

ATTEND Form for professionals

For the assessment of factors contributing to school non-attendance

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****Please ensure that you have read the accompanying guidance notes before completing this form**

Name of Student:

DOB:

Address:

Current school year:

% attendance rate:

Current school:

Completed by (name and role):

Date completed:

Description of the current situation

Historic % attendance and lateness rates (create a timeline if helpful):

Concerns:

Strengths (e.g. successful engagement in school, ongoing friendships, activities, enjoying periods of attendance and relationships with school staff):

Student views:

Parent/Carer views:

CONTRIBUTING FACTORS: Put a tick or a cross next to every item.

If the answer is not known, seek this information out as it could be an unidentified contributing factor. Use alongside the Student and Parent/Carer forms to broaden understanding of the underlying issues. If ticking multiple factors, prioritise which are the most important by adding an asterisk.

Anxiety:

- ☐ **A1** Significant fear of an aspect of the school environment (e.g. open spaces, enclosed spaces, crowds, noise, social interaction, transport to school)
- ☐ **A2** Significant fear of something happening at school (e.g. social exclusion, bullying, getting sick, having a panic attack, failing academically)
- ☐ **A3** General school phobia characterised by a fear reaction (e.g. tears, sweating, fast breathing, racing heart, panic, angry outbursts, aggression, oppositional behaviours) when near to school, before school, discussing school. Insomnia on school nights

Health and wellbeing:

- ☐ **H1** Mental or physical health problem/condition that impacts on daily life (e.g. IBS, migraine, severe period pains, OCD, enuresis, depression, eating disorder, ASC, ADHD, dyslexia, dyspraxia, anxiety/panic attacks, hearing or visual impairment (including CVI), physical disability, language impairment, epilepsy, other)
- ☐ **H2** Gender dysphoria

Sensory factors: (in particular for students on the Autistic Spectrum)

- ☐ **SE1** Intolerance to certain sensory input (e.g. fabric of school uniform, proximity to others, noise, lighting, smells, other)

Social factors:

- ☐ **SO1** Bullying/loss of class friend/isolated/falling out with another student
- ☐ **SO2** Problems involving social media or cyberbullying
- ☐ **SO3** *Bad reputation* at school
- ☐ **SO4** Feelings of social exclusion due to cultural/ethnic/gender/LGBTQ identity

Academic factors:

- ☐ **AC1** Learning difficulties/special educational needs
- ☐ **AC2** Finds work too hard/easy
- ☐ **AC3** Trouble with certain teacher
- ☐ **AC4** Mistrusts teachers/worries about interactions with teachers
- ☐ **AC5** Exam anxieties
- ☐ **AC6** PE/games difficulties
- ☐ **AC7** Finds school hierarchy/rules too strict/inflexible

Factors relating to change:

- ☐ **C1** Recent change of schools/move from primary to secondary/transitional year group
- ☐ **C2** Recent move to UK/English is an additional language

Family factors:

- ☐ **F1** Parental mental or physical health needs
- ☐ **F2** Significant parental anxiety about CYP's health
- ☐ **F3** Safeguarding concerns (e.g. domestic violence, alcohol/substance misuse in family)
- ☐ **F4** Loss/separation/bereavement
- ☐ **F5** Stressful or traumatic life events
(e.g. house fire, burglary, redundancy, dispute with neighbours/landlords)
- ☐ **F6** Change in family structure e.g. new sibling, new blended family
- ☐ **F7** Young carer
- ☐ **F8** Money worries/debts/family living in poverty
- ☐ **F9** Inadequate housing
- ☐ **F10** Practical difficulties getting to school
(e.g. other children with additional needs, transport issues, health problems)
- ☐ **F11** Significant distress separating from main attachment figure
- ☐ **F12** Cultural values which do not prioritise school-based education

Other factors:

- ☐ **O1** Liberal access to PC, phone, games console, internet, TV, food, lounging (bed/sofa/duvet), cigarettes, drugs
- ☐ **O2** Girlfriend/boyfriend out of school
- ☐ **O3** Same-age or older peers out of school
- ☐ **O4** Other family members at home during the day
- ☐ **O5** Work/earnings out of school
- ☐ **O6** Extra attention from, or time with, a parent
- ☐ **O7** Greater control over environment and routines at home
- ☐ **O8** Access to social online gaming
- ☐ **O9** Access to learning through other means (online/family member)
- ☐ **O10** Membership to a gang or radical group
- ☐ **O11** At risk of Child Sexual Exploitation (CSE)
- ☐ **O12** Low motivation – sees little point to school

Maintenance/secondary factors:

- ☐ **M1** How to explain absence to friends - social embarrassment
- ☐ **M2** Facing teachers
- ☐ **M3** Specific anxieties relating to returning to the school environment
- ☐ **M4** Inability to catch up with school work
- ☐ **M5** Secondary trigger event (such as a family separation or bereavement)
- ☐ **M6** Difficulty accessing professionals
- ☐ **M7** Disrupted sleep cycles (late nights, sleep during the day)
- ☐ **M8** Strained relationships/lack of trust between school/family/professionals

Any other contributing factors:

- ☐
- ☐
- ☐

Action planning:

Address all issues identified as contributing factors. Please see accompanying guidance notes for support when planning strategies. Please photocopy this page so that it can be regularly reviewed (ideally weekly) and updated.

Code

Support strategy

Date to be reviewed: