THE CONSORTIUM
ACADEMY TRUST

Shaping Positive Futures

ATTENDANCE POLICY

Status:	Live
Policy Owner	Executive Director of Education
Statutory / Recommended	Statutory
Date Adopted	1 September 2026
Revision	2
Review Period	12 months
Next Review Date	July 2027
JCNC Consultation Date	30/01/2025
Linked Documents and Policies	Suspension and Exclusion Policy Behaviour Policy Home Visits Policy Complaints Policy Child Protection and Safeguarding Policy
Equality Impact Statement	Equality Impact Statement: The Trust uses Equality Impact Assessments to consider policies and processes focussing on fairness, access and inclusion and how different groups might be affected. This includes the requirement to make reasonable consideration and adjustments to account for the individual needs of employees. This is part of our duty under the Equality Act (2010).

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POLICY STATEMENT

1 Why the Policy Is Needed

In our Trust, our culture is rooted in a commitment to excellent teaching and learning for every learner across all our schools. Attendance and Punctuality are essential to good academic outcomes, social development and positive life skills.

We understand that barriers to attendance are complex, and that some learners find it harder than others to attend school; therefore, we prioritise cultivating a safe and supportive environment at school, as well as strong and trusting relationships with learners and parents.

We take a Trust-wide approach to securing good attendance and recognise the impact that our efforts in other areas, such as the curriculum, behaviour standards, bullying, SEND support, pastoral support, and the effective use of resources such as learner premium, can have on improving learner attendance.

2 What the Policy is About

The Consortium Academy Trust is committed to ensuring all its learners receive a full-time education which maximises opportunities and achievement for all. For learners to gain the most from their time at school, it is vital that they maintain excellent attendance and punctuality and we are committed to supporting learners and their parents/carers in sustaining this throughout their time at school. In doing so, we will:

- Set high expectations for the attendance and punctuality of all learners
- Ensure that all learners access full-time education which meets their needs and allows them to reach their potential.
- Strive to provide a welcoming, caring and safe environment where each learner can engage in all opportunities offered
- Promote good attendance and punctuality and discourage unjustified absence
- Act early to address patterns of absence
- Commit to building strong relationships with families to ensure learners have the support in place to attend school
- Continue to emphasise that it is everyone's responsibility to improve attendance and punctuality

3 What the Policy Will Achieve

Through being clear in our expectations around attendance we are providing our learners with a structure which will help them develop and achieve their potential through:

- **Improved Academic Performance**: Regular attendance has clear linkage to the understanding of the material and higher levels of achievement.
- **Enhanced Social Skills**: Being present in school helps learners develop social skills through interaction with peers and teachers.

- **Promoting Responsibility**: It teaches our learners the importance of the valuable life skills of punctuality and reliability

PROCEDURE

1 Legal framework

This policy is based on the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024) and school attendance parental responsibility measures. The guidance is based on the following pieces of legislation, which set out the legal powers and duties that govern school attendance:

- DfE (2026) Working together to improve school attendance
- The Education (Learner Registration) (England) Regulations 2006 (and 2010, 2011, 2013, 2016 amendments)
- DfE (2024) Summary table of responsibilities for school attendance
- DfE (2026) Keeping Children Safe in Education
- DfE (2025) Children missing education
- Part 6 of The Education Act 1996
- Part 3 of The Education Act 2002
- Part 7 of The Education and Inspections Act 2006
- Equality Act 2010
- Children and Young Persons Act 1963
- DfE (2024) Providing remote education: guidance for schools - GOV.UK (www.gov.uk)
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013
- Mental health issues affecting a learner's attendance: guidance for schools

2 Roles and responsibilities

All members of the Trust have a duty to support improved attendance and punctuality. Specific roles are outlined as follows:

2.1 Trustees

- Establishing and ensuring clarity in the vision, ethos, and strategic direction of the Trust, including its attendance expectations and strategies across all schools.
- Endorsing Trust-wide policies, including this policy, and periodically reviewing them.

- Ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.2 Trust Executive

- Developing and embedding the Trust's principles, vision, and ethos across all Trust schools.
- Overseeing the regular and effective monitoring of attendance in schools, supporting senior leaders in devising and executing effective attendance procedures and practices.
- Facilitating collaboration among schools within the Trust to share successful attendance improvement practices and co-develop a clear framework for improving school attendance.
- Benchmark academies against each other, similar schools, local, regional and national outcomes.
- Holding the Headteachers to account for the implementation of this policy

2.3 Local Governing Boards

- Promoting the importance of school attendance
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the school

To support them in their role, governors receive information about school attendance and absence rates at each local governing board meeting.

