
- **Speech and Language Therapy (SALT)**  
Effective SALT can significantly enhance **communication, learning access, and social functioning** for students with SLCN and ASD (Law et al., 2003; RCSLT guidance).
- **Educational Psychology**  
EP input helps address barriers to learning using evidence-based strategies grounded in **cognitive, behavioural and ecological models** (British Psychological Society, 2020).
- **Equine-Assisted Therapy (Horse-Riding)**  
Studies demonstrate horse-riding supports **emotional resilience, sensory integration, and anxiety reduction**, especially in children with SEMH needs (Pendry & Roeter, 2020).
- **Swimming Therapy**  
Aids in **sensory regulation, motor planning, and body awareness**, while also reducing anxiety and improving mood through aerobic movement (STA UK; PHE, 2014).
- **Creative Therapies (Art, Music, Drum Therapy)**  
Non-verbal therapeutic modalities like art and music therapy are linked to **reduced anxiety, trauma processing, emotional expression**, and improved social cohesion (British Association of Art Therapists, 2022).
- **Compassionate Schools Model**  
Draws from trauma-informed practice and attachment theory, helping schools create psychologically safe environments that improve **learning, regulation, and relationships** (Bath Spa University & Barnardo's, 2020).
- **Public Health England – "The Link Between Pupil Health and Wellbeing and Attainment" (2014)**  
Demonstrates the strong association between student wellbeing, attendance, and academic outcomes.

## Success Criteria

**Improved Emotional Regulation and Wellbeing**

- Reduction in the frequency and severity of dysregulation incidents (e.g. meltdowns, fight/flight responses) as tracked through behaviour logs and individual support plans.
- Student and parent feedback reflects increased emotional stability and improved ability to manage stress or frustration.

#### **Increased Access to Learning**

- Students accessing therapy demonstrate improved attendance and sustained periods in class.
- Teachers report increased focus, task initiation, and reduced time out of lessons due to behaviour or sensory needs.

#### **Enhanced Communication and Interaction**

- Students receiving SALT and OT input show measurable improvement in expressive/receptive language, social communication, or motor coordination (tracked via therapy assessments).
- Students are better able to engage in group learning, peer collaboration, and daily routines.

#### **Positive Engagement in Physical and Creative Therapies**

- Students participate regularly and with enthusiasm in therapies such as horse-riding, swimming, drum or art therapy, demonstrating enjoyment, persistence, and growth in confidence.
- Students transfer skills developed in therapeutic environments (e.g. cooperation, perseverance) into other parts of the school day.

#### **Strengthened Multi-Agency Support**

- Interventions are co-produced and reviewed collaboratively with external therapists and families.
- Educational psychologists and therapists provide clear, actionable recommendations that are embedded in classroom strategies and EHCPs.

#### **Family and Stakeholder Feedback**

- Parent/carer surveys indicate increased satisfaction with therapeutic support.
- External professionals note improved regulation, participation, and readiness for transition/post-16 pathways.

#### **Research to support:**

- **Natural England (2020) – "Children's People and Nature Survey"**  
Found that **children who spend more time in nature** are happier, more confident, and more resilient. Engagement with natural spaces is especially impactful for mental health and wellbeing.
- **Education Endowment Foundation (EEF) – Outdoor Adventure Learning**  
Outdoor learning interventions have a positive impact on **self-confidence, motivation, and collaborative learning**, particularly for disadvantaged and disengaged learners (+4 months impact on average).
- **Institute for Outdoor Learning (IOL)**  
The IOL highlights that outdoor education fosters **self-reliance, interpersonal skills, and leadership**, all of which contribute to stronger personal development and improved social integration.
- **Department for Education – Character Education Framework (2019)**  
Emphasises the importance of experiences that foster **resilience, confidence, and a sense of adventure**—qualities that OD programmes like Wild Passport explicitly target.
- **Forest School Research (Knight, 2013)**  
Demonstrates that structured outdoor programmes improve **emotional regulation, risk assessment, and problem-solving**, especially in children with additional needs.
- **Wild Passport Framework**  
Designed by outdoor learning professionals, Wild Passport provides a **stage-based, accredited curriculum** that enables schools to develop outdoor proficiency alongside the personal, social, and emotional competencies outlined in the national Personal Development framework.

