

Attendance Policy

September 2024

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Version:	Date:	Notes:
V 3.0	June 2024	Update with regards to keeping registers electronically; preserving the attendance or admission register for 6 years rather than 3; revised attendance codes; and sharing data with the DfE. Update in line with the new national framework for issuing penalty notices. Update on the Sandcross Attendance Strategy for 2024/25. More detail around supporting pupils returning from long periods of absence, pupils with additional needs and pupils with physical or mental ill health.
V 2:0	November 2023	Change from Local Committee to Local Governing Board. Change from Pupil Asset to Arbor. Update with regards to promoting attendance using Arbor app. Section 4.4 Added the information that late marks can contribute to unauthorised absence accumulation in relation to legal sanctions Section 5.2 Legal sanctions updated following update from the local authority

		Section 7.5 Children who are absent from education in line with KCSIE 2023 and our local duties around PMOOE documentation for the local authority.
V 1:0	December 2022	Template used from the Key recommendations Reasons for changes: updates recommended to fall in line with legislation as well as administrative changes locally. Roles and Responsibilities updated so that they are clearer. Updates from previous attendance policy in yellow. Some formatting changes not highlighted.

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1. Aims

We are committed to meeting our obligation with regards to school attendance through our whole-school culture and ethos that values good attendance, including:

- Promoting good attendance
- Reducing absence, including persistent and severe absence
- Ensuring every pupil 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 ensure pupils have the support in place to attend school

We will also promote and support punctuality in attending lessons.

2. Legislation and guidance

This policy meets the requirements of the [working together to improve school attendance](#) from the Department for Education (DfE), and refers to the DfE's statutory guidance on [school attendance parental responsibility measures](#). These documents are drawn from the following legislation setting 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 \(Pupil Registration\) \(England\) Regulations 2006 \(and 2010, 2011, 2013, 2016 amendments\)](#)
- [The Education \(Penalty Notices\) \(England\) \(Amendment\) Regulations 2013](#)

This policy also refers to the DfE's guidance on the school census, which explains the persistent absence threshold.

3. Roles and responsibilities

3.1 The Local Governing Board

The Local Governing Board is responsible for:

- Promoting the importance of school attendance across the school's policies and ethos
- Making sure school leaders fulfil expectations and statutory duties
- Regularly reviewing and challenging attendance data
- Monitoring attendance figures for the whole school
- Making sure staff receive adequate training on attendance
- Holding the headteacher to account for the implementation of this policy
- At least biannually meet with the attendance lead and monitor attendance at the school

3.2 The Headteacher

The headteacher is responsible for:

- Implementation of this policy at the school
- Monitoring school-level absence data and reporting it to the local body
- Supporting staff with monitoring the attendance of individual pupils
- Monitoring the impact of any implemented attendance strategies

- Issuing fixed-penalty notices, where necessary

3.3 The designated senior leader responsible for attendance

The designated senior leader is responsible for:

- Leading attendance across the school
- Offering a clear vision for attendance improvement using the [Attendance Strategy](#)
- Evaluating and monitoring expectations and processes
- Having an oversight of data analysis
- Devising specific strategies to address areas of poor attendance identified through data
- Arranging calls and meetings with parents to discuss attendance issues
- Delivering targeted intervention and support to pupils and families

The designated senior leader responsible for attendance is Richard Bates and can be contacted via 01737 245467 or office@sandcross.school

3.4 The attendance officer

The school attendance officer, supported by the designated senior leader responsible for attendance, is responsible for:

- Monitoring and analysing attendance data (see section 7)
- 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 headteacher
- Working with inclusion officers to tackle persistent absence
- Advising the headteacher/attendance admin assistant (authorised by the headteacher) when to issue fixed-penalty notices

The attendance officer is Karen Good and can be contacted via 01737 245467 or office@sandcross.school

3.5 Class teachers

Class teachers including cover staff standing in for regular class teachers are responsible for recording attendance on a daily basis, using only the codes 'p' (am) or 'm' (pm) (for present) and 'n' for anything else, and submitting this information to the school office via Arbor at 8:55am and immediately after lunch (time variable depending on phase/year group) on the same day. Staff should also complete a paper register for the purposes of fire safety, which remains with the class at all times. Regular class teachers are expected to build a good relationship with all families in their class, calling regularly as guided by the attendance officer and attendance lead to support families with attendance issues.