2.4 Headteacher

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Where necessary, issuing fixed-penalty notices
- Provide specialist training for staff with attendance responsibilities.

2.5 The designated senior leader for attendance (Senior Attendance Champion)

- Supporting staff with monitoring the attendance of individual learners
- Monitoring the impact of any implemented attendance strategies

- Fostering a culture and ethos across the school where 'Attendance is everyone's responsibility'
- Offering a clear vision for attendance improvement
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance/punctuality identified through data
- Building relationships with parents/carers to discuss and tackle attendance issues
- Delivering targeted intervention and support to learners and families
- Lead on recognition and reward programmes related to attendance

2.6 Attendance Team

The tasks and responsibilities outlined below will be performed by various individuals within schools, as appropriate. Roles may be assigned or delegated at the discretion of the Headteacher, based on expertise, availability, and operational requirements.

- Monitoring attendance levels of all learners
- Sharing information with wider school staff as appropriate
- Liaising with parents or carers to identify any barriers which may be affecting attendance and offer support if appropriate to parents or carers and learners
- Supporting learners with difficulties in school
- Making home visits, if appropriate, to meet with parents or carers within three days of absence where no reason is given
- Informing parents or carers of legal responsibility for regular attendance and possible sanctions – via standardised letters where attendance has become a concern, penalty fines and prosecution
- Developing a support package, including the consideration of a phased return, where a learner is returning after a long absence from school
- Ensuring that learners are recognised and rewarded for good attendance. Recognition will focus on improved attendance, engagement and overcoming individual barriers. Any rewards will be applied sensitively, fairly and consistently and will take account of disability, health needs and other protected circumstances.
- Attending the welfare meetings to discuss learners below the 90% and 50% threshold Creating intervention and/or reintegration plans in partnership with learners and their parents/carers
- Adopting a multi-agency working practice to support families with attendance
- Using a wide range of strategies to monitor and improve attendance of all learners, for example:

- Attendance Action plans
- Reintegration plan
- Attendance contracts
- The Attend Framework
- Penalties (fines)
- Prosecution

- Ensure registers are being completed and inform School Leaders (where there are persistent concerns)
- Clear and enter absence notes, (ensuring correct codes are used) absence emails and phone calls re absence
- Provide data for the LA and DFE returns

  Provide tracking data for attendance and punctuality as required

2.7 Teachers/Tutors

- Accurately recording registers, including statutory AM and PM roll call for all learners – this is a legal requirement
- Informing the wider safeguarding team where concerns or patterns of attendance are identified
- Welcoming every learner on returning to school and ensuring they are supported and given the opportunity to catch up with missed work
- Marking learners who arrive late to school so accurate data can be sent to parents

2.8 Parents and Carers

- Make sure their child attends school every day on time
- Inform the school by following the school's local procedures of any absence or lateness, on the day of the absence (and each subsequent day of absence), and advise when they are expected to return
- Provide the school with more than one emergency contact number for their child
- Ensure that, where possible, appointments for their learner are made outside of the school day
- Work with the school to improve their child's attendance where appropriate

2.9 Learners

- Attend school every day and be punctual to lessons.

3. Recording attendance

3.1 Attendance register

All Trust schools keep an attendance register and place all learners on their roll onto this register.
Schools take the attendance register at the start of the first session of each school day (AM register) and once during the second session in the afternoon (PM register). Schools mark, using the appropriate national attendance and absence codes from the School Attendance (Learner Registration) (England) Regulations 2024, whether every learner is:

- Present
- Attending an approved off-site educational activity
- Absent
- Unable to attend due to exceptional circumstances

Any amendment to the attendance register will include:

- The original entry
- The amended entry
- The reason for the amendment
- The date on which the amendment was made
- The name and position of the person who made the amendment

See appendix 1 for the DfE attendance codes.

Schools will also record:

- Whether the absence is authorised or not
- The nature of the activity if a learner is attending an approved educational activity
- The nature of circumstances where a learner is unable to attend due to exceptional circumstances

Schools keep every entry on the attendance register for six years after the date on which the entry was made.

