ROSEMEAD PREPARATORY SCHOOL & NURSERY
DULWICH

PART OF
ST DUNSTAN'S EDUCATION GROUP

# PUPIL ATTENDANCE POLICY

| | |
|---|---|
| **Policy owner** | Deputy Head Pastoral |
| **ISSR reference** | 14b Missing child policy; 15a Attendance policy |
| **Date of review** | Autumn 2025 |
| **Approved by** | Education Committee – Autumn 2025 |
| **Date of next review** | Autumn 2026 |

**Version Control Information**

| Reason for Amendment | Role | Date | Main Changes |
|---|---|---|---|
| Annual review | Deputy Head Pastoral | Michaelmas 2024 | New Template<br><br>Change to DfE coding |
| Annual review | Deputy Head Pastoral | Michaelmas 2025 | |
| Annual Review | Deputy Head Pastoral | Michaelmas 2025 | Brought in line with new SDEG Group Policy template |
| Annual Review | Deputy Head Pastoral | Michaelmas 2026 | Changed in line with updated DFE Guidance 'working together to improve school attendance' |

## Part A – St Dunstan's Education Group Policy

### 1. Aims

St Dunstan's Education Group recognises that regular attendance is essential to pupils' learning, wellbeing, safeguarding and personal development. The Group is committed to promoting a culture of good attendance across its schools and to taking seriously any issues that may lead to non-attendance.

This policy sets out the Group's expectations for attendance, absence monitoring, registration, safeguarding responses to absence, and the roles and responsibilities of staff, pupils and parents/carers.

The Group aims to meet its obligations with regard to attendance by:

- ensuring a culture of good attendance is central to each school's ethos and culture;
- working to reduce absence, including persistent absence;
- ensuring every pupil has access to full-time education;
- acting early to address patterns of absence;
- promoting punctuality in attending lessons;
- working with the relevant Local Authority when there are attendance concerns.

This policy applies to all pupils, staff and parents/carers across St Dunstan's Education Group schools. Each school will maintain local attendance procedures in Part B of this policy, reflecting its own school day, staff responsibilities, systems and escalation arrangements.

### 2. Legislative and Regulatory Framework

This policy is informed by the legal and regulatory framework governing school attendance, including:

- The Education Act 1996;
- The Education Act 2002;
- The Education (Pupil Registration) (England) Regulations 2006, including subsequent amendments;
- Keeping Children Safe in Education;
- Working together to improve school attendance.
- The Education (Independent School Standards) Regulations 2014 require the proprietor to ensure that an admission register and an attendance register are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006.

Every school is required to maintain two separate registers: an admissions register, known as the School Roll, and an attendance register. These registers may be checked by inspectors to assure themselves that the relevant requirements are being met. Schools are required to ensure that an attendance register is taken twice a day, at the start of the morning session and during the afternoon for all day pupils.

The Group's approach to attendance is based on the following principles:

- Attendance is a safeguarding matter as well as an educational matter.
- All pupils should have access to full-time education.
- Absence should be followed up promptly and appropriately.
- Patterns of absence should be identified and addressed early.
- Parents/carers have responsibility for ensuring that their child attends and stays at school.

Schools, not parents/carers, authorise absence.

## 3. Roles and Responsibilities

### 3.1 St Dunstan's Education Group Board of Trustees

The Group Board is responsible for:

- approving this policy;
- reviewing annual attendance statistics for each school;
- holding senior leaders accountable for implementation.

### 3.2 Local Governing Boards

Local School Boards are responsible for:

- ensuring each school follows the framework set out in this policy;
- monitoring school attendance statistics on a termly basis;
- reviewing attendance trends;
- providing challenge and support.

### 3.3 Heads of School

Heads of School are responsible for attendance within their school. This includes ensuring staff follow the policy framework, staff receive sufficient training, registers are completed accurately, attendance statistics are reported to the Local School Board, and absences are authorised only in appropriate circumstances.

