



Rationale:

All schools within our Special Partnership Trust seek to ensure that our pupils receive a full-time education which maximises opportunities for each to realise his/her true potential with regards to academic progress and social and emotional development. Each of our schools will provide a welcoming, caring environment, whereby each member of the school community feels valued, safe and secure. All school staff will work with pupils, their families and outside agencies to ensure each pupil attends school regularly and punctually. The ambition of our school is identify and remove barriers to achieve the best possible attendance.

Plan and monitoring:

- Data sets will be monitored by the Headteacher and Senior Leadership Team, with a formal data report on pupil attendance to the Local Governing Body and Trustees of our Special Partnership made by the Headteacher and Attendance Champion each term as part of the Headteacher report to Trustees.
- We may share attendance data with Children’s Services and the Local Authority if required; all information is shared in accordance with the General Data Protection Regulation 2018.
- The Headteacher will report on attendance to the Local Governing Body/Trustees each term using the agreed template produced by our Special Partnership Trust. This report will outline if there are any concerns in relation to pupil attendance and any impact of pupil attendance on progress over time.
- The report will outline the measures the school has made to address any such issues (‘closing the gap’ opportunities). Where there have been non-attendance issues within the school the Headteacher/ SLT will collate examples of case studies/summaries which evidences the approach taken by the school in addressing pupil attendance.
- Attendance Champion/Assistant Head to attend termly SPT Attendance Sub Group.
- We fully understand that improving attendance shouldn’t be seen in isolation and is impacted on by the whole school culture, “attendance is everyone’s responsibility.” The Annual Strategic Plan is simply one part of our approach to improving attendance. The plan goes above and beyond our operational, daily attendance protocols and is seen as an additional document to our Attendance Policy.



Brunel School

Review Date: October 2025

Name of School Attendance Champion: Emily Johnston	Name of Governor Lead: Guy Chapple
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National Attendance Data
Explore education statistics – Gov.uk
National average for Special Schools for 2023-2024 was 87.1% (DfE website)

*****	Attendance Achieved 22-23: 46%
Attendance Target 23-24: 60%	Attendance Achieved 23-24: 53%
Attendance Target 24-25: 60%	Attendance Achieved 24-25: 58%
Attendance Target 25-26: 75%	

Attendance Data 2024-25

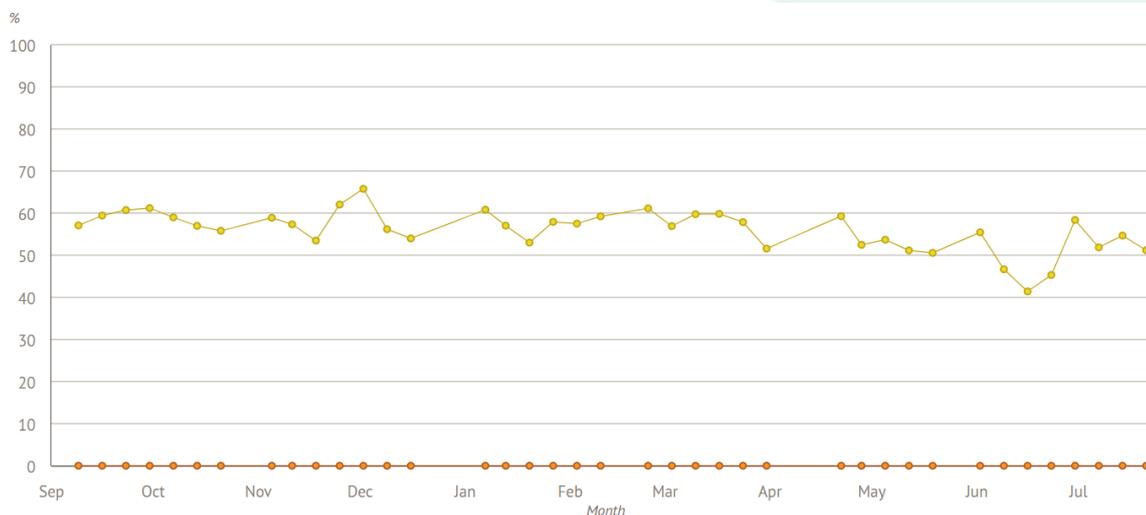
Attendance	End of Last Academic Year 2023/24	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number on Roll	43	46	47	51	55	56	43
Whole School	49%	59%	59%	62%	61%	57%	58%
Authorised Absence	25%	22%	24%	22%	22%	24%	23%
Unauthorised Absence	26%	19%	17%	16%	17%	19%	19%
Severe Absence (below 50%)	37%	28%	26%	27%	22%	29%	19%
Persistent Absence (below 90%)	91%	76%	72%	82%	82%	82%	58%
Above 90%	9%	24%	21%	18%	18%	18%	23%
Below 20%	14%	26%	15%	14%	16%	13%	7%

