

MODULE 3

Early Intervention & Working with Families

The support that must come first

Living our values every day




Accountable



Integrity



Empower



Respect



Excellence



Why this matters

Support that isn't recorded cannot normally be relied upon as evidence later.



Remember this

Support only counts if it is dated, specific and tied to the absences.

“We offered support” is a claim

“Home visit conducted on 14/03/2026 by J. Smith, SENDCO. No one at home so note posted through the door and follow-up email sent to Jess Adams, mother. Copies attached” is evidence.

What good looks like

- Continuing, proportionate and clearly recorded support, escalating as attendance falls
- Capture pupil voice and the reasons behind the absence
- Record every involvement: dates, full names, roles, no acronyms
- Inform parents of the legal route before any legal step
- Coordinate across schools where siblings attend different ones
- Examples: pupil voice, family engagement, reasonable adjustments, and support offered but declined — each dated and named



Common mistakes

- Generic 'we offered support' with no dates or names
- No record of pupil voice or the reasons explored
- Not informing parents of the legal route first
- Acronyms a court won't understand
- Not coordinating where siblings attend different schools



In practice

- Weak: 'we offered support'. Strong: 'My Plan+ 10 Jan; home visit 24 Jan (A. Patel); Early Help 2 Feb' — dated and named
- Siblings across schools: share data, one lead contact per school; aligned steps
- Support continues after any legal intervention — keep recording it

Independent schools: The support-first expectation is identical for independent schools. The difference is only the legal route at the end (s444(1A)).

Your takeaway

Support-first evidence checklist

Use it as you go, not at the end — every line has a date and a name.



Before you submit

“Would this stand up in court?”

Offence proven · chronology clear · escalation justified · every line fact.

