



Elmley Dray  
School

# Attendance Policy

## Introduction

Elmley Dray School (which includes the school, tutoring services and adult day services) puts the rights of the learner (children and vulnerable adults) at the heart of the provision in order to improve wellbeing and develop every learner's talents and abilities to their full potential. This policy promotes Article 3 : the best interests of the learner have top priority; and Article 28 and 29, where every child has the right to an education, which must develop their personality, talents and abilities to the full.

Good attendance at school is essential for a learner's education and establishes a positive working ethos early in life. 100% attendance is certainly possible, but in the event of your child being away from the school it is essential that you, the parent, inform the school of the reasons for absence.

Elmley Dray School also recognises the work that we do with external agencies to support the delivery of a person centred provision to meet the needs identified within the Educational, Health and Care Plan. Elmley Dray School audits attendance every week and reviews the medical, health and care needs of the learner which can on occasion take precedence over attendance within the school as they attend care, medical and mental health appointments.

Updates to the *Working together to Improve School Attendance* now states that attendance guidance is now statutory, meaning schools and local authorities are now legally obligated to follow it.

## Aims

This policy aims to show our commitment to meeting our obligations with regards to school attendance, including those laid out in the Department for Education's (DfE's) statutory guidance on working together to improve school attendance (applies from 19 August 2024), through our whole-school culture and ethos that values good attendance, including:

- Setting high expectations for the attendance and punctuality of all learners
- Promoting good attendance and the benefits of good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every learner has access to the full-time education to which they are entitled
- Acting early to address patterns of absence
- Building strong relationships with families to make sure learners have the support in place to attend school

We will also promote and support punctuality in attending lessons.

## Legislation and guidance

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:

- Part 6 of the Education Act 1996
- Part 3 of the Education Act 2002
- Part 7 of the Education and Inspections Act 2006
- The Education (learner Registration) (England) Regulations 2006 (and 2010, 2011, 2013, and 2016 amendments)
- The School Attendance (learner Registration) (England) Regulations 2024
- The Education (Penalty Notices) (England) (Amendment) Regulations 2013 and the 2024 amendment

It also refers to:

- School census guidance
- Keeping Children Safe in Education
- Mental health issues affecting a learner's attendance: guidance for schools

## Roles and responsibilities

### The Professional Advisory Team (PAT - Governance)

The governing board is responsible for:

- Setting high expectations of all school leaders, staff, learners and parents
- Making sure school leaders fulfil expectations and statutory duties, including:
  - o Making sure the school records attendance accurately in the register, and shares the required information with the DfE and local authority

- o Making sure the school works effectively with local partners to help remove barriers to attendance, and keeps them informed regarding specific learners, where appropriate
- Recognising and promoting the importance of school attendance across the school's policies and ethos
- Making sure the school's attendance management processes are delivered effectively, and that consistent support is provided for learners who need it most by prioritising staff and resources
- Making sure the school has high aspirations for all learners, but adapts processes and support to learners' individual needs
- Regularly reviewing and challenging attendance data and helping school leaders focus improvement efforts on individual learners or cohorts who need it most
- Working with school leaders to set goals or areas of focus for attendance and providing support and challenge
- Monitoring attendance figures for the whole school and repeatedly evaluating the effectiveness of the school's processes and improvement efforts to make sure they are meeting learners needs
- Where the school is struggling with attendance, working with school leaders to develop a comprehensive action plan to improve attendance
- Making sure all staff receive adequate training on attendance as part of the regular continued professional development offer, so that staff understand:
  - o The importance of good attendance
  - o That absence is almost always a symptom of wider issues
  - o The school's legal requirements for keeping registers
  - o The school's strategies and procedures for tracking, following up on and improving attendance, including working with partners and keeping them informed regarding specific learners, where appropriate
- Making sure dedicated training is provided to staff with a specific attendance function in their role, including in interpreting and analysing attendance data
- Holding the Head of Centre to account for the implementation of this policy

### **The Head of Centre**

The Head of Centre is responsible for:

- The implementation of this policy at the school
- Monitoring school-level absence data and reporting it to governors
- Supporting staff with monitoring the attendance of individual learners
- Monitoring the impact of any implemented attendance strategies
- Issuing fixed-penalty notices, where necessary
- Working with the parents of to develop specific support approaches for attendance for learners, including where school transport is regularly being missed, and where learners face in-school barriers

- Communicating with the local authority when a learner has falling attendance (all learners at the school have an EHCP), or where there are barriers to attendance that relate to the learner's needs
- Communicating the school's high expectations for attendance and punctuality regularly to learners and parents through all available channels

### **The Designated Senior Leader responsible for Attendance**

The designated senior leader (also known as the 'senior attendance champion') is responsible for:

- Leading, championing and improving attendance across the school
- Setting a clear vision for improving and maintaining good attendance
- Evaluating and monitoring expectations and processes
- Having a strong grasp of absence data and oversight of absence data analysis
- Regularly monitoring and evaluating progress in attendance
- Establishing and maintaining effective systems for tackling absence, and making sure they are followed by all staff
- Liaising with learners, parents/carers and external agencies, where needed
- Building close and productive relationships with parents to discuss and tackle attendance issues
- Creating intervention or reintegration plans in partnership with learners and their parents/carers
- Delivering targeted intervention and support to learners and families

The designated senior leader responsible for attendance is Emily Hollis MBE and can be contacted via [emily.hollis@elmleydrayschool.co.uk](mailto:emily.hollis@elmleydrayschool.co.uk)

### **The Attendance Officer**

The school attendance officer is responsible for:

- Monitoring and analysing attendance data
- Benchmarking attendance data to identify areas of focus for improvement
- Providing regular attendance reports to school staff and reporting concerns about attendance to the designated senior leader responsible for attendance, and the Head of Centre
- Working with education welfare officers to tackle persistent absence
- Advising the Head of Centre when to issue fixed-penalty notices

The attendance officer is Hayley Furnell and can be contacted via [hayley.furnell@elmleydrayschool.co.uk](mailto:hayley.furnell@elmleydrayschool.co.uk)

### **Teaching Staff**

Teaching staff are responsible for recording attendance for morning and afternoon sessions on a daily basis using the correct codes (see Appendix 1) and submitting this information via SharePoint within 10 minutes of the start of the session.

## **School Reception Staff**

Staff working on the reception area will:

- Take calls from parents/carers about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents/carers to the Senior Attendance Champion where appropriate, in order to provide them with more detailed support on attendance

## **Parents/Carers**

Where this policy refers to a parent/carer, it refers to the adult the school and/or local authority decides is most appropriate to work with, including:

- All natural parents, whether they are married or not
- All those who have parental responsibility for a child/vulnerable adult
- Those who have day-to-day responsibility for the child/vulnerable adult (i.e. lives with and looks after them)

Parents/carers are expected to:

- Make sure their child attends every day on time, as stipulated within the personalised timetable
- Call the school to report their child's absence 30 minutes before the start of the school day 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 1 emergency contact number for their child
- Ensure that, where possible, appointments for their child are made outside of the school day
- To request leave as far in advance as possible
- To make applications for leave in writing to the Head of Centre for a leave of absence during term time, giving the reason for the request. This includes an application for any religious observance.
- To work with Elmley Dray School and the Local Authority to improve lateness and attendance.
- Keep to any attendance contracts that they make with the school and/or local authority
- Seek support, where necessary, for maintaining good attendance, by contacting the Senior Attendance Champion
- To ensure any penalty issues noticed are dealt with in accordance with the new guidance (These penalty notices are charged at £120, reduced to £60 if paid within 21 days).

## **learners**

learners are expected to:

- Attend school every day, on time

## Recording attendance

### The school day

The school day starts at 8:30am and ends at 3:00pm.

learners must arrive in school by 8:30am on each school day.

The register for the first session will be taken at 8:30am and will be kept open for 15 minutes after the session begins. The register for the afternoon session will be taken at 12:45pm and will be kept open for 15 minutes after the session begins.

### Times of the school day:

<b>Breakfast Club</b>	8.00-8.30am
<b>Tutor Time</b>	8.30-8.45am
<b>Lesson 1</b>	8.45-9.30am
<b>Lesson2</b>	9.30-10.15am
<b>Break Time</b>	10.15-10.30am
<b>Lesson 3</b>	10.30-11.15am
<b>Lesson 4</b>	11.15am-12.00pm
<b>Lunch</b>	12.00-12.45pm
<b>Lesson 5</b>	12.45-2.10pm
<b>Lesson 6</b>	2.10-2.55pm
<b>Tutor Time</b>	2.55pm-3.00pm

### Attendance register

We will keep an electronic attendance register and place all learners onto this register.

We will take our attendance register at the start of the first session of each school day and once during the second session. It will 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.

We will also record:

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

We will keep every entry on the attendance register for 6 years after the date on which the entry was made.

### **Unplanned absence**

The learner's parent must notify the school of the reason for the absence on the first day of an unplanned absence by 8:30am, or as soon as practically possible, by calling the school, who can be contacted via 01795 485039.

We will mark absence due to physical or mental illness as authorised, unless the school has a genuine concern about the authenticity of the illness.

Where the absence is longer than 5 days, or 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. We 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 parents will be notified of this in advance.

### **Planned absence**

Attending a medical or dental appointment will be counted as authorised as long as the learner's parent/carer notifies the school in advance of the appointment.

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 5 to find out which term-time absences the school can authorise.

### **Lateness and punctuality**

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 be marked as absent, using the appropriate code

The school analyses punctuality data to identify and respond to ongoing punctuality issues.

### **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 the school cannot reach any of the learner's emergency contacts, the school may contact the local authority and/or the police
- Identify whether the absence is approved or not
- Identify the correct attendance code to use and input it as soon as the reason for absence is ascertained - this will be no later than 5 working days after the session(s) for which the learner was absent
- Call the parent on each day that the absence continues without explanation, to make sure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an education welfare officer
- Where relevant, report the unexplained absence to the learner's youth offending team officer
- Where appropriate, offer support to the learner and/or their parents 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 with: issue a notice to improve, penalty notice or other legal intervention, as appropriate

### **Reporting to parents/carers**

The school will regularly inform parents/carers about their child's attendance and absence levels via learner reports.

## **Authorised and unauthorised absence**

### **Approval for term-time absence**

The Head of Centre will allow learners to be absent from the school site for certain educational activities, or to attend other schools or settings.



The Head of Centre will only grant a **leave of absence** to a learner during term time if the request meets the specific circumstances set out in the 2024 school attendance regulations. These circumstances are:

- Taking part in a regulated performance, or regulated employment abroad
- Attending an interview
- Study leave
- A temporary, time-limited part-time timetable
- Exceptional circumstances

A leave of absence is granted at the Head of Centre's discretion, and will only be granted in 'exceptional circumstances', including the length of time the learner is authorised to be absent for.

Parents or carers will be informed within 7 days as to whether the request has been authorised or unauthorised.

Leave of absence will not be granted for a learner to take part in protest activity during school hours.

As a leave of absence will only be granted in exceptional circumstances, it is unlikely a leave of absence will be granted for the purposes of a family holiday.

The school considers each application for term-time absence individually, taking into account the specific facts, circumstances and relevant background context behind the request.

Any request should be submitted as soon as it is anticipated and, where possible, at least 4 weeks before the absence. The Head of Centre may require evidence to support any request for leave of absence.

Other valid reasons for **authorised absence** include (but are not limited to):

- Illness (including mental-health illness) and medical/dental appointments
- Religious observance - where the day is exclusively set apart for religious observance by the religious body to which the learner's parent(s) belong(s). If necessary, the school will seek advice from the parent's religious body to confirm whether the day is set apart
- Parent/carer(s) travelling for occupational purposes - this covers Roma, English and Welsh gypsies, 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

- If the learner is currently suspended or excluded from school (and no alternative provision has been made)

Other reasons the school may allow a learner to be absent from the school site, which are not classified as absences, include (but are not limited to):

- Attending an offsite approved educational activity, sporting activity or visit or trip arranged by the school
- Attending another school at which the learner is also registered (dual registration)
- Attending provision arranged by the local authority
- Attending work experience
- If there is any other unavoidable cause for the learner not to attend school, such as disruption to travel caused by an emergency, a lack of access arrangements, or because the school premises are closed

### **Sanctions**

Our school will make use of the full range of potential sanctions - including, but not limited to, those listed below - to tackle poor attendance. Decisions will be made on an individual, case-by-case basis.

### **Penalty notices**

The Head of Centre (or someone authorised by them), local authority or the police can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age, by issuing a penalty notice.

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

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

- 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)
- Whether a penalty notice is the best available tool to improve attendance for that learner
- Whether further support, a notice to improve or another legal intervention would be a more appropriate solution
- Whether any obligations that the school has under the Equality Act 2010 make issuing a penalty notice inappropriate

Each parent/carers who is liable for the learner's offence(s) can be issued with a penalty notice, but this will usually only be the parent/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.

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

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

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\carers 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 learner 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. In these cases, the parent must pay £60 within 21 days, or £120.

### **Notices to improve**

If the national threshold has been met and support is appropriate, but parents/carers do not engage with offers of support, the school may offer a notice to improve to give parents a final chance to engage with support.

Notices to improve will be issued in line with processes set out in the local code of conduct for the local authority area in which the learner attends school.

They will include:

- Details of the learner's attendance record and of the offences
- The benefits of regular attendance and the duty of parents under section 7 of the Education Act 1996
- Details of the support provided so far
- Opportunities for further support, or to access previously provided support that was not engaged with
- A clear warning that a penalty notice may be issued if attendance doesn't improve within the improvement period, along with details of what sufficient improvement looks like, which will be decided on a case-by-case basis

- A clear timeframe of between 3 and 6 weeks for the improvement period
- The grounds on which a penalty notice may be issued before the end of the improvement period

## Strategies for Promoting Attendance

We have extensive strategies for promoting attendance. Ultimately, we ensure that our school is welcoming, inviting and engaging - somewhere that learners feel safe and want to attend. We have detailed policies and procedures in place. We also have dedicated attendance staff. We have an attendance display in our school which highlights the attendance team, policy, why good attendance matters and the current attendance at the school. Other strategies include:

- Celebrating good attendance in tutor time, assemblies and one displays
- Support with arranging transportation
- Personalised support plans

We follow the DFE Toolkit when communicating with families to support attendance - [Toolkit for schools: communicating with families to support attendance - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/dfes-toolkit-for-schools-communicating-with-families-to-support-attendance)

## Supporting learners who are absent or returning to school

### Learners absent due to complex barriers to attendance

For children who face complex barriers to attendance, we have sensitive conversations with children and families and work with them to put support in place. This is explained in '[Working together to improve school attendance](#)' guidance.

We will work with families, make adjustments and provide additional support. We appreciate that our learners may find the school environment particularly challenging and will formulate a personalised support plan. The SENCO/Senior Attendance Champion will be the main point of contact for families and will support with any needs and adjustment.

### learners absent due to mental or physical ill health or SEND

The school understand that learners may be absent from school due to mental or physical ill health or their SEND. We will work with families, make adjustments and provide additional support. We appreciate that our learners may find the school environment particularly challenging and will formulate support within their individual plan. The SENCO/Senior Attendance Champion will be the main point of contact for families and will support with any needs and adjustment.

Support may include reasonable adjustments for learners with disabilities or help for learners where mental health issues are affecting their attendance.

Elmley Dray School acknowledges that due to a range of emotional wellbeing issues including anxiety as well as identified medical conditions reported within the learner's Educational Health and Care Plan will find the achievement of 100% attendance difficult. Therefore, Elmley Dray School will monitor any non-attendance due to disability and provide evidence of this within the learner's overall attendance figures.

As all of our learners have an EHCP, we will inform the local authority, when a learner's attendance falls or the school becomes aware of barriers to attendance that relate to the learner's needs.

The new guidance also introduces new attendance codes that track children who are on part-time timetables, or absent because transport hasn't been provided, to help better understand patterns and barriers to attendance .

### **learners returning to school after a lengthy or unavoidable period of absence**

The school will support learners back into school after a lengthy or unavoidable period of absence through all/any of the following, as appropriate:

- Parent/carer and learner reintegration meetings
- Graduated timetable
- 1:1 time in school with a dedicated teaching assistant
- Wellbeing sessions

The SENCO/Senior Attendance Champion will be the main point of contact for families and will support learners returning to school.

## **Attendance Monitoring**

### **Monitoring attendance**

The school will monitor attendance and absence data (including punctuality) half-termly, termly and yearly across the school and at an individual learner, year group and cohort level.

Specific learner information will be shared with the DfE on request.

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.

The school will benchmark its attendance data at whole school, year group and cohort level against local, regional, and national levels to identify areas of focus for improvement and share this with the governing board.