Groups	Overall	Authorised	Unauthorised	Lates
Girls	51.2%	29.8%	18.9%	1.7%
Boys	56.8%	23.7%	19.4%	1.9%
Pupil Premium	58.2%	22.5%	19.3%	2.2%
Non pupil premium	42.7%	37.7%	19.6%	0.2%



Student Group ↑	Present R/C	Auth. Absent R/C	Unauth. Absent R/C
	Marks (%)	Marks (%)	Marks (%)
Year 7 (2024/2025)	55.73%	28.82%	15.45%
Year 8 (2024/2025)	76.26%	11.23%	12.51%
Year 9 (2024/2025)	61.79%	20.69%	17.51%
Year 10 (2024/2025)	56.63%	25.66%	17.71%
Year 11 (2024/2025)	32.49%	35.84%	31.67%

Attendance over time 2024-25



Attendance Data Summary Commentary

Brunel School's main focus for the last academic year was to consolidate the recording of attendance and absence, use effective and robust day to day processes to track and follow up absence and poor punctuality.

Key areas of focus were to reduce the number of unauthorised absence 26% and tackle the significantly high number of pupils who were severely absent 37%. Through building strong relationships with parents/carers, understanding the root causes for absence and working in partnership with parents/carers we identified a shift and impact in the reduction in these areas. Unauthorised absence dropped to 19% and most notably our severe absent pupils % dropped from 37% to 19%. Common root causes for pupils at Brunel School include previous school trauma or negative educational experiences, external life events such as youth offending involvement or bereavement, conflict between peer relationships and anxiety disorders such as school-based anxiety or depression/low mood. Brunel School continues to tackle the barriers to attendance drawing on multi-agency support and curriculum/vocational focus to support pupil engagement in our next academic year.

Whole school attendance 2024-25 was recorded as 58%, just shy of our 60% target. Brunel School demonstrated an increase of 5% to 58% whole school attendance for 2024/25.

Continued concerns were identified regarding Severely Absent pupils with 0% attendance and limited multi-agency support. Concerns escalated due to no contact or communication from parent/carers despite following attendance processes including varied times of the day for home visits and escalation to LA. Repeated escalation of concern to LA but slow response, advice or actions received. However significant drop in those pupils who are below 20% - beginning of the academic year 26% to 7% at the end of the Summer Term.



Brunel School identified 10 pupils at the end of the Summer Term who were accessing a reduced timetable. All provision plans were carefully monitored and reviewed with parent/carer agreement. Pupils identified required this provision for a number of reasons - to facilitate a safe reintegration after long term absence, support transition from previous setting into school or used as a short term measure where full days would put the pupil at risk of crisis, dysregulation, or school refusal. Next academic year will include several Year 7 starters who require a steady transition provision and reduced timetable to gradually build on success and increase attendance. Many of our new starters have previously accessed 1:1 EOTAS packages provided by the LA. Pupils provision offer must include a slow and steady reintegration plan to support peer interaction and relationships within a school setting. Reduced timetables must be time-bound, regularly reviewed, and well-monitored plan that supports a safe, structured return to full-time education.

The above Attendance Over Time graph captures a less erratic attendance data over time particularly from the end of January to May 2024. The significant drop in June reflects our Year 11 pupils who had completed their examinations but remained on roll until the end of June. Engaging our Year 11s following their exams was challenging despite efforts and offers of provision or Post 16 support.