3.6 School office staff

School office staff will:

- Take calls including answer-phone messages and emails from the absence email address from parents about absence on a day-to-day basis and record it on the school system
- Transfer calls from parents to the wellbeing team in order to provide them with more detailed support on attendance
- Record Persistent and Significant Absentee Data on the Attendance Hub in order to be analysed by the attendance office and attendance lead
- Send out letters, certificates and fines as directed by the attendance lead
- Update 'n' codes from teaching staff to the correct code following liaison with the parent/carer

3.7 Parents/carers

Parents/carers are expected to:

- Make sure their child attends every day on time
- Call or email the school to report their child's absence before 9am 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

3.8 Pupils

Pupils are expected to:

- Attend school every day on time

4. Recording attendance

4.1 Attendance register

We will keep an electronic attendance register, and place all pupils 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 whether every pupil 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 updated DfE attendance codes from September 2024.

We will also record:

- For pupils of compulsory school age, whether the absence is authorised or not
- The nature of the activity if a pupil is attending an approved educational activity
- The nature of circumstances where a pupil 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.

Pupils must arrive in school by 8:55am on each school day.

The register for the first session will be taken at 8:55am and will be kept open until 9:25am. The register for the second session will be taken at 12:30 (nursery, reception, year 3 and year 4); 13:00 (year 1, year 2 and year 5); and 13:15 (year 6) and will be kept open for half an hour after the aforementioned times.

4.2 Unplanned absence

The pupil's parent/carer must notify the school of the reason for the absence on the first day of an unplanned absence by 9:00am or as soon as practically possible by calling (01737 245467) or emailing (absence@sandcross.school) the school office staff (see also section 7).

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

If the authenticity of the illness is in doubt, the school may ask the pupil's parent/carer to provide 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/carers will be notified of this in advance.

4.3 Planned absence

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

Parents/carers should contact the school office in advance to advise about pick-up arrangements for medical appointments and when their child is due to return to school, however, we encourage parents/carers to make medical and dental appointments out of school hours where possible. Where this is not possible, the pupil should be out of school for the minimum amount of time necessary.

The Parent/Carer will be required to sign their child out when leaving and back in upon return.

The pupil'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.

4.4 Lateness and punctuality

A pupil 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

If punctuality becomes a concern, class teachers will contact the family in the first instance to offer support. If punctuality persists to be an issue, leaders, the attendance officer and/or senior leaders will contact the family.

Late marks after the register closes can be classified as unauthorised absences, which would contribute to any potential fines (see section 5.2 below for further details.)

4.5 Following up unexplained absence

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

- Call the pupil'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 pupil's emergency contacts, the school may contact Children's Services and/or the Police in order that a welfare check may be carried out.
- 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
- Call the parent/carer on each day that the absence continues without explanation to ensure proper safeguarding action is taken where necessary. If absence continues, the school will consider involving an inclusion officer

4.6 Reporting to parents/carers

The school will regularly inform parents about their child's attendance and absence levels termly, and half termly if attendance slips below 90%.

5. Authorised and unauthorised absence

5.1 Approval for term-time absence

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

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

Any request should be submitted as soon as it is anticipated and, where possible, at least 2 weeks before the absence, and in accordance with any leave of absence request form, accessible via the school office. The headteacher may require evidence to support any request for leave of absence.

Valid reasons for **authorised absence** include:

- Illness and medical/dental appointments (see sections 4.2 and 4.3 for more detail)
- Religious observance – where the day is exclusively set apart for religious observance by the religious body to which the pupil's parents belong. If necessary, the school will seek advice from the parents' religious body to confirm whether the day is set apart
- Traveller pupils 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 pupil is attending educational provision

5.2 Legal sanctions

The school or local authority can fine parents for the unauthorised absence of their child from school, where the child is of compulsory school age.

Penalty notices can be issued by a headteacher, local authority officer or the police.

The decision on whether or not to issue a penalty notice may take into account:

- The number of unauthorised absences occurring within a rolling academic year
- One-off instances of irregular attendance, such as holidays taken in term time without permission
- Where an excluded pupil is found in a public place during school hours without a justifiable reason

Penalty notices

The headteacher (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 pupil
- 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

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).

Each parent who is liable for the pupil's offence(s) can be issued with a penalty notice, but this will usually only be the parent/parents 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 pupil, 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: Surrey County Council will have no option but to consider a prosecution, per parent/carer per child, in the Magistrates Court under s 444 Education Act 1996..