### 3.4 Designated Senior Leader Responsible for Attendance (Senior Attendance Champion)

Each school will identify appropriate staff responsible for monitoring attendance, overseeing interventions, reviewing attendance plans and ensuring procedures remain aligned with current government guidance.

They will also promote good attendance and work closely with parents and pupils to achieve this.

### 3.5 Attendance officer and College Office

The Attendance Officer and College Office Administration Team are responsible for ascertaining reasons for absence on a daily basis. This includes updating registers following communication from parents/carers, contacting parents/carers about unexplained absence, updating iSAMS, reporting concerns to the pastoral team, alerting the safeguarding team to unexplained absence and ensuring correct attendance codes are used.

### 3.6 Staff

Staff are responsible for implementing the attendance framework and completing registrations accurately. Maintaining an accurate attendance register is a key part of the school's safeguarding arrangements.

### 3.7 Parents/Carers

Parents/carers are responsible for adhering to the attendance policy and communicating effectively with the school about absences, including requests for planned absence. Parents/carers are responsible for ensuring that their children attend and stay at school.

## 4. Attendance Expectations

Each school will promote high attendance by:

- developing and maintaining a whole-school culture that promotes the benefits of high attendance;
- recording attendance during registration periods twice daily;
- checking reasons for absence with parents/carers;
- supporting pupils experiencing difficulties with attendance;
- supporting pupils in catching up missed work where appropriate;
- publishing term dates in advance;
- making attendance information visible to parents/carers where school systems allow.

## 5. Absence and Authorisation

The Group recognises that schools, not parents/carers, authorise absence. Schools may authorise absence in circumstances including illness, appointments, religious observance, compassionate reasons or other exceptional circumstances.

Requests for leave of absence should be made in writing in advance wherever possible. Absence in exceptional circumstances does not ordinarily include birthdays, holidays, festivals, days out as a special treat or other family celebrations.

Time off for family holidays is not a right. Parents/carers must seek permission in advance for term-time absence, and retrospective approval will not be granted.

**6. Attendance Monitoring and Safeguarding**

Schools will monitor attendance and respond to patterns of absence. Attendance concerns may involve contact with parents/carers, support from pastoral staff, escalation to senior leaders and liaison with the relevant Local Authority where required.

Where a pupil of compulsory school age has been absent without authority for 10 consecutive school days, has failed to attend regularly, has been removed without formal written notification, has a safeguarding concern including Children Missing Education, or has 15 days of recorded illness absence in the academic year, the school will alert the relevant Local Authority.

The Group recognises the difference between wilful truancy and school refusal and will support pupils who are school refusers or at risk of becoming school refusers in line with the Safeguarding Policy and related school procedures.

**7. Individual Needs**

Schools will consider individual barriers to attendance including:

- special educational needs and disabilities;
- mental health needs;
- medical conditions;
- safeguarding concerns;
- disadvantage;
- social care involvement;
- caring responsibilities.

Support will be tailored to individual circumstances.

**8. Supporting Pupils with Attendance Barriers**

The Group recognises that poor attendance is often a symptom of wider difficulties rather than a behavioural choice.

Schools will seek to identify and address barriers to attendance at an early stage. These barriers may include:

- mental health difficulties;
- anxiety-based school avoidance or school refusal;
- special educational needs and disabilities;
- medical conditions;
- safeguarding concerns;
- family circumstances;

- social care involvement;
- other factors affecting a pupil's wellbeing.

Where attendance concerns arise, schools will work collaboratively with pupils, parents/carers and relevant professionals to understand barriers and develop appropriate support plans.

Support may include:

- pastoral intervention;
- attendance plans;
- reasonable adjustments;
- phased reintegration arrangements;
- referrals to external services;
- safeguarding support;
- collaboration with local authorities and other agencies where appropriate.

The Group recognises the distinction between deliberate non-attendance and attendance difficulties arising from anxiety, mental health or other vulnerabilities and will seek to respond proportionately and supportively.