Schools' AM registers will be taken at the start of the school day and kept open for up to 30 minutes from the start of the day. Schools' PM registers will be taken at the start of the first afternoon session and kept open for up to 30 minutes from that time.

3.2 Unplanned absence

The learner's parent/carer must notify the school of the reason for the absence on each day of an unplanned absence before the start of the school day.

Schools will mark absence due to physical or mental illness as authorised unless the school has a genuine concern about the authenticity of the illness or where evidence is needed to understand prolonged or recurring health needs.

Where there are doubts about the authenticity of the illness, the school will ask for medical evidence, such as a doctor's note, prescription, appointment card or other appropriate form of evidence. Schools will not ask for medical evidence unnecessarily.

If the school is not satisfied about the authenticity of the illness, the absence will be recorded as unauthorised and parent/carer will be notified of this in advance.

3.3 Absence procedures

Parents of any learner who has not reported their absence will be contacted by the school on each day that they do not attend school.

The school will always follow up any absences to:

- Ascertain the reason for the absence.
- Ensure that proper safeguarding action is being taken.
- Identify whether the absence is authorised or not.
- Identify the correct code to use to enter the data onto the school census system.

In the case of persistent absence, arrangements will be made for parents to speak to the Attendance and Welfare Officer.

- The school will inform the LA of the details of learners who fail to attend regularly, or who have 10 sessions of unauthorised absence (5 school days) during a rolling period of 10 school weeks.
- If a learner's attendance drops below 90 percent, the Attendance and welfare officer and pastoral leads will track the young person's attendance, and formal contact will be made with the parents/carers.
- A pupil's name will be deleted from the admission register where a prescribed ground in regulation 9 of the School Attendance (Pupil Registration) (England) Regulations 2024 applies and all statutory conditions have been satisfied. Where required, the school and local authority will undertake joint reasonable enquiries before any deletion is made. The school will complete all required local-authority notifications and consider safeguarding, social-care and youth-justice information before making a decision.

3.4 Planned absence

Attending a medical or dental appointment may be counted as authorised if the learner's parent/carer notifies the school in advance and provides evidence of the appointment.

- Parents/Carers should notify the school of any planned absence, following the school's local procedures for communicating absence.

However, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the learner should be out of school for the minimum amount of time necessary.

The learner's parent/carer must also apply for other types of term-time absence as far in advance as possible of the requested absence. Go to section 4 to find out which term-time absences the school can authorise.

3.5 Absence of vulnerable young people and young carers

The Designated Safeguarding Lead in each school will ensure that an accurate list of more vulnerable learners is identified and held by the Attendance team; this might include those known to the safeguarding and social care teams.

The appropriate pastoral lead will check the attendance of this group as soon as the register closes and action the following regarding unexplained absences.

- Unexplained absence is communicated promptly to the pupil's social worker and/or youth offending team worker.
- Foster carers are contacted where appropriate.
- Attendance is incorporated into child in need and child protection planning where it is a concern.
- Relevant professionals are included in attendance plans and reintegration arrangements.

Young carers will be recorded in the school census and attendance data for young carers will be monitored. The learner and family are consulted about caring-related barriers and appropriate in-school and early-help support will be provided, including a young carer's needs assessment, where the statutory criteria are met.

3.6 Following up unexplained absence

Where any learner we expect to attend school does not attend, or stops attending, without reason, the school will:

- Call the learner's parent/carer on the morning of the first day of unexplained absence to ascertain the reason. If we cannot reach any of the learner's emergency contacts, we may contact relevant agencies
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary.
- Where relevant, report the unexplained absence to the learner's youth offending team officer
- A home visit will be conducted by the school or an external agency if a learner has not been in school for three consecutive days. If the school has safeguarding

concerns a visit may be made sooner or even immediately, based on the assessment of risk.

- Where appropriate, offer support to the learner and/or their parents/carers to improve attendance
- Identify whether the learner needs support from wider partners, as quickly as possible, and make the necessary referrals
- Where support is not appropriate, not successful, or not engaged, consider further action as detailed in section 6.2 below

3.7 Lateness and punctuality

Being late to school and to lessons has a detrimental impact on achievement and is disruptive to other learners in classes.
Please see appendix 2 for the cumulative impact of lateness over the school year.
A learner who arrives late:

- Before the register has closed will be marked as late, using the appropriate code
- After the register has closed will receive a mark to show that they are on site but will count as absent.

