MARY ELLIOT ACADEMY

Attendance Policy

Last date ratified & signed by the Local Governing Body:	**Date: November 2026**
To be reviewed every 2 years:	**Date: November 2028**

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The latest version of this policy is available on the school website or upon request from the school office.

1. The importance of attendance

1.1. At Thrive Education Partnership, we recognise the importance of good attendance. We want all of our learners to come to school and feel like they belong.

1.2. Every child of compulsory school age is entitled to full-time education and it is our duty to ensure that this is suitable for all learners and their individual needs. We do this in line with the Equality Act 2010 and the UN Convention on the Rights of the Child.

1.3. Mary Elliot Academy is committed to providing all learners with an appropriate and effective education in a safe and happy environment. Each learner is welcomed, valued, respected and encouraged to respect themselves and others. We aim to empower all learners to gain both academic and essential skills that will equip them for life.

1.4. We believe that education is essential for all, and to achieve their full potential learners need to attend regularly and punctually. Research has shown that there are links between attendance and academic performance (Department for Education, 2025), as well as future earning potential (Department for Education, 2025).

1.5. This policy is influenced by the statutory guidance Working Together to Improve School Attendance. For information about the legislation that this is based on, see the section 'Relevant legislation' in this guidance.

2. Roles and responsibilities

2.1. At Mary Elliot Academy, attendance is everyone's business. This section outlines the key role that all have to play in this.

2.2. The **Headteacher** should:

Ensure that all roles within school have sufficient time and resources to fulfil their duties around attendance

Ultimately decide if a learner's absence is authorised or unauthorised

2.3. The **Senior Attendance Champion** should:

Develop and oversee the implementation of an effective attendance strategy, focused on improving and maintaining good attendance

Have a deep understanding of the school's attendance data, monitoring this regularly and using this to influence strategy

Ensure that the daily attendance procedures are being followed by all

Deliver appropriate training to staff on attendance

Seek the views of parents and carers when updating the policy and share the policy with the school community annually

Our Senior Attendance Champion is Grace Murphy. You can contact them through the school office on 01922 490 190 or by email at g.murphy@mary-elliot.thrive.ac

2.4. The **Attendance Officer** should:

Operationally lead the daily attendance processes, being mindful of the link between absence and safeguarding

Arrange and lead meetings with parents and carers around attendance

Support in the collation and analysis of attendance data

Identify learners and families with barriers to attendance and offer support to these

Where support is required beyond what the school can offer, signpost to other services and make referrals where necessary

Bring ideas and suggested improvements around attendance to the Senior Attendance Champion

Raise concerns around a learner's attendance to the Senior Attendance Champion. Where there are also safeguarding concerns, alert the Designated Safeguarding Lead

Ensure that N codes on the school Management Information System are amended within five school days

Where learners have a social worker, notify them when the learner is absent without explanation or is going to be deleted from the school roll

Our Attendance Officer is Jade Dowen. You can contact them through the school office on 01922 490 190 or by email at j.dowen@mary-elliot.thrive.ac

2.5. **All staff** should:

Create a supportive atmosphere, where all learners want to come to school and feel like they belong

Foster collaborative relationships with families to allow positive communication around attendance

Share concerns or patterns that they have noticed around attendance with the Attendance Officer

Remember that absence can be a symptom of safeguarding concerns, including neglect, sexual abuse and criminal or sexual exploitation

2.6. **Governors** should:

Hold leaders to account over attendance data and practices, holding high aspirations for learners

Ensuring that action is being taken to support the cohorts of learners who face additional barriers to attendance

2.7. **Parents and carers** should:

Where they bring their child to school, make sure that this is on time. Where a child accesses transport, ensure that they are ready leave at the expected time

Ensure that their child attends school properly equipped and ready to learn

Ask for help from the school around attendance where they feel they need support to improve or maintain this

Inform the school each day their child is unexpectedly absent. While transport assistants may be alerted, it is important that parents and carers **always** contact the school directly to inform them of this

Arrange routine medical appointments outside of school time. Where this is not possible, they should be arranged towards the start or the end of the school day. Pupils are expected to return to school following the appointment, where practicable

Where an appointment is booked in school time, the appointment card/medical appointment letter (clearly showing the pupil's name, date and time of appointment) should be shown **in advance** to the school

Formally request a leave of absence in advance of taking their child out of school

2.8. Where possible, **learners** should:

Attend school regularly and punctually and be appropriately prepared for lessons.