## **Intervention**

The school has created a new OD curriculum (wild Passport) to increase the Personal Development offer

## **Rational for Approach**

In response to the school's strategic focus on **enhancing Personal Development**, a new **Outdoor Development curriculum** has been introduced, utilising the **Wild Passport framework**. This programme is designed to provide students with a structured, progressive outdoor learning experience that builds **resilience, confidence, collaboration, and independence**—key components of effective personal development.

This approach is rooted in the belief that **learning beyond the classroom**, particularly in natural environments, plays a critical role in supporting the **holistic growth** of students. For many—especially those with **SEMH needs, SEND profiles, or low engagement in traditional settings**—the outdoor environment offers an alternative pathway to success.

The Wild Passport curriculum provides a **scaffolded, skill-based framework** that enables students to build competency in five key outdoor skill areas (shelter, fire, knots, tools, and outdoor cooking) while also developing essential life skills such as **teamwork, risk assessment, perseverance, and communication**. This directly supports the school's intent to broaden cultural capital, improve emotional wellbeing, and enhance readiness for adulthood.

## **Success Criteria**

### **Enhanced Personal Development Outcomes**

- Students demonstrate measurable progress in personal development strands such as resilience, cooperation, confidence, and self-regulation through observational assessments, learning journals, or self-reflection tools.
- Wild Passport assessments show progression across the five outdoor skill strands.

### **Improved Engagement and Participation**

- Students who previously struggled with engagement in classroom environments show increased attendance, participation, and time on task during OD sessions.
- Pupil voice evidences enjoyment, perceived value, and growth in self-belief linked to OD experiences.

### **Positive Behavioural and Emotional Impact**

- A reduction in behavioural incidents is noted for students accessing OD sessions, particularly in terms of physical outbursts or emotional dysregulation.
- Students apply strategies learned in the outdoors (e.g. calmness, problem-solving) in wider school contexts.

### **Curriculum Enrichment and Cultural Capital**

- OD activities contribute to the school's SMSC, PSHE and British Values curriculum, evidenced in curriculum maps, displays, and pupil learning portfolios.
- Students are exposed to experiences that increase their connection with nature, environmental responsibility, and practical life skills.

### **Accreditation and Progress Tracking**

- Students complete stages of the Wild Passport with accompanying evidence folders or digital records.
- Staff record and track progression against personal development targets as outlined in EHCPs, Behaviour Support Plans, or school pastoral frameworks.

## Intervention

Due to falling attendance due to anxiety the school is providing 1:1 tutoring to identified students to re-engage them within school. This is carried out either off site in the family home or on site after school hours.

## Rational for Approach

In response to a noticeable decline in attendance among students experiencing school-based anxiety, the school has introduced a flexible 1:1 intervention programme aimed at re-engaging these learners with education in a way that is accessible, safe, and supportive. The sessions are delivered either off-site (in the family home) or on-site after school hours, depending on individual needs and readiness.

This approach reflects an understanding that anxiety-related school avoidance is often linked to sensory overload, social pressures, low self-esteem, or trauma responses. For these students, traditional re-entry strategies may not be effective without first rebuilding a sense of psychological safety, trust, and academic connection.

The 1:1 tuition programme is therefore designed to:

- Maintain academic progress and routine for students unable to access mainstream lessons.
- Offer low-stimulation, relationship-based teaching to reduce school-related distress.
- Gradually rebuild confidence, preparing students for reintegration into full-time, on-site education.
- Provide tailored emotional and academic support that fosters engagement, attendance, and long-term resilience.

This intervention aligns with the school's inclusive ethos and its commitment to early, targeted intervention to prevent long-term disengagement, persistent absence (PA), and escalation into non-attendance.