Notices to improve

If the national threshold has been met and support is appropriate, but parents 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 pupil attends school.

They will include:

- Details of the pupil'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

6. Strategies for promoting attendance

Mission statement: Our mission is to foster a school environment where every child is consistently present and engaged, embracing our core values of respect, responsibility, resilience, and kindness. We are committed to enhancing our pupils' educational journey by integrating the curriculum drivers of health, cycle, oneness, diversity, adaptation, and interdependence into daily learning experiences. We believe that regular attendance is crucial for cultivating a holistic understanding of these themes and empowering our pupils to thrive in a diverse and interconnected world. Our strategy ensures that all pupils feel valued, supported, and motivated to attend school, where they can fully benefit from and contribute to our vibrant learning community.

Parents will be able to track their child's attendance through the Arbor app so there will be no surprises when contact is made. For parents without the app, they can request a print out at any time from the school office on top of the termly updates, which can also be provided in paper form upon request.

Further details including Whole School Approach to maintain attendance of at least 96%; Targeted Approach when attendance falls below 96%; Targeted Approach when attendance falls below 92%; and Targeted Approach when attendance falls to 90% or below; can be found in our school [Attendance Strategy](#)

7. Supporting pupils who are absent or returning to school

7.1 Pupils absent due to complex barriers to attendance

At Sandcross, we are dedicated to providing a supportive and inclusive environment for pupils facing complex barriers to attendance. We understand that each child's situation is unique, and we work closely with families to identify and address the specific challenges they encounter. Our approach includes personalised support plans, regular communication with parents and caregivers, and the involvement of external agencies when necessary.

To remove in-school barriers, we implement a range of strategies tailored to individual needs. This includes flexible scheduling, providing additional academic and wellbeing support, and fostering a positive school culture that promotes mental and emotional well-being. We also ensure that our staff are trained to recognise and respond to signs of distress, making our school a safe and nurturing place for all pupils. Our goal is to help every child overcome obstacles to attendance, so they can fully engage in their education and achieve their potential.

7.2 Pupils absent due to mental or physical ill health or SEND

At Sandcross, we are committed to supporting pupils who are absent due to mental or physical ill health or their Special Educational Needs and Disabilities (SEND). Our approach is centred around collaboration, compassion, and individualised care.

We work closely with families to understand the specific needs and circumstances of each pupil. Regular meetings and open communication channels ensure that parents and caregivers are actively involved in developing and implementing tailored support plans. These plans often include adjustments to the school environment and curriculum to accommodate the child's needs, such as modified lesson plans, assistive technologies, and flexible timetables.

In addition to these adjustments, we provide additional support through dedicated staff, including SEND coordinators, teaching assistants, ELSAs and a play therapist. Our team is trained to offer both academic assistance and emotional support, creating a nurturing and inclusive atmosphere for all pupils. We also collaborate with healthcare professionals and external agencies to ensure a comprehensive approach to each child's well-being and education.

By fostering a supportive partnership with families and offering personalised adjustments and additional resources, we strive to ensure that every child can continue their educational journey despite health challenges or SEND.

Where a pupil has an education health and care (EHC) plan and their attendance falls, or the school becomes aware of barriers to attendance that related to the pupil's needs, the school will inform the local authority.

7.3 Pupils returning to school after a lengthy or unavoidable period of absence

Sandcross is dedicated to providing a smooth and supportive reintegration process for pupils returning after a lengthy or unavoidable period of absence. Our approach is comprehensive, compassionate, and tailored to meet each child's unique needs.

To begin, we work closely with families to understand the reasons for the absence and any ongoing needs or concerns. Through regular meetings and open communication, we ensure that parents and caregivers are involved in planning the child's return to school. This collaborative approach helps create a supportive environment for the pupil both at home and at school.

We develop a personalised reintegration plan that may include a phased return, where the pupil gradually increases their time at school to ease the transition. Adjustments to the school timetable, curriculum, and classroom environment are made to accommodate any specific needs the pupil may have. This might involve additional academic support, access to learning resources, and the use of assistive technologies.

To support the pupil's emotional and social well-being, we provide access to ELSA's and peer-support programmes. Our staff are trained to offer both academic and emotional support, ensuring that the pupil feels welcomed and valued as they reintegrate into the school community. Regular check-ins with the pupil help monitor their progress and address any emerging concerns promptly.