Be aware of the school's attendance policy and when and where they are required to attend. This will be communicated to them by school staff, parents and through the school timetable.

Communicate (Where appropriate) to their class teacher or another member of staff if they are experiencing difficulties at school or at home which may impact on their attendance.

Bring a note of explanation from their parents/carers to explain an absence that has happened or is foreseen.

Follow the school procedure if they arrive late. This will help the school to monitor attendance and keep accurate records for the child's individual attendance. This is also vital for health and safety in the event of a school evacuation.

3. Processes

3.1. Morning registration period

Students are able to arrive in school from 8:45am – 9:15am every morning to support a calm start to the school day and to support a successful transition.

Many of our students are transported to and from school by local authority school transport so this can impact on punctuality.

Morning registrations ends at 9:30am each day. If a child arrives after 9:30am they will be marked as late (*L code*). If the late arrival is due to circumstances beyond the students' control, such as LA transport not collecting the students due to unavoidable delay, late arrivals may be marked as authorised.

Arrival between 9:30 and 30 minutes afterwards (10:00) will be marked as late (*L Code*)

If a child arrives after 10:00 without good reason, it will be marked as unauthorised absence for this period (*U Code*)

3.2. Afternoon registration period

The school afternoon registers open at 12:45pm and learners are expected to be back in class, ready to learn at this time

Arrival between 1:00pm and 1:30pm will be marked as late (*L Code*)

3.3. End of the school day

The school day ends at 2.45pm. Learners are expected to be collected at this time by parents, carers or arranged transport

Where a parent or carer is collecting their child, and they expect to arrive late, they **must** inform the school as soon as possible

If the school has concerns around the safety or welfare of a child who is being collected late, this will be treated as a safeguarding issue and Children's Social Care or the police may be contacted, depending on the circumstances

3.4. **Where the learner will not be attending school**

If a child will not be attending school as expected, parents and carers **must** contact the school office by phone on 01922 490 190 on the morning of the first day of absence by 8:30am and on each subsequent day, identifying the reason for absence and the expected date of return.

This message **must** be shared directly with the school via the above means. While parents may inform transport assistants and guides about the absence, they are not always able to pass this message to the school and it is important that this comes directly from the parents and carers

Parents and carers should provide a sufficiently detailed reason for absence – for example, explaining that their child has a 'fever, sore throat and high temperature' rather than is just 'ill'

On certain occasions, the school may request evidence for a learner's absence, such as a letter from a medical professional

Where a parent or carer wants to discuss support or concerns around attendance, they should contact Grace Murphy by email.

3.5. **Requesting a leave of absence**

At Mary Elliot Academy, leaves of absence are only granted in exceptional circumstances and will not be routinely authorised

Holidays for leisure or recreation in term-time will rarely, if ever, meet this threshold (*Code G*)

Leaves of absence **must** be requested in advance. To request a leave of absence, please request an Exceptional Leave of Absence form from the school office. (Appendix 2)

If the learner does not attend the school on the agreed return date, the processes at 3.4 will be followed

3.6. **If a learner does not attend school as expected**

Mary Elliot Academy has a responsibility to safeguard all the learners on our school roll. Therefore, if a learner does not attend as expected, we will follow this up robustly

If a learner does not attend school and there has been no notification received from their parent or carer, then we will conduct telephone calls with parents/carers.

If no response is received, we will call the learner's emergency contacts. Each learner is expected to have at least two recorded on the school system

If the school has concerns about the safety of the learner, a home visit may be carried out on the first day of absence and safeguarding partners, such as Children's Social Care and the police, may be informed

A home visit will be carried out on the third day of absence in all cases

Where the school cannot establish the whereabouts of a learner, or a learner does not return after an agreed leave of absence, we will refer to Walsall Council for joint enquiries through the Children Missing Education procedures. We will not remove a learner from the school roll unless this is permitted by the Pupil Registration Regulations and agreed with the local authority SEN team. Where a learner has a social worker, we will tell them if the learner is absent without explanation or is going to be deleted from the roll