### **Research to support:**

- **National Children's Bureau (NCB, 2018) – *Mental Health and Attendance***  
Students with anxiety are at higher risk of school refusal and chronic absenteeism. Tailored support, including flexible learning environments and individual attention, is vital in reducing these barriers.
- **Education Endowment Foundation (EEF) – *One-to-One Tuition***  
1:1 tuition provides up to **+5 months of academic progress**, particularly when used as a targeted intervention for students at risk of disengagement.
- **Royal College of Psychiatrists – *School Refusal and Anxiety***  
Therapeutic, low-pressure reintroduction approaches that include **tutoring at home or in safe environments** are key to breaking cycles of avoidance and restoring engagement.
- **Mental Health Foundation – *School Transitions and Re-engagement***  
Relationships with trusted adults, clear structure, and gentle exposure to academic settings are core components of **successful re-entry** for anxious students.
- **Department for Education – "Working Together to Improve School Attendance" (2022)**  
Recommends early intervention and **individualised attendance support plans**, particularly for students with medical, emotional, or mental health challenges.

## Success Criteria

### **Improved Attendance and Engagement**

- Identified students show a measurable increase in attendance, either through phased reintroduction to school or consistent participation in tutoring sessions.
- Transition records show clear steps towards re-engagement with on-site or group learning.

### **Reduction in Anxiety Symptoms Related to School**

- Student self-reports and parent feedback indicate lower levels of school-related anxiety and increased readiness to engage.
- Wellbeing tools (e.g. SDQs, Emotion Thermometers, anxiety scales) show improved emotional regulation and reduced avoidance behaviours.

### **Sustained Academic Progress**

- Students maintain or improve academic performance in core subjects, with evidence from tuition records, progress reviews, and work samples.

- Individual learning targets are met, particularly in literacy and numeracy.

**Positive Student-Adult Relationships**

- Students develop trusted relationships with tutors, which help rebuild confidence and willingness to take risks in learning.
- Feedback from staff, students, and families reflects increased trust, security, and willingness to attend school-based provision.

**Parental Involvement and Support**

- Families actively engage in the tutoring process, supporting routines, feedback, and next-step planning.
- Home-school communication improves, promoting a consistent, collaborative approach to re-engagement.

## Intervention

The school is focusing on improving further the relationships with parents by creating not only a parent steering group but regular opportunities for parental education including sessions with professional services.

## Rational for Approach

The school recognises that **parental engagement is a critical factor in student success**, wellbeing, and attendance. To further strengthen relationships with families and create a more inclusive school community, the school has implemented a dual strategy:

- Establishing a Parent Steering Group to empower parents and carers to have a voice in decision-making and school improvement planning.
- Offering regular parental education sessions, in collaboration with external professional services (e.g. mental health teams, SEND professionals, safeguarding leads), to build family confidence and knowledge in supporting their children's development.

This two-pronged approach is designed to:

- Build trust, transparency, and mutual respect between school and home.
- Reduce barriers to engagement—especially for parents of children with SEND or SEMH needs—by offering informal, solution-focused forums.
- Increase parental understanding of key topics such as emotional regulation, anxiety management, digital safety, and EHCP processes.
- Strengthen shared ownership of learning and behaviour strategies, leading to improved consistency between home and school.
- Embed a culture of co-production, where families are active partners, not passive recipients, in their child's education.

This approach aligns with the school's strategic commitment to inclusion, trauma-informed practice, and community partnership

### **Research to support:**

- **Department for Education (DfE, 2022) – Working Together to Improve School Attendance**  
Parental engagement is central to tackling persistent absence. Proactive, relational work with families is one of the most effective early interventions.
- **Education Endowment Foundation (EEF) – Parental Engagement Toolkit**  
Engaging parents through workshops, communication, and co-creation of strategies can lead to **+4 months' progress**, particularly for disadvantaged students.
- **SEN Code of Practice (2015)**  
Emphasises the importance of **co-production and person-centred planning**. Strong parent-school partnerships are linked to better long-term outcomes for pupils with SEND.
- **The Centre for Parent and Child Support (2020)**  
Found that parent education groups build **self-efficacy, emotional regulation, and behaviour management** skills in parents—positively impacting children's readiness to learn.
- **Ofsted Research Review: Parent Partnership (2023)**  
High-performing schools consistently demonstrate **strong, respectful communication with families**, and provide accessible pathways for parents to influence provision.
- **Place2Be & Anna Freud Centre**  
Mental health interventions delivered **alongside parent education** are more likely to be sustained and effective than those targeting students alone.

