



Inclusive Attendance & SEND Practice

Hanley St Luke's Church of England Academy

Our Inclusive Vision

Attendance is a safeguarding priority and an inclusion responsibility. At Hanley St Luke's, every child belongs. We work to remove barriers so that pupils with SEND feel safe, included, and part of our school family.

Physical & Sensory Access

We work with Occupational Therapy to provide interventions and physical resources including height-adjustable desks, wobble cushions, sensory tools and regulation resources so pupils can access the full curriculum and school life.

Safeguarding & Risk Reduction

We monitor pupils at risk of permanent exclusion closely, identifying SEND needs, safeguarding concerns and SEMH risks early, with rapid multi-agency response when required.

Adaptive & Inclusive Practice

We use adaptive teaching so pupils are not singled out. Support is embedded into everyday classroom practice, ensuring dignity, inclusion and belonging.

SEND & Attendance Monitoring

Attendance is reviewed weekly in SEND team meetings. Pupils below 90% attendance are discussed, not just persistently absent pupils. Barriers are identified early and support measures put in place as needed.

Family Partnership

Attendance forms part of Learning Plan reviews, EHCP reviews and parental meetings. Parents are supported to understand the impact of attendance on progress, wellbeing and outcomes.

Additional SEND & Attendance Assurance

Whole-School SEND Team Model: SEND is not held solely by the SENCO. Hanley St Luke's operates a SEND Team model, providing broader expertise, increased capacity, and multi-disciplinary perspectives. This ensures effective support across all key stages within our large school setting, enabling consistent, responsive, and relational work with children and families. The SENCO is also part of the Attendance Team and Safeguarding Team.

Strategic Safeguarding & Trust Oversight: The SEND Team and Senior Leaders take professional guidance from the Trust Director of Safeguarding and SEND, and Trust SEND specialist as required, ensuring that practice is evidence-informed, safeguarding-led, and aligned with national inclusion standards.

Multi-Agency Partnership Model: Attendance and SEND barriers are addressed through trusted partnerships with Occupational Therapy, Speech and Language Therapy, Mental Health Support Teams, Early Help, Social Care, and community agencies, ensuring children receive joined-up, holistic support.

Parent Partnership Development: The SEND Team has introduced SEND Parent Social Mornings to strengthen relationships, build trust, reduce barriers to engagement, and create informal access to multi-agency support within the local community.

Inclusion Culture Assurance: Attendance systems are underpinned by a belonging model, not compliance alone. Children are supported to feel safe, valued, understood, and included, strengthening emotional security, school connection, and long-term engagement.

Capacity & Sustainability: Distributed leadership within SEND ensures sustainability, resilience, and continuity of provision, reducing reliance on single-role dependency and strengthening system-wide inclusion practice.