4. Absence – authorised and unauthorised

4.1. Where a child is absent, this is either recorded as authorised or unauthorised

4.2. **Authorised absence** is where the Headteacher agrees that the learner does not need to attend the school at that time. Examples of this could include:

A learner is unwell and there is evidence of this (*Code I*)

A learner is attending a medical appointment that cannot be arranged outside of school hours (*Code M*)

A learner is suspended from school (*Code E*)

There are exceptional circumstances, such as a significant family emergency taking place (*Code C*)

Pupil Absence for the purposes of Religious Observance; Mary Elliot Academy acknowledges the multi-faith nature of British society and recognises that, on some occasions, religious festivals may fall outside school holiday periods or weekends and is recognised as such by a relevant religious authority. Where this occurs, the school will consider either authorising the student absence or making special leave for

religious observance. Parents/carers are requested to give advance notice to the school.

4.3. Another example of authorised absence is an agreed **part-time timetable** (*Code C2*). This is when the Headteacher agrees that a learner does not need to attend school full-time and will be authorised to be absent for some parts of the week Part-time timetables **must**:

Only be used in exceptional circumstances, as they infringe on a learner's right to a full-time education

Be agreed with parents or carers

Be temporary, ideally no longer than a few weeks, with an agreed end date

Be regularly reviewed by the school and parents or carers to ensure that they are working and remain appropriate

Consider a reintegration strategy when the timetable ends

Be accompanied by a Thrive PTT1 and PTT2 form

Be notified to the local authority as soon as a plan has been agreed

4.4. **Unauthorised absence** is when the Headteacher believes that the learner should be attending school at that time and does not authorise the absence. Examples of this could include:

A learner is on holiday (*Code G*)

No reason for absence has been provided or the reason provided is insufficient (*Code O*)

A learner arrives at school after the register has closed (*Code U*)

4.5. Persistent or prolonged unauthorised absence can not only affect the education of the learner, but it can also have a significant impact on the family too, such as:

Referrals to local safeguarding partners for neglect, such as Children's Social Care or the police

The issuing of penalty notices, where parents or carers are fined

Criminal prosecution

4.6. The scenarios above are always the last resort and the school will **always** offer support to families before enforcement action is considered

4.7. When marking our registers, we will apply the national codes as outlines and regulated by the Department for Education guidance to accurately record and report attendance (Appendix 3)

5. Data monitoring and attendance strategies

5.1. We recognise the key role that attendance data plays in identifying barriers to attendance. We therefore regularly monitor this as follows:

Daily: attendance is monitored by the office team and class teachers, with first-day responses logged

Weekly: the Attendance Lead checks O codes, the first-day response log and the list of learners with attendance below 85%

Half-termly: a more detailed review of attendance data is shared with the Senior Leadership Team and, termly, with Governors. Persistently absent learners are reviewed each half-term in progress meetings

Termly: parents and carers are sent an attendance summary for their child

5.2. The statutory guidance refers to 'Persistent Absence' (PA, under 90% attendance) and 'Severe Absence' (SA, under 50% attendance). We use these terms when analysing our data

5.3. To help us better understand our attendance, we benchmark our attendance figures against national and local special school attendance statistics

5.4. To support us in this, we also regularly meet with the Trust Safeguarding and Attendance Manager and attend Targeted Support Meetings with the local authority

5.5. Aside from this policy, we have a live attendance strategy which guides our focus on the cohorts requiring more support and is updated through the academic year. The latest version of this will be made available upon request

6. How we encourage positive attendance

6.1. We celebrate and incentivise good attendance at Mary Elliot Academy. To do this we:

Set an ambitious whole-school attendance target (89.5% for 2026/27) and share progress with learners, families, staff and Governors

Celebrate learners with attendance of 95% and above in assemblies, and present certificates at the end of every term

Identify individual incentives for targeted learners and families to recognise improved attendance

Link attendance to learners' next steps in Post 16, including work experience, college links and independence and travel training, so that learners and families understand why attendance matters

Share termly attendance summaries with parents and carers, and hold conversations with families before the Christmas, Easter and summer holidays so that they understand the impact of term-time leave

7. How we support those with barriers to attendance

7.1. While we celebrate good attendance, we recognise that there are many learners and families who face significant barriers to attending

7.2. Where a learner reaches 9 days of absence over the year, we initiate a meeting with parents or carers to discuss the reasons for this and the support available. We use the following stages to match the level of support to the learner:

Stage	Attendance	Support
Stage 1: Prevention	Above 90%	Support from school and the universal services a learner may already access, such as their GP
Stage 2: Early intervention	80% to 90%	May need support from services outside school in addition to Stage 1. Every learner below 85% has a plan, a named adult and a review date
Stage 3: Targeted support	Below 80%	May need multi-agency support in addition to Stage 2. The Multi Agency and Family Liaison Coordinator makes home visits

These meetings will focus intensely on the barriers to attendance and, where appropriate, look to initiate 'Family Help' or other support from external partners

Where high levels of absence persist and parents and carers do not fully engage with the support process, this will be formalised and enforcement action may be considered as a last resort, with the support of the local authority

7.3. When we attend our Targeted Support Meetings with the local authority, we discuss several cases where barriers exist and explore the multi-agency support options available

7.4. More detail on specific interventions that we are putting in place is available in our attendance strategy

8. Enforcement as a last resort

8.1. Attendance enforcement is always a last resort at Mary Elliot Academy. Prior to this stage, we will explore the barrier to attendance in detail and offer extensive support to the learner and family

8.2. Where we proceed with attendance enforcement, we will always consider whether the learner is experiencing, or at risk of, harm and a referral is required to Children's Social Care

8.3. Where it is apparent that a parent or carer is not properly engaging with the support available, a formal **Attendance Contract** will be considered, outlining the attendance requirements, the support we are offering and an agreement from the parent/carer that they will comply with this

8.4. If an Attendance Contract is not appropriate, or it becomes apparent that a parent or carer is not properly engaging with this, other forms of enforcement may be considered following consultation with the local authority, including:

Education supervision orders

Attendance prosecution

Parenting orders

Notice to improve

Penalty notices

Information on all of these interventions is outlined in Chapter 6 of Working Together to Improve School Attendance 2024. Further information on penalty notices is outlined below

8.5. **Penalty Notices**

The Headteacher (or someone they authorise to do so), local authority or the police can fine parents for the unauthorised absence of their child, where the child is of compulsory school age, by issuing a penalty notice

If we issue a penalty notice, we will check with the local authority before doing so and send it a copy of any penalty notice issued

Before issuing a penalty notice, we will consider the individual case, including:

a) Whether the national threshold for considering a penalty notice has been met (10 sessions of unauthorised absence in a rolling period of 10 school weeks)

b) Whether a penalty notice is the best available tool to improve attendance for that pupil

c) Whether further support, a notice to improve or another legal intervention would be a more appropriate solution

d) Whether any obligations that we have under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent or carer who is liable for the learner's offence can be issued with a penalty notice, but this will usually only be the parent/parents/carer/carers who allowed the absence

The payment **must** be made directly to the local authority, regardless of who issues the notice. If the payment has not been made after 28 days, the local authority can decide whether to prosecute or withdraw the notice. We receive no financial benefit from issuing penalty notices

a) If issued with a first penalty notice, the parent must pay £80 within 21 days, or £160 within 28 days

b) If a second penalty notice is issued to the same parent in respect of the same pupil, the parent must pay £160 if paid within 28 days

c) A third penalty notice cannot be issued to the same parent in respect of the same child within 3 years of the date of the issue of the first penalty notice. In a case where the national threshold is met for a third time within those 3 years, alternative action will be taken instead

A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification, during the first 5 days of a suspension or exclusion (where the school has notified the parents that the pupil must not be present in a public place on that day)

These penalty notices are not included in the National Framework, not subject to the same considerations about support being provided, and do not count towards the limit as part of the escalation process

b) In these cases, the parent must pay £60 within 21 days, or £120

9. Appendix 1 – Key information for parents and carers

9.1. Attending school is important for your child's development. Every child has the right to a full-time education and we want them to attend each day of term-time

9.2. The school day starts at 8:45am and your child needs to be in by 9:15am. The school day ends at 2:45pm and needs collecting by 3:15pm

9.3. Try to arrange medical appointments for your child outside of school time. If you can't do this, the appointment card/medical appointment letter (clearly showing the students name, date and time of appointment) should be shown in advance to the class teacher, office administrator or Multi Agency and Family Liaison Coordinator. A picture of an appointment letter/confirmation can also be sent via class dojo to Mary Elliot Reception and class teacher

9.4. We encourage our parents/carers to book doctor's and dentist's appointment outside of school time or on the weekend if available. The Academy will not authorise a full day absence for students who attend a short or routine doctor's or dentist's appointment. Appointments that must be booked during term time, should be done towards the start or the end of the day where possible. Students are expected to return following appointments if practical.