## Success Criteria

### **Parent Steering Group Established and Active**

- A diverse and representative steering group is formed with regular, well-attended meetings.
- Parent feedback and suggestions are evidently influencing school decisions, policies, and initiatives.
- Group contributes to events such as parent forums, curriculum reviews, and strategic planning.

### **Regular Parental Education Offer Delivered**

- Sessions are co-facilitated by school staff and relevant professionals (e.g. CAMHS, Educational Psychologists, social care).

### **Improved Parent Confidence and Involvement**

- Post-session surveys and informal feedback indicate increased parent confidence in supporting their child's emotional, academic, and behavioural needs.
- More parents attend school events, engage in reviews (e.g. EHCPs), and access school-based support.

#### **Improved Outcomes for Students**

- Students whose families engage with the offer show improvements in attendance, behaviour, and/or emotional wellbeing.
- Families are more proactive in seeking support, reducing referrals to crisis services or social care.

#### **Positive Stakeholder Feedback**

- Ofsted, governors, and professional partners note the strength of the school's partnership with parents as a key asset.
- Families report that the school is a welcoming, collaborative, and inclusive environment.

## Intervention

The school continues to offer health breakfast and breaktime snacks. The school has signed up to food share and co-op to ensure that all students have access to nutritious food, regardless of their circumstances.

## Rational for Approach

The school continues to provide free healthy breakfasts and breaktime snacks for all students, and has strengthened this offer by partnering with Food Share and the Co-op, ensuring that no student is disadvantaged by food insecurity. This intervention is underpinned by the understanding that nutrition, concentration, emotional regulation, and academic performance are intrinsically linked—and that schools play a vital role in levelling the playing field for disadvantaged children.

For some students, particularly those facing poverty, neglect, or household instability, school may be the only reliable source of nutritious food. A consistent, stigma-free approach to food provision supports:

- **Physical health**, including improved energy levels and immunity;
- **Mental wellbeing**, through stable blood sugar levels and reduced anxiety;
- **Positive behaviour**, emotional regulation, and readiness to learn;
- **A culture of care and dignity**, fostering belonging and trust in the school environment.

In line with national guidance, this intervention is also part of the school's wider strategy to reduce the effects of socio-economic disadvantage, contributing directly to improved attendance, concentration, and attainment.

### Research to support:

- **Magic Breakfast & Education Endowment Foundation (EEF, 2016)**  
Evaluation of the Magic Breakfast programme found that offering **free, nutritious breakfast** leads to an average of **+2 months' academic progress**, particularly in reading and writing. The effects were strongest among **disadvantaged pupils**.
- **Public Health England (PHE) – The Link Between Pupil Health and Wellbeing and Attainment (2014)**  
Good nutrition is a **critical factor in concentration, behaviour, attendance, and attainment**. Schools that prioritise student health improve overall academic outcomes.
- **Joseph Rowntree Foundation – Poverty and Education (2020)**  
Addressing food insecurity is essential in **closing the attainment gap**. Food provision should be embedded into the school day and provided **universally** where possible to reduce stigma.
- **NHS/Childline Reports on Hunger and Mental Health**  
Chronic hunger is associated with **low mood, irritability, fatigue**, and increased anxiety in children and adolescents. Nutritional interventions at school can act as a protective factor for mental health.
- **UNICEF UK – Food Insecurity and Children's Rights (2022)**  
Schools have a **moral and legal responsibility** to uphold children's right to food. Ensuring access to food at school **protects dignity and improves life outcomes**.
- **Ofsted School Inspection Framework (2023)**  
Inspectors look for evidence that schools are **proactively supporting disadvantaged students** and promoting **wellbeing**. Effective, inclusive food provision contributes to **Personal Development and Behaviour & Attitudes** judgments.

## Success Criteria

### Universal Access and Take-Up

- All students have equal, stigma-free access to breakfast and breaktime snacks, regardless of household income.
- High uptake rates among pupils, with particular attention to vulnerable or persistently absent students.

### Improved Student Readiness and Regulation

- Staff report improvements in student focus, mood, and self-regulation, especially during morning sessions.
- Fewer incidents of dysregulation or disengagement attributed to hunger or fatigue.

### Improved Attendance and Punctuality

- Students at risk of persistent absence are encouraged to arrive early for breakfast club, improving overall punctuality and daily routines.
- Targeted students show improved morning attendance over time.

#### **Health and Wellbeing Awareness**

- Students demonstrate a developing understanding of the link between nutrition, health, and mental wellbeing through PSHE lessons and informal conversations.
- Some students supported through food share also access wider family welfare support.

#### **Effective Use of Community Partnerships**

- Strong working relationship maintained with Food Share, Co-op, and local partners to ensure continuity of supply.
- Families and students benefit from take-home food parcels or signposting to community food resources when needed.

## Intervention

Venture has employed an outreach worker to support students struggling to attend.

## Rational for Approach

Venture has appointed a dedicated Outreach Worker to support students who are struggling to attend school regularly, particularly those facing emotional-based school avoidance (EBSA), anxiety, family disruption, or complex SEND needs. This intervention reflects the school's commitment to inclusive practice, early intervention, and personalised support, especially for those at risk of becoming persistently absent or completely disengaged from education.

The Outreach Worker plays a crucial role in:

- Rebuilding trust and communication with families and students who have become disconnected.
- Providing in-home or community-based support where students feel safest.
- Acting as a consistent, non-judgmental adult to build confidence, reduce anxiety, and plan for gradual re-engagement.
- Acting as a link between home and school, ensuring that interventions, concerns, and strategies are coordinated and responsive.

This approach recognises that attendance issues are often symptoms of wider emotional, social, or contextual barriers, and cannot be addressed solely through attendance enforcement. The Outreach Worker enables a compassionate, person-centred approach—meeting students where they are and walking alongside them toward sustained re-engagement.

### **Research to support:**

- **Department for Education – "Working Together to Improve Attendance" (DfE, 2022)**  
Recommends early, targeted intervention for students with poor attendance, highlighting the value of **designated staff to work with families** and **individualised support plans**.
- **Education Endowment Foundation (EEF) – Parental Engagement Toolkit**  
Effective home–school partnerships can improve attendance and outcomes, particularly where there is a **trusted adult acting as a liaison**. Interventions that build **positive relationships** show strong long-term impact.
- **Royal College of Psychiatrists – Emotional-Based School Avoidance (2021)**  
EBSA is best addressed through **gradual exposure, flexible support, and relationship-driven strategies**—all core functions of an Outreach Worker.
- **Ofsted (2023 Framework)**  
Strong personal development and behaviour judgments are linked to how well schools **proactively support attendance** through early intervention, parental involvement, and a graduated response.
- **Nuffield Foundation – School Absenteeism and Mental Health (2021)**  
Reinforces that students struggling with attendance due to emotional or mental health issues benefit from **community-based engagement**, frequent contact with a **known adult**, and **trauma-informed strategies**.
- **Children's Commissioner for England – "Where Are England's Children?" (2022)**  
Calls for **dedicated outreach work** to re-engage the growing number of young people missing from education, citing the success of **home visits, relationship-building, and multi-agency approaches**.

## Success Criteria

### **Improved Attendance and Engagement**

- Students supported by the Outreach Worker demonstrate measurable improvements in attendance over a defined period.
- Increased participation in off-site or flexible learning, with clear transition plans into fuller school engagement.