Our Attendance Champion meets regularly with the school's EWO and attends the LA Attendance Drop In sessions mainly to discuss and receive guidance on individual pupil cases. Further training September 2024 reinforced our understanding of the new National Framework for issuing penalty notices and reflect on the changes to the law on keeping school attendance, including the revised set of codes and granting leaves of absence. Our LA Attendance Officer is beginning to be present in TAF and social care meetings and Brunel School aim to invite them to future attendance meetings with parent/carers and pupils to add an additional layer of support. We recognise the importance of working in partnership with families to find supportive routes to improve attendance in line with our values. Brunel School continues to hold positive relationships with outside agencies such as the LA, TESS, YJS, social care, community care and taxi drivers who transport our pupils to and from school.

During the Summer Term a parent/carer survey was shared to explore how Brunel School could improve parental engagement and home/school communication. This considered frequency, timing, audience and potential barriers such as inaccessible language and professional jargon. Survey feedback headlines – 56% strongly agreed that they were satisfied with the overall communication from school, 56% strongly agreed that they frequently received important information and 44% strongly agreed information is shared from school is timely. Parent/carers highlighted that email, phone and text is their preferred form of communication from school. Brunel School recognise that the hard to reach families need further support through services such as Early Help, school nurse and parenting courses. We aim to expand our Safeguarding Team to include the role of Family Liaison/DDS. They will lead on Early Help and identify pupils at the early stages of need, drawing in support from wider professionals early in order to stop concerns escalating.

Successful Interventions

Description of Intervention	Impact (Use quantitative data where possible)
<ul style="list-style-type: none"> Increase awareness among staff about the importance of attendance and their role 	<ul style="list-style-type: none"> Increase in whole school attendance this academic year. Staff are aware that "Attendance is everyone's business" and have an active role in improving pupil's attendance. Attendance agenda at weekly SLT and Safeguarding Meetings. Pupils with attendance concerns or at-risk students raised at weekly Pupil Placement Meetings. Staff updated on ½ termly whole school and year group Attendance data. Staff have access to live Attendance data for all individual on Staff Shared Drive



<ul style="list-style-type: none"> Attendance Champion to analyse attendance data and group cohorts of pupils in terms of their absence. For example, initial focus upon those Severely Absent pupils and unauthorised absence 	<ul style="list-style-type: none"> Through building strong relationships with parents/carers, understanding the root causes for absence and working in partnership with parents/carers we identified a shift and impact in the reduction in these areas. Unauthorised absence dropped to 19% and most notably our severe absent pupils % dropped from 37% to 19%. 	
<ul style="list-style-type: none"> Implement celebration systems for good or improved attendance 	<ul style="list-style-type: none"> Brunel School had a significant number of pupils who were Severely Absent. Individual pupils were identified and celebrated when increase in attendance of 5% or more was achieved– reviewed half termly. For those pupils who are above 90% and good attendance continues. Those pupils’ attendance over 90% increased significantly from 9% to 23% at the end of the academic year Brunel School recognise that some pupils are unable to achieve 90% or above attendance due to family circumstances and contextual safeguarding 	
<ul style="list-style-type: none"> Develop links with Local Authority – including seeking support with Persistently and Severely Absent pupils as per DFE guidance 	<ul style="list-style-type: none"> There have been regular reviews of attendance through LA Team Around the School Meetings this academic year The LA now offer termly Attendance Drop in Sessions to offer guidance and advice regarding individual pupil of concern. Attendance Champion attends these meetings 	
<ul style="list-style-type: none"> Special Partnership Trust – Attendance Peer Review 	<ul style="list-style-type: none"> Through professional inter school dialogue good practice was shared, strengths and next steps identified <ol style="list-style-type: none"> To review and adjust registration window and add to Attendance Policy To explore specific trends in cohorts particularly around CIC / Gender and Yr11s 	
<ul style="list-style-type: none"> Parent survey identified successes and barriers to communication and parental engagement 	<ul style="list-style-type: none"> Survey feedback headlines – 56% strongly agreed that they were satisfied with the overall communication from school, 56% strongly agreed that they frequently received important information and 44% strongly agreed information is shared from school is timely. Parent/carers highlighted that email, phone and text is their preferred form of communication from school Brunel School recognise that the hard to reach families need further support through services such as Early Help, school nurse, parenting courses 	
New Attendance Target 25 -26 70%		
New Attendance Interventions to be Trialled:	Rationale for Approach:	Success Criteria