9.5. If your child won't be coming to school, parents/carers must contact the Academy on the first day of a student's absence. They should state the reason for their absence, and also the date on which they are expected to return. Notification of absence should be by parental note, telephone call on 01922 490 190 or in person. Please note that bus and taxi staff are employed through Local Authorities not employed by Mary Elliot Academy and therefore they do not have the responsibility to pass on messages about absences, etc. Please notify school in the ways noted above rather than relying on a message to be passed on via a guide or driver

9.6. Parents/carers who wish to collect their children early during the school day should contact the Academy in advance. Authorisation of the absence may be granted where a student has a medical appointment or other authorised reason, however evidence of this will be requested. When a parent wishes to collect a learner for a reason other than a medical appointment, the absence may not be authorised. A Exceptional Leave of Absence Form is to be completed and reviewed by the Senior Attendance Lead and Head Teacher. Authorisation of the absence is at the discretion of the Head Teacher

9.7. If your child doesn't attend school, and you don't tell us about this, we will call you, the emergency contacts and might come to your house to check everything is ok. If we are really worried about your child we might get help from other agencies, like the police

9.8. We recognise that some students are more likely to require additional support to attain good attendance. If your family need help with

attending school, you can contact the school office on 01922 490 190 or email at g.murphy@mary-elliot.thrive.ac. We might contact you first if we think you might need support

9.9. The school will implement a range of strategies to support improved attendance based on the individual needs and circumstances of the child.

9.10. Strategies we may use to support you include:

9.11. School based support – e.g. support in implementing routines and structures.

9.12. OT/SaLT interventions

9.13. Family Help

9.14. Multi-Agency working for specific issues e.g. Medical conditions

9.15. To plan the correct support, we will always invite parents/carers and any pre-existing supporting agencies (and students where appropriate) to attend a meeting to discuss the concerns and devise a plan to support the child's regular attendance. Support offered will be child centred and planned in discussion and agreement with both parents and students (where appropriate). This may include a referral to Early Help or a Parenting Contract

9.16. If your child misses a lot of school without a good reason, or you don't work with us when we offer help, we might look to take formal action, like issuing you with a fine

9.17. Staged Reintegration/Reduced timetables

All children of compulsory school age are legally entitled to receive a suitable full-time education and the school and local authority have a statutory duty to ensure that all children in the area receive such an education

In very exceptional circumstances, we may decide to implement a temporary, reduced timetable to meet a student's individual needs and only where it is safe to do so. This will be conducted through the school's Engagement Plan (Appendix 4)

The Engagement Plan takes place over a six week period and is broken down below:

Weeks 1 & 2: The first two weeks consist of a member of class staff and the Family liaison and multi-agency coordinator completed pre agreed visits/sessions at the home of the student. Appropriate activities will be carried out during the visits. This will support positive relationships

between the student and staff. The two week period will be reviewed in a meeting between school professionals, parents/carers and where appropriate the student.

Weeks 3 & 4: The student will attend school with a parent/carer at agreed times – the timings are to be discussed with the parent/carer, attendance lead/family liaison coordinator, department lead and the class teacher in the previous weeks review. Appropriate activities will be completed with the student as decided by the class teacher to support the integration of the student. The two week period will be reviewed in a meeting between school professionals, parents/carers and where appropriate the student.

Weeks 5 & 6: The student will attend school unaccompanied at agreed times – the timings are to discussed in the previous weeks review. . Appropriate activities will be completed with the student as decided by the class teacher to support the integration of the student. The two week period will be reviewed in a meeting between school professionals, parents/carers and where appropriate the student.

A final review will take place to discuss the outcome of the plan and appropriate next steps. Where necessary supporting professionals will be invited to attend the review.

We will not use a reduced timetable to manage a student's behaviour.