### **Strengthened Home–School Partnerships**

- Improved communication and trust between families and the school, as reflected in parent/carers' feedback and engagement with meetings and support plans.
- Families report feeling heard, supported, and involved in their child's re-engagement journey.

**Reduction in School-Based Anxiety**

- Student feedback, wellbeing tools (e.g. anxiety rating scales, emotion check-ins), and behaviour data show reduced anxiety and increased confidence.
- Fewer incidents of school refusal or emotional dysregulation linked to attendance barriers.

**Increased Personalised Support and Planning**

- Students have individualised re-engagement plans, with clear goals, timelines, and input from the Outreach Worker and other professionals.
- Regular review and adaptation of strategies based on the student's progress and feedback.

**Effective Multi-Agency Working**

- The Outreach Worker liaises effectively with CAMHS, Early Help, social care, and other agencies, ensuring holistic support is aligned and impactful.
- Evidence of joint planning and co-produced pathways to support students' wider wellbeing and development.

## Intervention

Venture work with Alternative Provisions to re-engage students who struggle to attend regularly

## Rational for Approach

Venture recognises that some students, particularly those with SEMH needs, SEND, adverse childhood experiences (ACEs), or school-based anxiety, may find it difficult to engage consistently with traditional mainstream settings. To prevent complete disengagement from education, the school has developed strong partnerships with Alternative Provisions (APs) that offer specialist, flexible, and therapeutic environments tailored to the needs of these learners.

This strategic intervention aims to:

- **Re-engage hard-to-reach students** in meaningful, structured learning.
- Reduce the risk of **persistent absenteeism or NEET (Not in Education, Employment, or Training)** outcomes.
- Offer **trauma-informed, interest-led provision** that addresses emotional regulation, social skills, and vocational readiness.
- Provide a stepping stone toward reintegration into school or transition to long-term pathways such as college or apprenticeships.

Alternative Provision is used not as a “last resort” but as a targeted, planned intervention to address underlying barriers to attendance, helping students reconnect with learning in a way that supports their self-worth, emotional wellbeing, and aspirations

### Research to support:

- **Department for Education (DfE) – *Alternative Provision: Effective Practice and Post-16 Transition (2020)***  
Found that high-quality APs provide positive outcomes when used **proactively and strategically**, especially for students with **SEMH needs or chronic non-attendance**. Strong partnership working is essential.
- **Education Endowment Foundation (EEF) – *Behaviour Interventions & Mentoring Toolkits***  
Personalised mentoring and alternative placements show improved engagement and behaviour outcomes, particularly when **relationship-building and goal-setting** are prioritised.
- **Ofsted – *Alternative Provision: The Unofficial Exclusion? (2016) & Good Practice in AP (2020)***  
Stresses the importance of **clear oversight, integration with school plans, and tailored provision** in achieving good outcomes. APs should be used to **re-engage students**, not exclude them.
- **SEND Code of Practice (2015)**  
Emphasises the duty on schools to **personalise provision**, including flexible placements, to meet the needs of learners with EHCPs or SEN Support.
- **Public Health England – *Supporting Mental Health in Schools (2021)***  
Highlights the value of **alternative, nurturing environments** for students with anxiety, trauma, or disengagement, helping to rebuild trust and routine.
- **Centre for Social Justice – *Providing the Alternative (2022)***  
Recommends **early intervention AP placements** for students with falling attendance and rising anxiety, alongside a coordinated reintegration plan.

## Success Criteria

### Improved Attendance and Engagement

- Students attending AP show a significant increase in attendance compared to their previous mainstream attendance baseline.
- Engagement logs and feedback from AP providers reflect positive participation, improved behaviour, and progress towards learning goals.

### Personalised Learning and Emotional Support

- Students access bespoke learning pathways at AP, including vocational subjects, life skills, and therapeutic input.
- APs deliver targeted emotional and behavioural support, aligned with EHCP outcomes or individual support plans.