**9. Registration and Record-Keeping**

Schools must maintain accurate attendance records and ensure registers are completed in accordance with applicable guidance and school procedures. Attendance records must be backed up and retained in accordance with each school's procedures and applicable requirements.

**10. Early Years Foundation Stage (EYFS) Attendance and Absence**

For schools and settings providing Early Years Foundation Stage (EYFS) education, attendance arrangements must reflect the safeguarding requirements of the EYFS Statutory Framework.

Parents/carers are expected to notify the setting of any absence as soon as reasonably practicable and in accordance with local procedures.

Where a child is absent without notification, or where there is a prolonged absence, the setting will take reasonable steps to establish the child's whereabouts and wellbeing. This may include:

- contacting parents/carers;
- contacting emergency contacts;
- reviewing attendance patterns and previous attendance concerns;
- liaising with safeguarding staff;
- implementing safeguarding procedures where appropriate.

The response to an absence will take account of:

- the age and vulnerability of the child;
- patterns and trends in attendance;
- safeguarding concerns;
- any information already held regarding the child or family.

Where appropriate, concerns may be referred to Children's Social Care, the Local Authority or other relevant agencies in accordance with the school's safeguarding procedures.

Schools and nurseries should seek to obtain more than two emergency contact numbers for each EYFS child wherever reasonably possible.

**11. Monitoring and Review**
This policy will be reviewed annually. The policy will be approved through the appropriate Group governance route.

**12. Associated Policies**
This policy should be read alongside the Safeguarding Policy

## Part B – Rosemead Prep School Arrangements

This policy specifically sets Rosemead's expectations for attendance and punctuality, explains how absence is recorded and supported, and gives staff the routines needed to act promptly. It applies to every registered pupil, including children in the Early Years Foundation Stage. Regular attendance supports learning, friendships and wellbeing. It is also a safeguarding matter: repeated, unexplained or prolonged absence can be an early sign that a child needs help or protection.

**Implementation decision before approval**: the July 2026 DfE guidance requires each register to be taken at the same time for all registered pupils. This draft therefore sets the morning register at 08:50 and the afternoon register at 13:30 for the whole school. The afternoon time must be confirmed against the timetable before publication; if changed, it must remain a single whole-school time and the routines below must be updated.

### B1. Purpose and principles

Rosemead will promote high attendance through a welcoming, safe and supportive school culture. We will notice concerns early, listen to children and families, remove barriers within school and help families obtain appropriate support. Expectations remain high for every pupil, but decisions will reflect individual circumstances, disability, special educational needs, physical or mental ill health, caring responsibilities and safeguarding risk.

Parents of children of compulsory school age have a legal duty to secure regular attendance when their child is registered at school. For younger children, attendance is expected for every session agreed with the school under the Parent Contract and any approved part-time pattern. The school will apply its safeguarding and absence follow-up procedures to all pupils regardless of age.

### B2. Responsibilities at Rosemead

| Role | Core responsibility |
|---|---|
| Proprietor and Group Board | Ensure the Independent School Standards are met; review attendance information; provide challenge and resources; approve this policy and assure staff training. |
| Head | Remain accountable for the policy, authorise leave and ensure attendance expectations are consistently implemented. |

| Role | Core responsibility |
|---|---|
| Senior Attendance Champion | Katie Simmons leads attendance strategy, systems and improvement; understands the data; coordinates support; reports to the Head; and liaises with families, the local authority and other agencies. |
| Designated Safeguarding Lead | Assess safeguarding risk arising from absence, direct escalation and referrals, and ensure attendance information informs decisions for vulnerable children. At Rosemead this role is also held by Katie Simmons. |
| School Office | Check that registers are complete and accurate; record calls and evidence; follow up unexplained absence; maintain the audit trail; prepare statutory returns and attendance reports. |
| Head's EA | Keep the admission register current, obtain destination information and make new-pupil and deletion returns within statutory requirements. |
| Teachers and EYFS practitioners | Take registers at the stated times, never leave blank marks, report concerns immediately and support a child's return after absence. |
| SENDCO and pastoral staff | Help identify barriers, agree adjustments and support, and review impact with the child and family. |
| Parents and carers | Ensure attendance and punctuality; report absence promptly; seek leave in advance; attend meetings; keep contact and medical information current; and work with agreed support. |
| Pupils | Attend every agreed session on time and tell a trusted adult if something is making attendance difficult. |

**B3. Attendance and punctuality expectations**

The Lancaster Avenue gate opens at 08:30 and closes at 08:50. All pupils must be received by staff and ready for registration at 08:50. A child arriving after 08:50 must report with their parent or carer to the School Office and be signed in. Wraparound

care from 07:30 and after-school care until 18:00 are separate from the statutory school sessions.

| Event | Time | Expectation |
|---|---|---|
| Morning register | 08:50 | Taken electronically for every registered pupil at the same time across the school. |
| Morning register closes | 09:00 | Arrival before closure is code L. Arrival after closure is code U unless another code applies. |
| Afternoon register | 13:30 | Taken electronically for every registered pupil at the same time across the school. |
| Afternoon register closes | 13:40 | The same ten-minute registration window applies. |
| Dismissal | 15:15 to 15:35 | Pre School and Reception at 15:15; Years 1 and 2 at 15:20; Years 3 to 6 at 15:35. Staff release pupils only through the agreed collection arrangements. |

Parents should arrange routine medical and dental appointments outside school hours. When this is not possible, pupils should attend before and after the appointment where practicable and be absent for the minimum time needed.

**B4. Registers and records**

Rosemead keeps its admission and attendance registers electronically in iSAMS. Every registered pupil, regardless of age, must have an attendance mark for the morning and afternoon session. Staff use the current national attendance and absence codes and record any additional information required for an off-site activity, local-authority provision or unavoidable cause.

Registers are legal records. An amendment must retain the original entry and show the amended entry, reason, date and person making the change. Every register entry is preserved for six years from the date it was made. An electronic or printed back-up is made at least monthly and preserved for six years after the end of the school year to which it relates.

Where the reason for absence is unknown when the register closes, code N is used. The School Office must take reasonable steps to establish the reason and replace N

with the correct code as soon as possible and within five school days. If the reason remains unknown, N is replaced with O.

**B5. Reporting and authorising absence**

**Unexpected absence**

A parent or carer must notify the School Office before 08:50 on each day of absence unless a return date has already been agreed. The message must give the reason, the expected return date and a number on which the parent can be reached. Day-to-day absence should be reported through My School Portal, or by telephoning 020 8670 5865.

The school authorises illness unless there are genuine grounds to doubt the explanation. Medical evidence will be requested only in a minority of cases, normally where needs are complex, long term or recurring, or where evidence is needed to identify suitable provision or support.

**Planned absence and leave**

A parent must ask the Head for leave as soon as the need is known and, where possible, at least two weeks in advance using the school's leave request form on My School Portal. The Head considers each request on its facts, the child's circumstances and attendance history, the purpose and length of the absence, and the effect on education and welfare. Only the Head may authorise absence.

Leave may be authorised for medical or dental appointments, religious observance, a regulated performance or employment abroad, an admission interview, an agreed temporary part-time timetable, or other exceptional circumstances. A holiday or leisure trip in term time will not normally amount to an exceptional circumstance. Protest activity during school hours will not be authorised.

**Leaving or returning during the day**

A pupil may leave during the day only through the School Office and with permission from an authorised member of staff. The adult collecting must follow the school's collection arrangements. The School Office records the time, reason and collecting adult, updates the live site list and applies the correct attendance code. A pupil returning during the day must sign in at the School Office.

**B6. Supporting attendance**

Rosemead will respond before absence becomes entrenched. Staff will speak with the child and family to understand barriers, agree practical action and review whether it works. Support may include a consistent named adult, pastoral help, reasonable adjustments, SEND support, help with routines, a reintegration plan, early help or referral to health, local-authority or children's services.