3.8 Truancy

Truancy means any active decision to not attend school/lessons.

- Immediate action will be taken when there are any concerns that a learner might be truanting.
- If truancy is suspected, the wider safeguarding team will be notified and they will contact the learner's parents/carers, to assess the reasons behind the learner not attending school/lessons.

The following procedures will be taken in the event of a truancy:

- Parents/carers will be contacted informing them of the truancy
- A sanction will be imposed in line with the Trust's behaviour policy and school procedures.

3.9 Reporting to parents/carers

Schools will regularly inform parents/carers about their learner's attendance and absence levels. This information will be included in the formal reports which are sent to parents during the year. Where a learner's attendance is causing concern, the school will contact parents/carers to make them aware of the attendance level and offer support to improve attendance. Communication regarding attendance concerns will include,

- Sessions or days missed.

- Lost learning time.
- The impact on the pupil's education.
- Any emerging patterns and what support is available.

4. Authorised and unauthorised absence

4.1 Approval for term-time absence

The Headteacher will only grant a leave of absence to learners during term time if they consider there to be 'exceptional circumstances'. A leave of absence is granted at the Headteacher's discretion, including the length of time the learner is authorised to be absent for.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant context behind the request.
An 'Exceptional Absence Request Form' can be requested from the school and should be submitted at least 21 days before the absence. The school will require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Physical or mental illness and medical/dental appointments with supporting evidence
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the learner's parents/carers belong. If necessary, the school will seek advice from the parents'/carers' religious body to confirm whether the day is set apart
- Traveller learners travelling for occupational purposes – this covers Roma, English, Welsh, Irish and Scottish travellers, showmen (fairground people) and circus people, bargees (occupational boat dwellers) and new travellers. Absence may be authorised only when a traveller family is known to be travelling for occupational purposes and has agreed this with the school, but it is not known whether the learner is attending educational provision

Any absence can disrupt your child's education so children must not be kept away from school for reasons such as:

- looking after relatives or siblings
- birthdays
- house minding
- visiting relatives
- long weekends
- shopping trips
- taking family holidays without the agreement of the Headteacher.

4.2 Legal action to enforce school attendance

Local authorities and schools can fine parents/carers for the unauthorised absence of their child from school, where the child is of compulsory school age.

If issued with a fine, or penalty notice, each parent/carer must pay the local authority £80 within 21 days or £160 within 28 days. The payment must be made directly to the local authority. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice.

If a second penalty notice is issued within three years of the first penalty notice, then this will be at a fixed rate of £160 per parent per child, with no reduction for early payment.

A third attendance offence within three years cannot normally be dealt with by another penalty notice and will require consideration of prosecution or another appropriate legal intervention.

In line with statutory guidance, Headteachers will decide whether it is appropriate to issue a penalty notice for any child where their attendance meets the national threshold for issuing a penalty notice. Every case will be considered individually.

The decision on whether to issue a penalty notice may consider:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission

As stated at the start of this policy, the school is committed to building strong relationships with families to ensure learners have the support in place to attend school. With this in mind, the Headteacher will not issue penalty notices where they are of the view that:

- The parent/carer is working proactively with the school to improve their child's attendance
- Issuing a fine would be counterproductive.

5. Attendance monitoring

5.1 Monitoring attendance

Learner-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. Schools will compare their attendance data to the national average and share this with their local governing body. The Trust Executive will compare schools' attendance data to the national average and share this with the Trust Board.

Schools will:

- Monitor attendance and absence data half-termly, termly, and yearly across the school and at an individual learner level
- Identify whether there are groups of learners whose absences may be a cause for concern

5.2 Analysing attendance

Schools will:

- Analyse attendance and absence data weekly to identify learners or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these learners and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns
- Identify early deterioration before persistent absence is reached.
- Analyse punctuality, attendance codes, days of the week and, where relevant, lesson attendance.
- Benchmark against local, regional and national data and similar schools.
- Analyse relevant cohorts, including SEND, social worker, looked-after, young carers and disadvantaged pupils.

5.3 Using data to improve attendance

Schools will:

- Provide regular attendance reports to tutors/classroom teachers/curriculum leaders, and other school leaders, to facilitate discussions with learners and families
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies

5.4 Reducing persistent and severe absence

Persistent absence is where a learner misses 10% or more of school, and severe absence is where a learner misses 50% or more of school.

Schools will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings with the parents/carers of learners who the school considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance

6. Children Missing Education (CME)

6.1 Definition of children who are not receiving a suitable education

"Children Missing Education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school"

(Children Missing Education: statutory guidance for local authorities and schools Updated 8 September 2025).

CME includes children who:

- are in the process of applying for a school place
- have been offered a school place for a future date but have not yet started
- are receiving elective home education (EHE) that has been assessed as unsuitable
- have been recorded as CME for an extended period, for example where their whereabouts is unclear or unknown

CME are not children who:

- are receiving suitable education otherwise than at a school (for example, pupils who are electively home educated or attending alternative provision) which is suitable to the child's age, ability, aptitude and any special educational needs they may have
- are EHE but the local authority has not had an opportunity to assess whether the education being provided is suitable
- are registered at a school, even if they are persistently or severely absent from that school

6.2 Local Authority CME protocols

Local Authority CME protocols are designed to support professionals, partners, and stakeholders in their combined efforts to safeguard children who are missing in education. It aims to identify the practical steps to be taken by professionals to locate and track children and young people missing from education.

If any learner is absent without explanation for 10 consecutive days, the school will notify the Local Authority, by submitting a referral to the Education Welfare Service. The school will include details of the actions taken to ascertain the reason for their absence from school.
No learner will be removed from roll without consultation between the Headteacher and Education Welfare Service, when appropriate.

7. Part-time Timetables

All compulsory-aged children are entitled to a full-time education.

Only in an exceptional circumstance and in the pupil's best interests will a part-time timetable be granted; this arrangement will be short-term and will be reviewed regularly.

The following will apply to part-time timetables used to support improvements in attendance,

- Requires agreement from the school and the parent with whom the pupil normally lives.
- Forms part of a written support, health-care or reintegration plan.
- Have agreed attendance times and dates.
- Have regular review dates involving the pupil and parent.
- Have a proposed end date and clear ambition to return to full-time education.
- Keeps the social worker involved, where applicable.
- Will be discussed with the local authority where the pupil has an EHCP.
- Will be recorded accurately, normally through code C2 for compulsory-school-age pupils.

8. Remote Education

A pupil receiving remote education remains absent from school and will be marked with the appropriate absence code. Remote education is a last resort, and other reasonable adjustments will be considered first. Where remote education is used it will form part of a wider plan for reintegration and return to school.

9. Strategies for Promoting Attendance

To support high levels of attendance, the school will continually monitor and act to improve attendance. Schools will follow a graduated approach as outlined in their local procedures. Attendance stages are used to support learners to improve their attendance or, in some cases, to make a successful return to school following absence.

Please see appendix 3 for how each percentage drop in attendance equates to lost learning days over the academic year.

9.1 Removing Barriers to Attendance – Disability, SEND and Medical Conditions

Schools will make reasonable adjustments as required under the Equality Act 2010. This will include SEND-specific attendance support, in particular to ensure EHCP provision remains accessible. Schools will liaise with the local authority when EHCP-related attendance concerns arise. Schools will consider adjustments to uniform, transport, routines, access to support, lunchtime arrangements and wider school practice, with adjustments agreed and regularly reviewed with pupils and parents.

9.2 Removing Barriers to Attendance – Mental Health

Throughout the schools' attendance process, staff will convey clear messages about how absence affects attainment, wellbeing, and wider outcomes. Staff are aware that mental health problems could also be a barrier to good attendance. In some cases, it is also a sign that a learner has suffered or is experiencing trauma.

Schools have a variety of internal and external support networks that they can refer to. The school may also choose to signpost relevant support for both learners and their parents/carers. If a member of staff has a mental health or well-being concern about a learner, immediate action should be taken, following the school's Learner Protection Policy, and in consultation with the Designated Safeguarding Lead.

If a learner goes missing or is persistently absent from school, this may be an indicator of criminal or sexual exploitation, especially if other key factors are also present. Schools will monitor absenteeism daily to ascertain learners' whereabouts to ensure they are safe from harm. The Trust and schools will work with all statutory and non-statutory agencies, including parents/carers to protect any learner at risk or possibly risk of abuse.

Appendix 1 Attendance Codes

The following codes are taken from the DfE's statutory guidance Working together to improve school attendance.