### Improved Behaviour and Emotional Regulation

- Reduction in behavioural incidents both at AP and during school-based sessions, where applicable.
- Students demonstrate improved resilience, confidence, and emotional literacy, tracked through case studies and review meetings.

#### **Successful Reintegration or Transition**

- Where appropriate, students follow a supported reintegration plan into Venture or another suitable educational setting.
- Leavers from AP move on to post-16 destinations in education, training or employment, with appropriate support in place.

#### **Effective Partnership and Monitoring**

- Regular communication and review meetings between Venture and APs ensure high-quality, safe, and accountable provision.
- Parents/carers are involved in planning and reviews, and student voice is actively sought in evaluating provision quality.

## Intervention

Offer bespoke timetable to re-engage learner who struggle to attend. This is reviewed regularly

## Rational for Approach

Venture School recognises that for some learners—particularly those with school-based anxiety, SEMH needs, neurodiversity, or complex life circumstances—a traditional full-time timetable may become overwhelming and act as a barrier to regular attendance. To prevent further disengagement, the school offers bespoke timetables tailored to each student's individual needs, reviewed regularly to ensure responsiveness and impact.

These personalised timetables allow for:

- A gradual reintegration into the school environment at a pace that supports emotional regulation and success.
- A curriculum that includes both core academic content and therapeutic or interest-led sessions, promoting a sense of achievement and motivation.
- Flexible adaptations, such as reduced hours, safe spaces, 1:1 or small-group teaching, and vocational or off-site learning.
- Ongoing reviews involving the student, family, and professionals, allowing dynamic adjustments as the learner builds confidence and resilience.

This approach aligns with a trauma-informed, inclusive model of education and helps to reduce the risk of persistent absenteeism, poor mental health, or exclusion from education altogether.

### **Research to support:**

- **DfE (2022) – "Working Together to Improve School Attendance"**  
Recommends **early intervention and flexible support plans** to re-engage students at risk of persistent absence, especially those with SEND or emotional-based school avoidance (EBSA).
- **Royal College of Psychiatrists – Emotional-Based School Avoidance Guidance**  
Suggests phased, personalised timetables and safe reintroduction strategies are essential for students whose anxiety prevents them from accessing full-time school.
- **Education Endowment Foundation (EEF) – Behaviour Interventions Toolkit**  
Found that targeted, individualised approaches—including modified timetables and mentoring—have a positive impact on behaviour, attendance, and emotional development.
- **SEND Code of Practice (2015)**  
Emphasises the school's responsibility to make **reasonable adjustments** and provide **graduated support** to help students access learning in ways that meet their unique needs.
- **Anna Freud Centre – Emotionally-Based School Avoidance Toolkit (2021)**  
Highlights that **co-produced timetables**, built with input from the student and reviewed regularly, are key to successful re-engagement for emotionally vulnerable learners.
- **Ofsted – "High-Quality Education for All" (2023 Framework)**  
Recognises the use of **individualised curriculum and flexible models** as effective inclusive practice, particularly when underpinned by evidence and professional collaboration

## Success Criteria

### **Improved Attendance**

- Students on bespoke timetables show a measurable and sustained improvement in attendance compared to their baseline.
- There is evidence of increased time on site or engagement in learning (on-site, off-site, or remote).

### **Enhanced Engagement and Readiness to Learn**

- Students participate in their adjusted schedule with increased focus, motivation, and positive relationships with staff.
- Student voice reflects a greater sense of control, self-worth, and hope around learning.

### **Positive Emotional and Behavioural Progress**

- Reduced anxiety or dysregulation related to school, tracked through tools such as emotion scales or SDQs.

- Decrease in school refusal behaviours or crisis incidents (e.g., emotional shutdowns, panic, aggression).

#### **Effective Personalisation and Responsiveness**

- Timetables are clearly co-produced with students, parents, and key staff, reflecting known needs and strengths.
- Regular (e.g., fortnightly or half-termly) reviews lead to gradual progression, either toward a fuller timetable or an agreed next destination.