Persistent absence means missing 10 per cent or more of possible sessions. Severe absence means missing 50 per cent or more. These definitions guide data analysis; they are not waiting points. A concerning pattern, repeated lateness, a sudden change or a safeguarding concern can require action at any attendance level.

For pupils with physical or mental ill health, SEND, an education, health and care plan, a social worker, a youth offending team worker, caring responsibilities or other vulnerability, the Senior Attendance Champion will coordinate joined-up support. The school will make reasonable adjustments where required and involve the relevant local authority or professional. Remote education will be used only where appropriate, normally as a short-term last resort within a plan for return.

If a child is likely to miss 15 school days because of illness, consecutively or cumulatively in the school year, Rosemead will make the required sickness return promptly and work with the local authority on suitable educational provision and reintegration.

**Temporary part-time timetables**

A compulsory-school-age pupil is entitled to full-time education. A temporary part-time timetable will be used only in very exceptional circumstances when it is in the pupil's best interests and is not a behaviour management measure. It requires agreement with the parent with whom the pupil normally lives, a clear objective within a wider support or reintegration plan, agreed attendance sessions, pupil voice, regular review dates and a proposed end date. It will last for the shortest necessary period. There is no automatic six-week or twelve-week limit; continuation must be justified at each review.

The pupil's social worker will be involved where applicable. If the pupil has an education, health and care plan, the relevant local authority will be consulted promptly. Rosemead will notify the local authority in line with local arrangements and record non-attendance using the appropriate code, normally C2 for compulsory-school-age pupils or X for an agreed non-compulsory-age pattern.

**B7. Safeguarding and children absent from education**

Repeated, unexplained or prolonged absence can indicate neglect, abuse, exploitation, mental ill health or other harm. Attendance information must therefore be considered alongside all known safeguarding information. The DSL decides the response according to risk; staff must not wait for an attendance threshold where they are worried about a child.

For every unexplained absence, the School Office follows the first-day routine in Appendix 1. If parents cannot be reached, staff try alternative emergency contacts. Where the child is in EYFS, staff must also consider patterns, personal circumstances, the child's and parents' vulnerability and home life when deciding whether absence is prolonged. Any welfare concern is referred to children's social care and/or a police welfare check is requested where appropriate.

Where a child has a social worker or another agreed professional, the school contacts that person in line with the child's plan. If the child's location is unknown, staff follow the Children Missing Education procedure and work with the relevant local authority. A pupil is not removed from the admission register unless a ground in regulation 9 of the 2024 Regulations is fully met. Absence from education is different from a child missing from the school premises; the latter is managed under the Missing Child Policy.

**B8. Data sharing and local authority returns**

Rosemead shares information lawfully, proportionately and in the child's interests. The school will make the following returns and will provide further register information when lawfully requested:

- a new-pupil return within five days of adding a pupil outside the normal entry arrangement, unless an exception applies
- a deletion return whenever a pupil is removed from the admission register, except for a routine end-of-Year-6 leaver unless requested, and only after the lawful deletion ground is met
- attendance returns at the interval agreed with the local authority, no less frequently than monthly, including compulsory-school-age pupils who fail to attend regularly or have ten continuous school days recorded only with unauthorised codes G, N, O or U
- a sickness return as soon as Rosemead reasonably believes a compulsory-school-age pupil will miss at least 15 school days through illness, consecutively or cumulatively in the school year.

Rosemead will attend or contribute to local-authority Targeting Support Meetings and share case information with other schools, health services, social care or police where this is necessary to support attendance or safeguard a child. Independent schools are not required to submit optional daily attendance data to the DfE unless a separate legal requirement applies.

**B9. Formal intervention**

Support is the usual starting point. Where voluntary support is not effective, is not engaged with or is inappropriate, the Senior Attendance Champion may work with the local authority to formalise support or consider legal intervention for a child of compulsory school age. This can include an attendance contract, education supervision order, a Notice to Improve, a penalty notice or prosecution where the legal conditions and the local code of conduct are met. The local authority retains its own decision-making responsibilities. Every case will be considered individually, including equality and safeguarding factors.