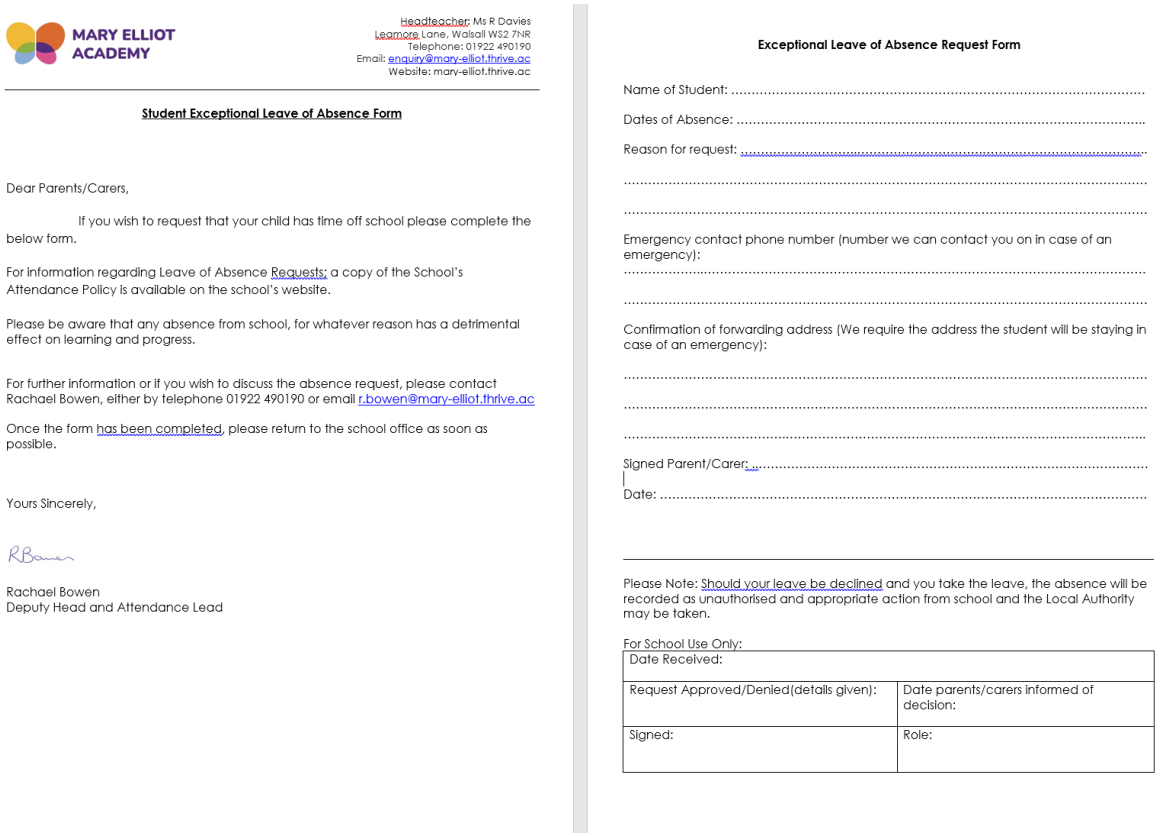
A reduced timetable will not be treated as a long-term solution and will have a time limit by which point the student is expected to attend full-time or be provided with alternative provision where applicable.

We will never put a reduced timetable in place without agreement from parent/carer and/or other professionals working with the family as appropriate.

This intervention will only be used as part of a comprehensive package of support for the student; it will be reviewed regularly in partnership with the child, parent/carer and any other relevant professionals working with the family.

We will notify the Attendance and Children Absent from Education Team of all reduced timetables as soon as a plan has been agreed.

10. **Appendix 2 –** Exceptional Leave of Absence Form



MARY ELLIOT ACADEMY

Headteacher: Ms R Davies
Leamore Lane, Walsall WS2 7NR
Telephone: 01922 490190
Email: enquiry@mary-elliot.thrive.ac
Website: mary-elliot.thrive.ac

Student Exceptional Leave of Absence Form

Dear Parents/Carers,

If you wish to request that your child has time off school please complete the below form.

For information regarding Leave of Absence Requests: a copy of the School's Attendance Policy is available on the school's website.

Please be aware that any absence from school, for whatever reason has a detrimental effect on learning and progress.

For further information or if you wish to discuss the absence request, please contact Rachael Bowen, either by telephone 01922 490190 or email r.bowen@mary-elliot.thrive.ac

Once the form has been completed, please return to the school office as soon as possible.