Code	Definition	Scenario
/	Present (am)	Learner is present at morning registration
\	Present (pm)	Learner is present at afternoon registration
L	Late arrival	Learner arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Learner is attending a place other than a school at which they are registered, for educational provision arranged by the local authority
V	Attending an educational visit or trip	Learner is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Learner is participating in a supervised sporting activity approved by the school
W	Attending work experience	Learner is on an approved work experience placement
B	Attending any other approved educational activity	Learner is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Learner is attending a session at another setting where they are also registered
Absent – leave of absence		

C1	Participating in a regulated performance or undertaking regulated employment abroad	Learner is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Learner is at a medical or dental appointment
J1	Interview	Learner has an interview with a prospective employer/educational establishment
S	Study leave	Learner has been granted leave of absence to study for a public examination
X	Not required to be in school	Learner of non-compulsory school age is not required to attend
C2	Part-time timetable	Learner is not in school due to having a part-time timetable
C	Exceptional circumstances	Learner has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Learner is a 'mobile learner' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Learner is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Learner is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Learner has been suspended or excluded from school and no alternative provision has been made

Absent – unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Learner is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Learner is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Learner is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Learner is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every learner absent as the school is closed unexpectedly (e.g. due to adverse weather)
Y5	Criminal justice detention	Learner is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or • Detained under a sentence of detention
Y6	Public health guidance or law	Learner's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes

Absent – unauthorised absence		
G	Holiday not granted by the school	Learner is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school isn't satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Learner has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective learner not on admission register	Learner has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 2 Impact of Lateness



Appendix 3 Attendance Ladder



Appendix 4- Attendance of Learners with Additional Health Needs

For this procedure, an additional health need is a physical or mental health need that affects a learner's ability to attend school regularly, access education or participate fully in school life. It may be temporary, recurring or long term. A confirmed diagnosis is not required before appropriate support is put in place. Support should begin promptly and enable the learner to access as much education as their health allows. General attendance, safeguarding and governance arrangements remain in the main policy.

The section 19 pathway and statutory sickness return apply to learners of compulsory school age. For learners outside that age range, agree appropriate school support and liaise with the Local Authority about available arrangements.

1 Identify needs and coordinate support

The Headteacher will identify a Named Lead for Learners with Additional Health Needs. The Named Lead coordinates the learner's education, family contact, professional liaison and reintegration, working with the Senior Attendance Champion, SENDCO and DSL as required. The DSL retains responsibility for safeguarding decisions.

When health-related attendance barriers are identified, the Named Lead will speak with the learner and parents, establish the impact on attendance and learning, consider available professional advice and agree the next steps. Refer any safeguarding concern promptly through the school's safeguarding procedures.

Medical evidence should be requested only where needed to clarify genuine and reasonable doubt about illness or understand prolonged or repeated absence and plan support. Do not apply a blanket requirement for a GP letter. Consider existing information and be flexible about acceptable evidence; support must not be unnecessarily delayed.

2 Agree a written support plan

Record a proportionate plan with the learner and parents, drawing on health professionals and other services where appropriate. Include:

- The health-related barriers, learner's views and agreed reasonable adjustments, including access to lessons and wider school activities.
- Education and curriculum priorities, pastoral support, agreed family contact, responsible staff and review dates.
- Any Individual Healthcare Plan and EHC plan requirements, emergency arrangements, staff information and training needed.
- The intended return or increase in attendance, where appropriate, and the action to take if needs change or provision is unsuitable.

Where absence is expected to be fewer than 15 school days, arrange suitable curriculum materials and contact as soon as the learner is well enough to engage. Prioritise essential learning without placing unreasonable demands on an unwell learner. Review the position if absence continues or recurs.

3 Contact the Local Authority and arrange education

Contact the Local Authority promptly where health needs prevent attendance and reasonable school-based support cannot secure suitable education. Do not wait until 15 days have already been missed. Where absence is likely to reach 15 school days or more, consecutive or cumulative, ask the Local Authority to consider its section 19 duty and provide the information needed to arrange suitable education.

Under section 19 of the Education Act 1996, the Local Authority must arrange suitable education for a learner of compulsory school age who would otherwise not receive it because of illness or other reasons. Education should normally be full time, unless the learner's health makes part-time education in their best interests. Provision must reflect age, ability, aptitude and SEND.

Share the attendance history, anticipated absence, health information available, school support already provided, curriculum and assessment information, and relevant IHP or EHC plan. Involve the Local Authority SEND team where an EHC plan or its provision may need review. A diagnosis must not become an inflexible barrier to support.

