

Reducing Barriers to Education and Attendance (RBTE)

Salford City Council

Support Overview for Schools and Colleges 2026-27

Virtual Problem-Solving Sessions

Virtual problem-solving sessions are a **free** opportunity for school/college staff to meet with a **multiagency team to seek guidance and create an action plan**. You can bring a case or a broader concern to problem solve anonymously. All dates below can be booked by emailing EPS@salford.gov.uk

Virtual Problem-Solving Dates (Autumn Term) – Microsoft Teams (2.30-3.30pm)

- Wednesday 23rd September 2026
- Wednesday 21st October 2026
- Wednesday 18th November 2026
- Wednesday 9th December 2026

Training

Training is available for all schools and colleges and can be requested via EPS Planning Meetings and Thrive in Education Meetings.

Virtual Drop-ins

Virtual drop-ins **for professionals working in services supporting schools and families** are held on the fourth Tuesday of every month (9-10am). For the Microsoft Teams invite please email EPS@salford.gov.uk



RBTE Padlet

[Reducing Barriers to Education](#) padlet has replaced the Teams channel as the place to find all documents and resources. Please save this as a bookmark!



Key documents - all accessed via the Padlet

- **Attendance Graduated Response Document** – sets out expectations for the schools and the Local Authority.
- **Reducing Barriers to Education - Attendance Support Guidance 2026-27** – details how to support children and young people from early identification to more complex needs.
- **Parent/ Carer Support Overview** – signposting and dates for monthly parent/carers drop ins.
- **Tools for gathering young person and family views and meeting templates** – support the development of individual support plans (EINT, Mapping the Landscape, Card Sort).
- **Build up Timetables (BUTTs)** – ensure any use of build-up timetables is clearly recorded and submitted to the LA (further guidance provided by the [School Attendance Team](#)).
- **Severe Absence Action Plans** are required if attendance is below 50% but can be used earlier to support robust assess-plan-do-review cycles.

Key messages and principles

1. Can't, not won't – children do well if they can.
2. Preventing and responding to attendance difficulties needs to be a whole school approach. Early intervention is key.
3. Support first. Build trust and work with families.
4. Prioritise wellbeing and address wider wellbeing needs (belonging, friendships, self identity) – this supports access to learning.
5. Children and young people's views need to be central, and plans needs to be agreed at their pace



Wellbeing First



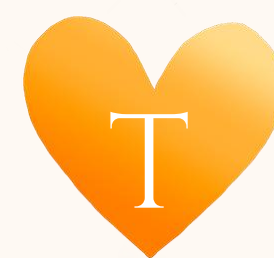
Affirming Practice



Relational Approach



Mutual Understanding & Partnership



Timely Response



Holistic Support

Further information

- [Attendance Strategy for Children in Salford - 2024 to 2026](#)
- **Early intervention is key:** speak to your link Attendance Advisor, EP, or Early Help School Coordinator for guidance.
- Please also see [Salford Council's Attendance page](#) and the [Partners in Salford](#) page for more information.