<ul style="list-style-type: none"> • Whole school CPD on Attendance Matters – Absence is Risk • Further training for tutors to ensure they understand their role and accountability regarding attendance and to develop their professional curiosity around attendance 	<ul style="list-style-type: none"> • To ensure all school staff are aware of the importance of good attendance, and their roles and responsibilities when it comes to attendance – SEMH focus • Staff to recognise the Safeguarding risks in relation to poor attendance – “Absence is Risk” 	<p>All staff recognise:</p> <ul style="list-style-type: none"> • That improving attendance is everybody’s responsibility • Why attendance is crucial for attainment, wellbeing, and safeguarding • Your day-to-day roles and responsibilities in promoting and supporting good attendance • How to have supportive but challenging conversations with pupils and families when attendance needs to improve
<ul style="list-style-type: none"> • Effective Attendance Policy in place – whole school culture of “attendance is everyone’s business!” • Attendance Policy reflects the needs of our SEMH pupils through a Trauma Informed lens 	<ul style="list-style-type: none"> • Brunel School’s Attendance Policy must outline expectations, procedures, and consequences – in line with Government guidelines • Review of the Attendance Policy to reflect the need and vulnerabilities of SEMH pupils 	<ul style="list-style-type: none"> • Attendance Policy in place and shared/communicated with staff, parent/carers and Governors Attendance Policy is in line with Government guidelines • Attendance policy reflects the understanding that absence as a communication of unmet need rather than defiance • Emphasises relational strategies, graduated reintegration, and non-punitive approaches • Ensures that responses to absence reduce shame and anxiety, helping pupils return safely
<ul style="list-style-type: none"> • Identify pupils who need support from wider partners as quickly as possible and make the necessary referrals • Early Help Lead to be appointed. 	<ul style="list-style-type: none"> • Early Help Lead to attend training to ensure pupils have access to reduce the need for statutory intervention • Brunel School recognise that the hard to reach families need further support through services such as Early Help, school nurse, parenting courses 	<ul style="list-style-type: none"> • Early Help Lead training completed • More pupils will have support from wider partners through our school Early Help support. Barriers and concerns will be identified early and attendance will increase
<ul style="list-style-type: none"> • To ensure all pupils on reduced timetables have a time-bound, 	<ul style="list-style-type: none"> • Our next academic year will include several Year 7 starters who 	<p>Reduced timetables have:</p> <ul style="list-style-type: none"> • A written reintegration plan with clear, small-step goals.



<p>regularly reviewed, and well-monitored plan that supports a safe, structured return to full-time education</p>	<p>require a steady transition provision and reduced timetable to gradually build on success and increase attendance. Many of our new starters have previously accessed 1:1 EOTAS packages provided by the LA and will require a robust transition plan to build on success</p> <ul style="list-style-type: none"> • Vulnerable SEMH pupils on reduced timetables face increased risks (e.g., exploitation, isolation, missing education), making oversight essential 	<ul style="list-style-type: none"> • A defined start date and expected end date • Documented parental agreement and appropriate multi-agency involvement • Evidence that reduced timetables are used only as short-term, exceptional interventions, not as routine provision • Reduction in the number of pupils on prolonged reduced timetable
<ul style="list-style-type: none"> • To increase pupil engagement through a redesigned curriculum linked to our Brunel School Core Concepts • The curriculum offer will include Outdoor Education, Forest School, Catering, Work Experience and community-based projects 	<ul style="list-style-type: none"> • Pupils with SEMH needs are more likely to disengage from learning when the curriculum feels narrow, overly academic, or disconnected from their interests and real-life experiences. A curriculum that lacks breadth can increase anxiety, reduce motivation, and contribute to school avoidance. 	<ul style="list-style-type: none"> • Improved attendance, with whole-school attendance rising by at least 15% compared to the previous academic year
<p>Review Date: September 2026</p>		