For planned hospital admission or treatment, liaise early with the family, Local Authority and hospital education service so that education can begin promptly when health allows. Contribute to any personal education plan or equivalent arrangement used locally.

The Named Lead will confirm who is providing education, when it will begin, how attendance and engagement will be checked, who maintains family contact and when provision will be reviewed. Continue appropriate school support while arrangements are being made. If suitable education is delayed or not secured, escalate promptly to the Headteacher and relevant Local Authority service, seeking Trust support where needed.

4 Make the statutory sickness return

Where a compulsory-school-age learner is recorded with Code I and there are reasonable grounds to believe sickness absence will total at least 15 school days in the school year, consecutive or cumulative, the school must make a sickness return to the Local Authority as soon as possible. Include the learner's full name and address and retain confirmation of submission. Only one return is required for the same continuous period of sickness in the same school year.

The Senior Attendance Champion will ensure the return is made through the agreed local process. This registration requirement is separate from contacting the Local Authority about section 19 education and does not replace earlier liaison.

5 Maintain education and connection with school

The Named Lead will maintain agreed contact with the learner, parents and education provider; share relevant curriculum and assessment information; and review learning, wellbeing and the suitability of provision. Keep the learner connected with peers and school life in ways that reflect their wishes and health needs.

Remote education may be considered as a last resort where attendance is not possible and reasonable adjustments and other support have been considered. It should support reintegration and normally be short term. Digital resources may complement Local Authority provision; they should not ordinarily be the sole offer unless justified by the learner's health needs. Remote engagement does not count as attendance at school.

6 Plan and review reintegration

Agree a tailored reintegration plan with the learner, parents and relevant professionals when a return is appropriate. For lengthy absence, develop detailed return arrangements nearer the likely return date to avoid unnecessary pressure. Include the planned return, achievable goals, curriculum priorities, reasonable adjustments, medical and pastoral support, responsible staff and review dates.

Consider accessible classrooms, rest facilities, adaptations to lessons, peer support and examination access arrangements. Ensure necessary staff training is completed before the

return; involve healthcare professionals where appropriate. Parents may give useful advice but should not be the sole trainers. Coordinate assessments and examination requirements with the SENDCO, examinations staff and education provider.

Review attendance, wellbeing, learning and the effectiveness of adjustments with the learner and family. Increase attendance towards full-time education as health allows. If reintegration is unsuccessful, reassess barriers and provision with relevant professionals and the Local Authority.

7 Use temporary part-time timetables appropriately

For a compulsory-school-age learner, a temporary part-time timetable may be used only in very exceptional circumstances where it is in the learner's best interests to meet health or reintegration needs. It must not be used to manage behaviour or as an informal exclusion. The written arrangement must:

- Have the agreement of the school and the parent with whom the learner normally lives, and take account of the learner's views.
- Set out its purpose, expected attendance sessions, education and support arrangements, and safeguarding arrangements during non-attendance.
- Include regular reviews and a proposed end date, remaining in place for the shortest necessary period with an expectation of increasing attendance as appropriate.
- Keep the learner's social worker informed where applicable and be discussed with the Local Authority where the learner has an EHC plan.

A prolonged arrangement for a long-term health condition must remain under active review and be supported by evidence that it remains in the learner's best interests.