### **Analysing attendance**

The school will:

- Analyse attendance and absence data regularly to identify learners, groups or cohorts that need additional support with their attendance, and
- Identify learners whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence
- Conduct thorough analysis of half-termly, termly, and full-year data to identify patterns and trends
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

### **Using data to improve attendance**

The school will:

- Develop targeted actions to address patterns of absence (of all severities) of individual learners, groups or cohorts that it has identified via data analysis
- Provide targeted support to the learners it has identified whose absences may be a cause for concern, especially those who demonstrate patterns of persistent or severe absence, and their families
- Provide regular attendance reports to staff, to facilitate discussions with learners and families, and to the governing board and school leaders (including special educational needs co-ordinator, designated safeguarding lead and learner premium lead)
- Use data to monitor and evaluate the impact of any interventions put in place in order to modify them and inform future strategies
- Share information and work collaboratively with other schools in the area, local authorities and other partners where a learner's absence is at risk of becoming persistent or severe, including keeping them informed regarding specific learners, where appropriate

### **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. Reducing persistent and severe absence is central to the school's strategy for improving attendance.

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold meetings with parents/carers and learners regarding the importance of good attendance
- Send letters to parents/carers regarding absence records

- Closely monitor learners attendance
- Consider potential safeguarding issues and, where suspected or present, address them in line with Keeping Children Safe in Education
- Hold regular meetings with the parents of learners who the school (and/or local authority) considers to be vulnerable or at risk of persistent or severe absence, or who are persistently or severely absent, to:
  - Discuss attendance and engagement at school
  - Listen, and understand barriers to attendance
  - Explain the help that is available
  - Explain the potential consequences of, and sanctions for, persistent and severe absence
  - Review any existing actions or interventions
- Provide access to wider support services to remove the barriers to attendance, in conjunction with the local authority, where relevant
- Consider alternative support that could be put in place to remove any barriers to attendance and re-engage these learners. In doing so, the school will sensitively consider some of the reasons for absence
- Implement sanctions, where necessary

### Monitoring arrangements

This policy will be reviewed as guidance from the local authority and/or DfE is updated, and as a minimum annually by the Head of Centre/Senior Attendance Champion. At every review, the policy will be approved by the Director.

### Links with other policies

This policy links to the following policies:

- Safeguarding, child and vulnerable adult protection policy
- Behaviour policy



Hayley Furnell, Director,  
on behalf of Elmley Dray School  
Dated: August 2024  
Next review: August 2025

## Appendix 1: Attendance codes

The following codes are taken from the DfE's [guidance on 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
<b>Attending a place other than the school</b>		
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
<b>Absent – leave of absence</b>		
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



<b>X</b>	Not required to be in school	learner of non-compulsory school age is not required to attend
<b>C2</b>	Part-time timetable	learner is not in school due to having a part-time timetable
<b>C</b>	Exceptional circumstances	learner has been granted a leave of absence due to exceptional circumstances
<b>Absent – other authorised reasons</b>		
<b>T</b>	Parent travelling for occupational purposes	learner is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
<b>R</b>	Religious observance	learner is taking part in a day of religious observance
<b>I</b>	Illness (not medical or dental appointment)	learner is unable to attend due to illness (either related to physical or mental health)
<b>E</b>	Suspended or excluded	learner has been suspended or excluded from school and no alternative provision has been made
<b>Absent – unable to attend school because of unavoidable cause</b>		
<b>Q</b>	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
<b>Y1</b>	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
<b>Y2</b>	Widespread disruption to travel	learner is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
<b>Y3</b>	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

<b>Y4</b>	Whole school site unexpectedly closed	Every learner absent as the school is closed unexpectedly (e.g. due to adverse weather)
<b>Y5</b>	Criminal justice detention	learner is unable to attend as they are: <ul style="list-style-type: none"> <li>• In police detention</li> <li>• Remanded to youth detention, awaiting trial or sentencing, or</li> <li>• Detained under a sentence of detention</li> </ul>
<b>Y6</b>	Public health guidance or law	learner's travel to or attendance at the school would be prohibited under public health guidance or law
<b>Y7</b>	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
<b>Absent – unauthorised absence</b>		
<b>G</b>	Holiday not granted by the school	learner is absent for the purpose of a holiday, not approved by the school
<b>N</b>	Reason for absence not yet established	Reason for absence has not been established before the register closes
<b>O</b>	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
<b>U</b>	Arrived in school after registration closed	learner has arrived late, after the register has closed but before the end of session
<b>Administrative codes</b>		
<b>Z</b>	Prospective learner not on admission register	learner has not joined school yet but has been registered
<b>#</b>	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