**B10. Monitoring and review**

The School Office checks attendance operationally each day. The Senior Attendance Champion reviews pupil-level data weekly and reports patterns to pastoral and senior

leaders at least half termly. The governing body receives a termly report covering whole-school trends, persistent and severe absence, punctuality, vulnerable groups, action taken and impact. Reports will use both percentages and understandable measures such as days or sessions missed.

The school will promote attendance through clear messages, strong relationships and a positive sense of belonging. Recognition will focus on improvement, commitment and overcoming barriers. It will not disadvantage pupils whose disability, medical needs or other protected circumstances affect attendance.

This policy is published on the school website, shared with new families and brought to parents' and staff attention at the start of each school year and when updated. Head reviews it annually, seeks appropriate pupil and parent feedback, and presents material changes for approval.

**Appendix 1 – Daily attendance routine**

| Time | Action | Owner and record |
|---|---|---|
| Before 08:50 | Parents report absence with the reason, expected return and contact number. Staff receiving a message enter it in iSAMS or pass it immediately to the School Office. | Parent or receiving staff member. Record the message and time. |
| 08:50 | Take the morning register for every pupil. Mark present or use the information available. Do not leave blank marks. Confirm planned off-site activity before applying an off-site code. | Class teacher or EYFS practitioner in iSAMS. |
| 08:50 to 09:00 | Late pupils report to Main Reception. Reception records arrival and alerts the class. Use L before closure. | Reception and School Office. |
| 09:00 | Close the register. Use U for a later arrival unless another code applies. Run the missing-mark and unexplained-absence report and resolve clerical errors with the class. | School Office. |
| By 09:30 | For unexplained absence, call the first parent and record the outcome. If there is no answer, try the other parent and alternative emergency contacts. Contact an agreed social worker or professional where the child's plan requires it. | School Office. Log each attempt and information received. |
| By 10:00 or sooner | Refer unresolved absence to the DSL. Escalate immediately, without waiting, where the child is vulnerable, the absence is unusual or information suggests risk. | School Office to DSL. Record the risk decision. |

| Time | Action | Owner and record |
|---|---|---|
| Same morning | The DSL considers further calls, a home visit, early help, children's social care, police welfare check or CME referral. Parents are not contacted first where doing so could increase risk. | DSL. Record rationale, action and review point. |
| 13:30 | Take the afternoon register for every pupil. Cross-check pupils who left, returned or are off site. Do not copy the morning register. | Class teacher or EYFS practitioner in iSAMS. |
| 13:40 | Close the register and repeat the unexplained-absence check for the afternoon session. Follow the same risk-based escalation. | School Office and DSL. |
| Before day end | Ensure every session has a mark; all early departures and returns match the live site list; and relevant safeguarding information is shared securely. | School Office. |
| Within five school days | Replace every N code with the correct code. If the reason cannot be established, use O. | School Office, checked by Senior Attendance Champion. |

**Appendix 2 – Monitoring and support routine**

| Frequency or trigger | Required action | Lead |
|---|---|---|
| Daily | Check missing marks, unexplained absence, late arrival, early departure and pupils expected off site. Share safeguarding concerns immediately. | School Office and DSL |
| Weekly | Review attendance, unauthorised absence and lateness by pupil and cohort. Include EYFS, SEND, pupils with an EHC plan, children with a social worker, looked-after children, young carers and pupils with health needs. Identify deterioration before the 10 per cent threshold. | Senior Attendance Champion |
| Emerging pattern | Speak with the child and parent; identify barriers; check in-school factors such as belonging, bullying, curriculum, SEND, health and transport; agree actions and a review date. | Named pastoral lead |
| At risk of persistent absence | Hold a meeting; create a short attendance support plan with clear owners; make reasonable adjustments or referrals; consider early help; review normally within two to four weeks. | Senior Attendance Champion with SENDCO or DSL as needed |
| Persistent absence at 10 per cent or more | Intensify the plan, involve the local authority and relevant partners, and review safeguarding risk. Do not rely on a warning letter alone. | Senior Attendance Champion |
| Severe absence at 50 per cent or more | Treat as a priority multi-agency and safeguarding case. Convene frequent reviews and consider statutory children's social care involvement where indicated. | DSL and Senior Attendance Champion |

