Attendance Newsletter

> Attendance issues are often a symptom of an underlying cause other than physical health, like wellbeing or mental health issues. For some, it can be because of interlinked factors.
> Early intervention is key to improvement.
> (Welsh Government, 2025)

St Mellons CiW Primary School - Summer Term 1 - April 2026

We hope children are ready to continue their learning, reconnect with friends and enjoy everything planned for the term ahead. This is an important stage of the school year, as children build on their learning and take part in key assessments and activities. Being in school every day helps children stay confident, settled and fully involved.

Supporting Attendance: Working Together

Across our cluster, the Attendance Officer works alongside schools and families to understand barriers to attendance and provide practical support. The examples on this page are real case studies from across our schools, showing how early support can make a positive difference.

Other ways the Attendance Officer is helping families:

- Supporting school-based anxiety by facilitating contact between teachers, senior leaders and families to address concerns.
- Signposting support to Family Help Services
- Rebuilding trust between school and home through constructive meetings
- Liaising with the school nurse to facilitate support for medical conditions and illnesses
- Writing letters of support to housing associations and landlords with regards to housing placements and living conditions
- Sharing information about how to avoid attendance fines from the Local Authority following a warning letter
- Co-creating attendance agreements with clear, targets and supportive plan in place to address each family's specific barriers to attendance
- Working with school staff to put activities into place which motivate and encourage daily, punctual attendance

BARRIER: Parent was worried about cold weather affecting their child's asthma following recent illnesses. Unreliable and variably priced public transport made journeys to school difficult.

SUPPORT: Attendance Officer provided clear bus timetable information, helped plan travel options, and agreed a flexible arrival window each morning. Weekly check-ins are in place to reassure and support the family.

RESULT: Attendance has improved significantly, rising from 45% to 75% year-on-year.

BARRIER: Parent was struggling with morning routines, with the child refusing to wake up or get dressed due to anxiety which resulted in the child frequently late or not attending.

SUPPORT: Teacher provided a daily transition object for the child to return the next day, helping reduce anxiety and build routine. School also offered a calm, supportive welcome for the children when morning delays occurred.

RESULT: Attendance has increased from 60% to 80% with a significant reading progress and overall confidence.

Could you or your child benefit from support like this? Not sure how to improve attendance or punctuality? Any worries or concerns?
If you need help, please get in touch with our Attendance Officer:

scott.normanstephenson@cardiff.gov.uk
07812 433151

Unmissable Moments

Summer Term 1 Events

This term includes special learning activities, performances and celebrations that are part of your child's school experience.

Children who attend school will be able to take part in these events, along with many other exciting activities planned this term:

Year 6 Swimming

World Earth Day

Christian Aid Week

National Testing Fortnight
Buddhism Celebration Day
Christian Aid Week
World Autism Day

Miss school?

Miss out!

Late for the gate?

8:45 - 8:55am - Gates open - on time
8:55 - 9:25am - Marked as late
After 9.25am - unauthorised late mark for the morning session (this counts as an absent mark)

Spotlight: Family Gateway

Cardiff Family Gateway is a free, friendly service for any parent or carer in Cardiff who would like information, advice or support for their child or family. It's designed to be an easy first step if you're worried about anything from school attendance, behaviour, housing, money worries, health, or general wellbeing.

When you get in touch, a Gateway Contact Officer will listen, understand your situation, and guide you to the right support, whether that's quick advice, signposting, or a referral to further help. Families who need more hands-on support can be connected to Family Help, a team who work directly with families at home or in the community to offer practical help, parenting support, and advice tailored to your needs.

For families facing more complex challenges, the service can link you with Support 4 Families, a team of professionals who work together to provide longer-term support.

<u>The most important message is:</u>
You don't need to wait for a problem to become big before asking for help. Cardiff Family Gateway is open to all parents and completely free to access

www.cardifffamilies.co.uk

CYMORTH CYNNAR
CAERDYDD - CARDIFF
EARLY HELP

NHS
Is my child too ill for school?

Current school attendance: 92.4%

We are working hard to reach our target of 95%. Every day in school helps us reach that goal and gives our children the best chance to succeed.

We use a Multi-Tiered System of Support to help improve attendance. This involves three levels of intervention, with different roles for teachers, school staff, parents, children and external agencies, including the Local Authority. The level of support a child receives depends on their level of risk. Children are considered at risk of persistent absence if they miss 19 days or more in a school year, which is 90% attendance or below.

Tier 1 – Universal Strategies

Role of Teachers and School

Meet and Greet children.
Create positive classroom environments.
Build positive relationships with all children and adults.
Recognise individual and collective achievements.
Implement evidence-based teaching strategies.
Monitor daily attendance and punctuality

Role of Children

Attend school regularly and be punctual.
Engage actively in classroom activities.
Support other children.
Recognise the achievements of other children.
Share when you have a concern.

Role of Parents

Ensure children attend school regularly and on time.
Understand and support any concerns your child may have.
Communicate with the school regarding absence.
Recognise personal achievements.
Communicate with teachers about any concerns.

Role of External Agencies

Provide resources and training to teachers on effective classroom strategies.
Collaborate with schools on attendance initiatives.
Support a comprehensive and inclusive school-wide approach that encompasses both attendance and mental health.

Less than 10 days absent

Tier 2 – Individualised Strategies

Role of Teachers and School

Proactively use data information to identify children who are PA and at risk of PA.
Work with each identified child and families to understand and address the reasons for absence, including any in-school or out of school barriers to attendance.
Implement agreed strategies in daily practice.
Monitor progress.
Recognise achievements.

Role of Children

Co-create and participate in any targeted interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Role of Parents

Work with the school to help understand their child's barriers to attendance.
Proactively engage with the support offered to prevent the need for more formal support.
Continue to communicate effectively with the school regarding absence.

Role of External Agencies

Signpost or provide access to services.
Where there are out of school barriers, provide each identified child and their family with access to services they need.
Provide professional development and early intervention support to the school.

10 - 19 days absent

Tier 3 – Higher Needs Strategies

Role of Teachers and School

Take an active part in the multi-agency effort with the local authority and other external partners.
Use data driven information to identify children at risk of severe absence.
Continuously assess and adapt strategies.
Monitor progress.
Recognise achievements.

Role of Children

Actively engage in intensive interventions.
Recognise personal achievements.
Share concerns with staff.
Continue to engage in school life.

Role of Parents

Collaborate closely with the school on creating and implementing highly specialised interventions
Continue to communicate with the school.
Take an active role in the multi-agency effort.

Role of External Agencies

Offer specialised assessments and services for students with complex needs.

Provide intensive training and consultation.

Take an active part in the multi-agency effort with the school and other external partners.

19+ days absent