

Inclusion Lead Targeting Support Meetings with Schools

Principles:

Each school will have an Inclusion Lead allocated to them to encourage early identification and support for children, young people, and families in need of help. They will link with and signpost to locality teams and colleagues, other partners such as health and community groups. The Inclusion Lead will work with schools in relation to:

- attendance
- part-time timetables
- suspensions
- exclusions
- Children Missing Education (CME)
- Alternative Provision (AP)
- Elective Home Education (EHE).

Schools will have a minimum of one meeting per term with their Inclusion Lead. The DfE's '*Working Together to improve school attendance*' guidance (2022) refers to this meeting as Targeting Support Meetings and states that Local Authorities must organise termly Targeting Support Meetings with each school in their area to identify, discuss, and agree joint targeted actions for pupils who are persistently or severely absent and those at risk of becoming so. This should include agreeing what support the LA will provide and which (if any) other statutory or voluntary services should become involved. These meetings should be used to build strong relationships and work collaboratively with the school's attendance leads, including providing advice on recording in the register, accessing services or the wider area-wide attendance approach. The meeting may also include helping a school to identify areas to focus on in their school policies or approaches where they seek it. This may include help with analysing their own data, comparing themselves to other schools in the geographical area or considering how they may learn from or work with other schools who have faced similar patterns or trends.

In Dorset, Inclusion Leads will undertake this meeting with schools and discussions about part-time timetables, suspensions, exclusions, CME, AP and potential EHE will also be included in the meeting.

Preparation for meeting:

Use the Inclusion dashboard to identify children and young people:

- who are severely absent
- who are persistently absent
- who are at risk of becoming persistently absent
- who are on part-time timetables
- who have had suspensions
- who are at risk of exclusion

- who are CME
- who are accessing AP
- whose family are considering EHE

Also use the Inclusion dashboard to look at the attendance of cohorts of children and young people and compare to national, regional, Dorset and locality averages. Suggested cohorts include:

- children and young people with a social worker
- children and young people with an EHCP
- children with SEN support
- children eligible for free school meals
- female/male/those not identifying as male/female
- year groups

Consult with other colleagues where appropriate, such as the SEN Team, Youth Workers, EPs, Specialist Teachers, Family Workers, or Social Workers.

Meeting discussion points:

Area for Discussion	Suggested Discussion Points
Attendance	Who is severely absent? What has been tried? What are the next steps? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?
	Who is persistently absent? What has been tried? What are the next steps? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?
	Who is at risk of becoming persistently absent? What has been tried? What are the next steps? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?
	Are there any cohorts for concern, for example pupils eligible for free school meals (FSM), children with SEN Support, children with EHCPs, children with a social worker, males, females, children who do not identify as male/female or a particular year group? What has been tried? What are the next steps?
Part-time timetables	Who is on a part-time timetable (this includes Reception aged children)? What are the reasons? Has the part-time timetable been reviewed? How often is it being reviewed? When is the child or young person due to return to full-time education? What plans are in place to ensure the child or young person returns to full-time education? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?

Suspensions and exclusions	Are there any children who have had a suspension this year/term? Are there any children who have had more than one suspension this year/term? What has been tried? What are the next steps? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?
	Are there any children at risk of exclusion? What has been tried? What are the next steps? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?
AP	Which children are accessing AP? How long have they been accessing AP? How is the AP being monitored? Is the AP supporting the child meet educational outcomes? What are the plans for returning to full-time mainstream education? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?
CME	Are there any CME? What has been tried so far to locate them? What are the next steps? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?
EHE	How many children have left the school to be EHE? Are the school letting us know about families deciding to EHE in good time to allow for conversations within a 10-day cooling off period? Are there concerns about a family's decision to EHE? Should any children or young people be brought to the attention of the Youth At Risk Group (YAR)?

After the meeting:

- Ensure the locality tracker of who has been discussed and actions is completed
- Complete action log for children who are severely absent
- Consult with relevant colleagues in the locality (for example Virtual School Leads, SEN Team, EPs, Specialist Teachers, Family Workers, and Social Workers), other partners or community groups where appropriate
- Prepare for inclusion panels where appropriate
- Follow up on your agreed actions