

# Wareham St Mary's Primary School's **SUPPORT FOR ATTENDANCE** November 2025



The table below outlines Wareham St Mary's Primary School's ordinarily available (UNIVERSAL) provision to support where pupils are at risk of emotional based school refusal that is offered by our school. This is the standard available provision offered to all pupils within an educational establishment.

**TARGETED SUPPORT OFFER**– represents the next level of support that some pupils may require this is usually delivered through targeted time-limited interventions that are regularly reviewed

UNIVERSAL – All Pupils	UNIVERSAL Social Emotional Mental Health – All Pupils	TARGETED SUPPORT OFFER – Some pupils
<p><b>Cognition and Learning</b>                      Adapted instruction/scaffolding                      Explicit teaching of key vocabulary (dual coding)                      Chunking information                      Modelling, provide examples and metacognitive strategies                      Review of prior learning and key knowledge (retrieval practice)                      Multi-sensory learning opportunities (including concrete resources)                      Flexible groupings                      Consideration of curriculum planning content                      Supportive learning tools (e.g., word mats, number frames)                      Task boards                      Using technology to support learning tasks                      Formative and summative assessment                      Providing timely and effective feedback</p> <p><b>Communication and Interaction</b>                      Total communication strategies: Clear and consistent language delivered in a language rich environment, consideration of processing, Visual aids, (e.g., whole class visual timetables) and modelling of language                      Promoting positive interaction between pupils (social skills)                      Facilitating peer interaction through group work</p> <p><b>Sensory and Physical</b>                      Reasonable adjustments to the school and classroom environment for sensory and physical needs                      Enabling environment to support the development of fine and gross motor skills                      Ensuring physical accessibility in line with accessibility policy                      Reasonable adjustments to the classroom or school environment to meet individual needs.                      Teaching of handwriting (e.g., posture, pencil grip)                      Providing whole class movement opportunities                      Adaptions to uniform                      Paper colours/books for recording                      Fiddle toy/sensory boxes</p>	<p><b>Positive School Culture:</b>                      Creating a safe, supportive, and inclusive environment                      Promoting positive relationships                      Teaching social and emotional skills                      Whole school Social Emotional Learning curriculum                      Trauma awareness                      Mindfulness awareness                      Clear expectations and routines: Providing predictability and structure to reduce anxiety.</p> <p><b>Strategies to Support SEMH:</b>                      Clear routines and expectations                      Use of visual support emotional wellbeing (e.g., Zones of Regulation)                      Providing opportunities for pupil voice                      Trusted adults                      Sensory breaks and whole class regulation strategies                      Check ins as part of usual school day</p> <p><b>Behaviour Support:</b>                      Consistent behaviour management policies                      Restorative approaches                      Clear routines and boundaries                      Language used is linked to behaviour is positively framed with a culture of understanding and exploration                      Social skills support (e.g., Playground buddies/Play leads)</p> <p><b>Environmental Adaptions</b>                      Supportive seating within the classroom (e.g., sitting near the front, away from busy areas)                      Sensory overload awareness</p>	<p>Reading intervention                      Maths intervention First Class @ Number                      Language Link intervention                      Vocabulary SALT intervention Word Learning                      Precision Teaching                      Interventions to develop emotional awareness, understanding, and expression.                      Adaptions to the school day in terms of soft starts, alternate play and lunchtimes, movement around the school and end of day arrangements                      ELSA/Equivalent 1:1, ELSA group                      Toast and Talk                      Nurture Group (Afternoon session)                      Phonics “keep up catch up”                      Behaviour Support plans, individualised plans to address specific behavioural challenges. Zones of Regulation:                      Using specific approaches to support self-regulation                      Mentoring: 1:1 support from a designated adult, such as a learning mentor or ELSA (Emotional Literacy Support Assistant)                      Targeted interventions to support with sensory processing difficulties, sensory movement breaks                      Sensory circuits                      Sounds Gym SALT groups                      Working together SALT groups                      Learn to Move                      Communication aids, Vision, Hearing, OT, physio advice                      Assistive technology                      SALT recommendations and advice, speech and language therapy (SaLT) programmes. Individual or group sessions delivered by a SaLT or a trained adult, focusing on specific communication needs.                      Social skills groups. Structured groups to develop social understanding, interaction, and emotional regulation skills.                      Providing alternative ways to record learning                      Pre-teaching and overlearning/consolidation of skills                      Adult supported group learning                      Individual Assessments for pupils falling behind (e.g., spelling, phonics)                      Access arrangements for examinations                      Targeted support is tailored to the specific needs of the individual child/group of pupils                      Focused small group sessions led by a teacher or teaching assistant to address specific learning gaps.                      Teaching strategies for organisation, memory, and independent learning</p>