| Frequency or trigger | Required action | Lead |
|---|---|---|
| Support ineffective or not engaged | Record offers and impact; consult the local authority about formal support or legal intervention. Continue appropriate support alongside any formal action. | Head and Senior Attendance Champion |
| Half termly | Evaluate patterns, plans, equity and impact. Report to senior leaders and revise provision where action is not improving attendance. | Senior Attendance Champion |
| Termly | Review trends, persistent and severe absence, punctuality, vulnerable cohorts, statutory returns, case sampling, training and the impact of interventions. | Governing body or Education Committee |

## Appendix 3 – Planned absence and part-time timetable routines

### Planned absence

- The parent submits the leave request form as early as possible and normally at least two weeks before the proposed absence.
- The School Office supplies the Head with dates, reason, relevant evidence, current attendance and any safeguarding or SEND information needed for a fair decision.
- The Head decides the request individually and records the reason, authorised dates and any conditions. No blanket category receives automatic approval.
- The School Office tells the parent in writing, enters the correct code and alerts the class and any relevant wraparound or collection staff.
- If the pupil does not return on the agreed date, the first-day absence and safeguarding routine starts immediately.

### Temporary part-time timetable

- The Senior Attendance Champion confirms that full-time attendance cannot presently be achieved despite reasonable support and that a short, reduced timetable is in the pupil's best interests. It must not be used to manage behaviour.
- The school obtains parent agreement, listens to the pupil, completes any necessary risk assessment and records links to the support, health care or reintegration plan.
- The written plan states the sessions to be attended, education and support during non-attendance, responsible staff, review dates, success measures and proposed return to full time.
- The school involves the social worker and consults the local authority where the pupil has an EHC plan. The School Office makes any local notification and confirms the correct iSAMS codes.
- The plan is reviewed regularly with the pupil and parent. Each continuation or extension records why it remains necessary, what has improved and how the timetable will increase. Full-time education remains the objective.

**Appendix 4 – Attendance coding controls**

The full national code table in the current DfE guidance, Working Together to Improve School Attendance, is authoritative. Staff should use this quick control list for common situations and refer unusual cases to the School Office before finalising the mark.

| Situation | Code | Control |
|---|---|---|
| Present at registration | / or \ | Use the morning or afternoon present mark. |
| Arrives after 08:50 but by 09:00 or after 13:30 but by 13:40 | L | Reception records the arrival time. |
| Arrives after the register closes | U | Unauthorised unless another absence code applies. Record the arrival time and reason. |
| Reason not yet known | N | Follow up immediately. Replace within five school days; use O if the reason remains unknown. |
| Illness | I | Authorise unless there are genuine grounds to doubt the explanation. Evidence is not routine. |
| Medical or dental appointment | M | Leave agreed for the minimum necessary time. If present at registration and then leaves, no absence is recorded for that session. |
| Religious observance | R | Use only for a day exclusively set apart by the relevant religious body. |
| Holiday without leave | G | Unauthorised. |
| Other or unknown unauthorised absence | O | Use when no other code applies or N remains unresolved after five school days. |
| Exceptional leave | C | Head's recorded decision. Use only when another specific leave code does not apply. |

| Situation | Code | Control |
|---|---|---|
| Excluded or fixed term suspension | E | a student is suspended or permanently excluded, but still remains on the school's admission register |
| Compulsory-age temporary part-time timetable | C2 | Written, time-limited plan and parent agreement required. |
| Non-compulsory-age pupil not required to attend | X | Use only for sessions outside the agreed timetable, not when a child was expected. |
| Approved education away from school | B D K P or V | Use only after the placement or activity, supervision and expected attendance have been confirmed. Select the code matching the provision. |