#### **Successful Transition or Reintegration**

- Where appropriate, learners transition into more structured routines, alternative provision, or post-16 pathways.
- EHCP outcomes or behaviour support plan targets are actively worked toward within the adjusted curriculum.

## Intervention

The school is committed to supporting students and families in maintaining strong attendance. To enhance this support, we will be working in parallel with the Warwickshire County Council (WCC) Attendance Service. This collaboration aims to provide early intervention, guidance, and practical support to help families overcome barriers to regular school attendance.

## Rational for Approach

Venture School is committed to ensuring that every student has access to consistent, high-quality education by addressing and reducing school absence. In recognition of the complex factors that contribute to poor attendance—ranging from SEND, anxiety, family disruption, to safeguarding concerns—the school is strengthening its approach by working in partnership with Warwickshire County Council (WCC) Attendance Service.

This collaboration is designed to:

- Provide early, evidence-based intervention to families at risk of persistent absence.
- Offer access to statutory and non-statutory support pathways, ensuring students and families receive practical, coordinated guidance.
- Improve accountability and consistency in attendance management through aligned expectations and action planning.
- Embed a culture of joint responsibility between school, family, and local authority, increasing the likelihood of sustained change.

By working in parallel with the WCC Attendance Service, the school can act proactively and preventatively, offering targeted support before non-attendance becomes entrenched or leads to legal escalation. This approach reinforces the message that attendance is a shared priority, and that all stakeholders are working together to support each child's success

- **Department for Education – "Working Together to Improve School Attendance" (2022)**  
Encourages strong collaboration between schools and local authority attendance teams to **prevent persistent absence** and ensure **earlier intervention**. Emphasises the importance of **proportionate, supportive action** before legal enforcement.
- **Education Endowment Foundation (EEF) – Parental Engagement Toolkit**  
Interventions that actively involve and support parents lead to **improved attendance and engagement**, particularly when based on **clear, non-judgmental communication** and shared action planning.
- **Ofsted – Securing Good Attendance and Tackling Persistent Absence (2023)**  
Highlights that the most effective schools embed **robust multi-agency collaboration**, with **joint ownership of attendance outcomes** across education, health, and social care systems.
- **National Children's Bureau (NCB, 2020) – Attendance and the Role of Local Authorities**  
Recommends building **strong, consistent partnerships** between schools and local authorities to help **understand and resolve root causes** of absence, rather than treating symptoms.
- **Warwickshire County Council – Attendance and Inclusion Strategy**  
Emphasises early identification, tailored support, and **partnership with schools and families** to achieve sustained improvement in attendance and reduce escalation to statutory processes.
- **Anna Freud Centre – Emotionally-Based School Avoidance Toolkit**  
Where non-attendance is linked to mental health or trauma, **multi-agency and family-centred plans** are key to long-term recovery and re-engagement

## Success Criteria

### **Improved Attendance Outcomes**

- Targeted students and families supported through the WCC collaboration demonstrate measurable improvements in attendance over time.
- Fewer students reach the 90% persistent absence threshold, especially among vulnerable groups.

### **Early and Effective Intervention**

- Referrals to WCC Attendance Service occur before persistent absence becomes entrenched, in line with national guidance.
- Families receive timely practical support, signposting, and structured action plans (e.g., parenting support, transport guidance, mental health input).

### **Stronger Family Engagement**

- Increased parental involvement in attendance-related meetings and action planning.

- Families report feeling supported rather than penalised and understand the shared importance of attendance.

#### **Clear, Coordinated Support Plans**

- All identified students have attendance support plans in place, co-developed with school staff, WCC officers, and families.
- Plans are reviewed regularly, and there is clear communication about progress and expectations.

#### **Effective Multi-Agency Working**

- Improved collaboration between school, WCC, and other agencies (e.g. Early Help, CAMHS, Social Care), resulting in joined-up, student-centred approaches.
- Attendance interventions feed into broader safeguarding and SEND processes, creating holistic support.