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<p><b>External agency involvement:</b> Reaching out for Information advice and training to support school training needs and meeting pupil needs.</p>		<p>Involvement and collaboration from external agencies who provide direct support and guidance within the school setting. Access to a safe space within the classroom Focused work on specific social skills, such as turn-taking, empathy, and conflict resolution. Using strategies such as Social Stories and Comic Strip Conversation</p>

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<p>Universal support focuses on proactive, preventative strategies and a positive school environment that supports the emotional well-being and attendance of all pupils. The aim is to create a sense of safety, belonging, and reduce potential triggers for anxiety.</p> <p><b>Positive School Ethos:</b>                      Strong relationships: Fostering positive relationships between staff and pupils, and among peers.                      Warm and welcoming environment: Ensuring school feels like a safe and nurturing place.                      Inclusive practices: Ensuring all pupils feel valued and supported, regardless of their needs.</p> <p><b>Parental Engagement:</b>                      Open communication: Establishing clear lines of communication with parents.                      Information sharing: Providing information about the school's approach to well-being and attendance.                      Collaborative problem-solving: Working with parents to understand their child's needs and implement strategies at home and school.</p> <p><b>Early Identification and Monitoring:</b>                      Robust attendance monitoring: Promptly identifying patterns of non-attendance and investigating reasons.                      Open communication channels: Encouraging pupils and parents to communicate concerns early.                      Key adults who can build relationships and notice changes in well-being.</p> <p><b>Curriculum and Pedagogy:</b>                      Differentiated instruction: Adapting teaching to meet diverse learning styles and needs, reducing academic pressure.                      Social and Emotional Learning (SEL): Explicitly teaching skills like self-regulation, empathy, and problem-solving.                      Anxiety awareness: Educating staff on the signs and symptoms of anxiety and Emotional Based School Avoidance (EBSA).</p>	<p><b>Strategies to Support Attendance:</b>                      Structured Transition and Engagement interventions                      Welfare checks                      Soft starts to the day                      Breakfast club- nurture</p> <p><b>Early Identification and Referral Pathways:</b> Establishing clear processes for referring pupils to multi-agency meetings (e.g., TAF) or early help services when concerns arise.</p> <p><b>Personalised Recognition and Motivation Systems:</b> Developing bespoke reward and recognition programs tailored to individual pupil attendance and engagement goals.</p> <p><b>Proactive Well-being Monitoring:</b> Conducting regular welfare checks and maintaining communication during non-school periods (e.g., holidays) to ensure continued support. During periods of absence</p> <p><b>Needs-Based Assessment and Intervention Documentation:</b> Utilising specific tools (e.g., EBSA push/pull documents) to assess and track pupil needs and interventions.</p> <p><b>Individualised Relationship-Based Support:</b> Providing one-to-one "meet and greet" opportunities and bespoke relationship-building interventions for targeted pupils.</p> <p><b>Emotional Literacy and Nurture Provision:</b> Implementing programs like ELSA (Emotional Literacy Support Assistant) and broader pastoral support to address emotional and social development.</p> <p><b>Focused Intervention Groups:</b> Establishing specialised groups for nurturing, social communication development, or specific therapeutic interventions (e.g., Lego Therapy).</p> <p><b>Integrated Mental Health Support:</b> Facilitating mental health services within the school setting to provide accessible support.</p> <p><b>Collaborative Professional Development:</b> Facilitating regular meetings and collaborative efforts among teachers and pastoral care leads to ensure holistic pupil nurturing and support</p> <p><b>External Agency Collaboration and Outreach:</b> Developing clear referral pathways to external agencies and community resources for specialised support beyond the school's direct provision.</p>