

# 3 Tiers of Intervention

## Foundation Tier

- Organise/understand and monitor attendance trends
- Tiered approach/Response to improving attendance

## Tier 1

**Tier 1 Interventions are universal school wide strategies that encourage good attendance for all students. Successful Tier 1 strategies may include:**

1. Engaging Students and Parents

**Create a school climate that encourages students to come to school every day.**

- Provide engaging curriculum that draws students to school.
- Offer breakfast and after-school clubs.
- Visuals (bulletin boards, banners, posters) that reflect attendance messaging and modify during the year to sustain impact.
- Call/text students when they miss school and welcome them back when they return.
- Consider specific attendance goals and strategies for students with Individualised Education Programs (IEPs) or educational health care plans.
- Opportunities for parent engagement, such as regular conversations with teachers about curriculum and student learning and access to the Attendance/Family Support Manager.

**Recognise good and improved attendance in addition to perfect attendance.**

- Create friendly competition among classrooms offering raffles, parties, and other incentives.
- Celebrate individual progress through incentives & rewards.
- Recognise students' special assemblies.

2. Removing Barriers to Attendance

- Provide a school breakfast program to address hunger issues.
- Offering family support to families struggling with uniform & issues budgeting.
- Organise health interventions such as Child Immunisations and Clinics.

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## Tier 2

**Tier 2 Early Interventions are individualised strategies responsive to the needs of students. Successful Tier 2 strategies may include:**

1. Engaging Students and Parents
  - Alert families to attendance concerns through personal phone calls/Text.
  - Alert families to attendance concerns through letters/emails – inviting parents in for meetings.
  - Ensure that professional development and training is provided to administrators and staff on how to communicate with families in a way that is mutually respectful.
  - Engage families in conversations that seek to address attendance barriers.
  - Enlist the Child & Family Well Being service and other community supports.
  - Engage the school nurse to families around health issues, including students who are chronically ill or covered by mental health lead to provide support.
  - Engage students in Emotionally Based School Avoidance (EBSA) Support if appropriate.
2. Removing Barriers to Attendance
  - Provide parents with family-friendly information and assistance in accessing community resources and services.
  - Use programs that support additional student engagement with the adult staff, e.g., EBSA, Creating positive behavioural intervention plans, Restorative Practices and post Exclusion meetings.
  - Develop student attendance improvement plans or incorporate attendance goals in Student Success Plans to help develop strategies to support improved attendance for all students.
  - Replace out-of-school and in school isolation policies and practices with positive behavioural supports and restorative justice approaches.
  - Identify social, emotional, and physical health; transportation; or housing barriers to attendance and work with community providers such as public housing authorities, departments of transportation, and community health centres or medical personnel.
  - Offering families support through Early Intervention & Early help assessments.

### Family Hubs Play an Important Role

Family Hubs are helping to reduce chronic absenteeism in their schools by:

- serving their schools' Attendance Support officers;
- conducting home visits and phone calls with the school-parent liaisons or social workers;
- providing uniforms to students who need them;
- working with local businesses for donations that can be used as incentives for good attendance, e.g., gift cards, school supplies, movie tickets;

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- acknowledging classrooms that have perfect attendance for the prior week with a Perfect Attendance sign;
- holding ceremonies to acknowledge perfect and improved attendance;
- arranging field trips for students with most improved attendance;
- working with after-school providers and community childcare providers to communicate consistent messaging about attendance with parents/carers.
- Offering Early Help assessments & support at the right time.

### Tier 3

**Tier 3 Interventions are intense and individualized strategies for students who miss the most school. Typically, interagency collaboration and coordination is essential to helping students in Tier 3 overcome the serious challenges they face so they can be in school. Tier 3 interventions are often coordinated with other community-based service providers.**

#### 1. Engaging Students & Parents

- Engaging Child and Family through meetings and multi-Agency support plans.
- Working in partnership with other agencies to address needs highlighted on Early help assessments.
- Work in collaboration and liaison with Lancashire County Council statutory agencies for advice on ways to encourage attendance at school.
- Follow LCC guidance and procedures in response to non-attendance.

#### 2. Removing barriers to attendance

- Collaborating with a community organisation, such as CFW, to develop and implement truancy prevention and intervention models and support.
- Screening of students for childhood trauma and providing or connecting to effective, evidence-based treatments through EBSA and other interventions.
- Referring to the court officer for parenting supervision orders. The approach includes case management, review meetings, and connections to appropriate services.
- The use of issuing direction notices.
- Reviewing student discipline policies to ensure that students are suspended from school only when absolutely necessary and in a systematic and equitable way.
- Referring students for support and evaluation as appropriate. For instance, if a student is struggling with anxiety or depression, the school social worker, counsellor, or psychologist may be able to assist the student in addressing identified needs.