8 Record attendance and retain oversight

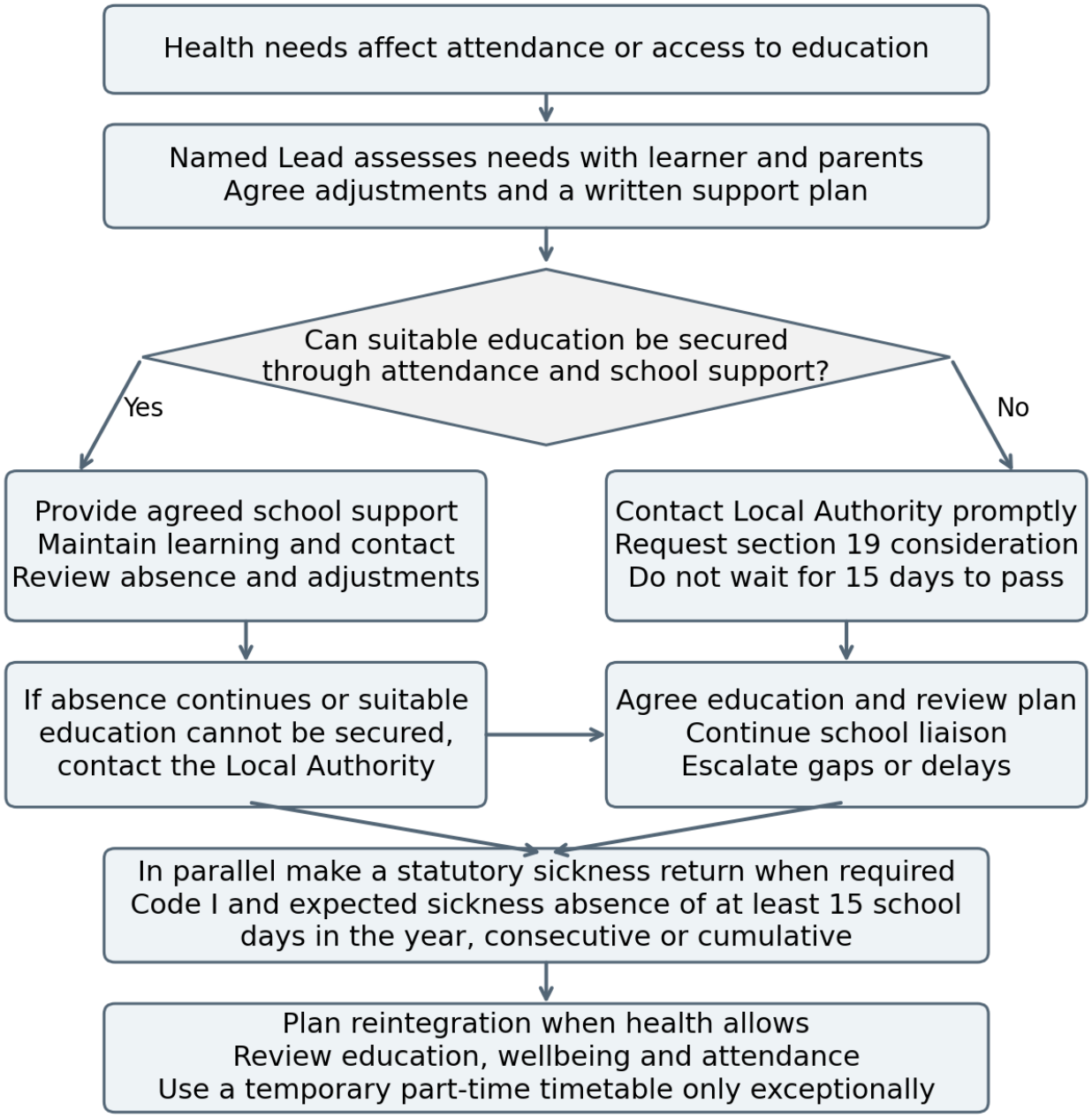
Record the correct statutory code for each session using the main Attendance Policy and current DfE guidance. Use Code I when the learner cannot attend because of physical or mental illness. Code C2 normally applies to agreed sessions not required to be attended under a temporary part-time timetable for a compulsory-school-age learner; it must not be used simply because full-time education is delivered partly elsewhere.

A learner must not be removed from roll solely because of health-related absence or because the Local Authority arranges section 19 education. Any deletion must meet a lawful ground and all associated conditions under regulation 9 of the 2024 Regulations. A DSL's certification does not provide a lawful basis for deletion.

Keep the support plan, contact records, reviews, referrals, sickness return and attendance decisions accurate and up to date. Share necessary health, education and safeguarding information securely for a lawful purpose. Apply the Trust's medical conditions, data protection and records management arrangements. The Headteacher and Senior Attendance Champion will monitor cases and provide assurance through existing attendance reporting.

9 Health needs attendance flowchart

The Named Lead coordinates this pathway with the attendance team, DSL, SENDCO, family and relevant professionals. Act on safeguarding concerns immediately at every stage.



If needs change or the plan is ineffective, return to assessment and revise support. The sickness return is a separate requirement and does not delay section 19 liaison.

Operational references: DfE Working together to improve school attendance July 2026; DfE Arranging education for children who cannot attend school because of health needs December 2023; School Attendance (Pupil Registration) (England) Regulations 2024. Apply alongside the main Attendance Policy.