Yours Sincerely,

Rachael Bowen
Deputy Head and Attendance Lead

Exceptional Leave of Absence Request Form

Name of Student: .....

Dates of Absence: .....

Reason for request: .....

.....

.....

Emergency contact phone number (number we can contact you on in case of an emergency):

.....

.....

Confirmation of forwarding address (We require the address the student will be staying in case of an emergency):

.....

.....

.....

Signed Parent/Carer: .....

Date: .....

Please Note: Should your leave be declined and you take the leave, the absence will be recorded as unauthorised and appropriate action from school and the Local Authority may be taken.

For School Use Only:

Date Received:	
Request Approved/Denied(details given):	Date parents/carers informed of decision:
Signed:	Role:

11. **Appendix 3 –** Registration codes: Registration codes as set out in the Department for Education's school attendance guidance.

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

Code	Definition	Scenario
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer or educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil 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	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil 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	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil 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 pupil absent as the school is closed unexpectedly (for example, due to adverse weather)
Y5	Criminal justice detention	Pupil 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	Pupil'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	Pupil 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

Code	Definition	Scenario
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil 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

12. **Appendix 4 –** Attendance Engagement Plan

Attendance Engagement Plan

Student Name:			Class:		
Date of Plan :			SEN Status:		
Identified allocated worker (If relevant):					
Pupil Premium	YES/NO	Open to Social Care services :	YES/NO	Open to other external agencies :	YES/NO
FSM	YES/NO				
EAL	YES/NO	Identify service :		Identify agencies :	
LAC	YES/NO				
Social/Learning Traits (Known)					
Independence/ confidence / attitude to learning •					
Social Skills /relationships •					
Behaviour •					

Participation in wider school activities •
Attendance to date •
Parental Involvement •

Provision/ Targeted Intervention	Impact
Initial Communication (Before Plan begins) • Attendance Lead/family liaison coordinator to meet with family to discuss attendance, provision available in school, support available in school. • Listen to views of student and family. • If applicable discuss 'Engagement programme' including plan of action, length of plan (Maximum 6 weeks), aim of plan, support required, discuss outcomes.	• Early intervention/support/referrals • Keeps lines of communication open • Identify wishes and feelings of student and family
• First home visit of Engagement Plan with schools allocated class staff.	• Engagement with family, building trusting relationships • Discuss plan of action e.g student to return to school as soon as possible. • Student receiving short period of education. • Support for student and family – early intervention.
Review (2 weeks) • Attendance Lead/family liaison coordinator to meet with family to review support to date. • Report/log from allocated class staff.	• Identify what is working well and next steps including parents coming into school with student to access sensory room for short periods of time (Week 3 - 2/3 times) (Week 4 -3/4 times) • Revisit plan and adapt where required.
Review (4 weeks)	• Identify what is working well and next steps including students attending school on a reduced timetable. (Week 5 – 1 hour a day) (Week 6 – 5 Mornings)
• Attendance Lead/family liaison coordinator to meet with family to review support to date. • Report/log from allocated class staff.	• Revisit plan and adapt where required.
Review (6 week) • Attendance Lead/family liaison coordinator to meet with family to review support to date. • Report/log from allocated class staff.	• Discuss progress so far and identify plan of action for student to attend school full time. • Listen to student and family views and identify further support required. • Discuss monitoring of attendance.
Projected outcome: **To support student and family with return to full time education.**	**Desired Impact** **Student's attendance will improve to allow student to receive an education and to reach their full potential in school.**

Weekly Log (Completed by Attendance Lead/Family Liaison Coordinator)

	Actions completed	Next Steps
Before Plan	•	•
Week 1	•	•
Week 2	•	•
Week 3	•	•
Week 4	•	•
Week 5	•	•
Week 6	•	•

Attendance Monitoring

Attendance before plan	Attendance at 2 weeks	Attendance at 4 weeks	Attendance at 6 weeks	Attendance at 8 weeks	Attendance at 10 weeks	Attendance at 12 weeks	Improved attendance % over 12 weeks

13. Changes

Description	Date	Page	Section
Amended 'Early Help' to 'Family Help' in line with Working Together to Safeguard Children	08.07.2026	11	7