By working collaboratively with families, making necessary adjustments, and offering targeted support, we strive to make the transition back to school as smooth and successful as possible for every pupil.

8. Attendance monitoring

8.1 Monitoring attendance

The school will:

- Monitor attendance and absence data half-termly, termly and yearly across the school and at an individual pupil level
- Identify whether or not there are particular groups of children whose absences may be a cause for concern and monitor this more frequently than half-termly

Pupil-level absence data will be collected each term and published at national and local authority level through the DfE's school absence national statistics releases. The underlying school-level absence data is published alongside the national statistics. The school will compare attendance data to the national average, and share this with the Local Governing Board.

From the start of the 2024 to 2025 academic year, it will be mandatory for schools to share their attendance data with the Department for Education (DfE). The school has granted the DfE access to its management information system so the data can be accessed regularly and securely.

8.2 Analysing attendance

The school will:

- Analyse attendance and absence data regularly to identify pupils or cohorts that need additional support with their attendance, and use this analysis to provide targeted support to these pupils and their families
- Look at historic and emerging patterns of attendance and absence, and then develop strategies to address these patterns

8.3 Using data to improve attendance

The school will:

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

8.4 Reducing persistent and severe absence

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

The school will:

- Use attendance data to find patterns and trends of persistent and severe absence
- Hold regular meetings including via phone or virtually with the parents of pupils who the school (and/or local authority) considers to be vulnerable, or are persistently or severely absent, to discuss attendance and engagement at school
- Provide access to wider support services to remove the barriers to attendance
- Write to parents regularly to update them on attendance and any improvements

8.5 Children who are absent from education

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

We will also inform the local authority each half term of those children on reduced or alternative timetables meaning they are receiving less than 25 hours per week education either at school or at an alternative provider.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

We will make 'reasonable enquiries' jointly with Surrey County Council (Local Authority (LA)) if a child and their family goes missing from education. This could include 1 or more of the following:

- Contacting parents, relatives and neighbours using known contact details
- Checking local databases within the LA, or the DfE's Key to Success or school2school systems
- Following local information sharing arrangements, making enquiries to:
 - Other local databases and agencies such as the police and other services
 - Agencies known to be involved with the family
- Checking with UK Visas and Immigration and/or the Border Force
- Checking with the LA and school from which your pupil moved from originally, or any past LAs or schools that have educated your pupil
- Checking with the LA where your pupil lives, if it's different from the one where your school is
- In the case of children of service personnel, checking with the Ministry of Defence Children's Education Advisory Service
- Conducting a home visit and, if appropriate, making enquiries with neighbours and relatives

If we still aren't able to locate a pupil (and neither can the LA), we will remove them from our register.

9. Monitoring arrangements

This policy will be reviewed as guidance from the local authority or DfE is updated, and as a minimum annually by the attendance lead. At every review, the policy will be approved by the Local Body.

10. Links with other policies

This policy links to the following policies:

- Child protection and safeguarding policy
- Behaviour policy

Appendix 1: attendance codes

The following codes are taken from the DfE's guidance on school attendance.

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
K	Attending education provision arranged by the local authority	The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the Education Act 1996 (exceptional provision of education), section 42(2), or 61(1) of the Children and Families Act 2014 (special educational provision off site).
B	Off-site educational activity	Pupil is at a supervised off-site educational activity approved by the school
D	Dual registered	Pupil is attending a session at another setting where they are also registered
P	Sporting activity	Pupil is participating in a supervised sporting activity approved by the school
V	Educational trip or visit	Pupil is on an educational visit/trip organised, or approved, by the school and supervised by a member of school staff.

W	Work experience	Pupil is on a work experience placement
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Code	Definition	Scenario
Authorised absence		
C	Authorised leave of absence	Leave of absence for exceptional circumstance
C1	Authorised leave of absence	Pupil has been granted a leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad.
C2	Authorised leave of absence	Leave of absence for a compulsory school age pupil subject to a part-time timetable
E	Suspended or permanently excluded	Suspended or permanently excluded and no alternative provision made
H*	Authorised holiday*	Pupil has been allowed to go on holiday due to exceptional circumstances*
I	Illness	School has been notified that a pupil will be absent due to illness
J1	Attending an interview	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution
M	Medical/dental appointment	Pupil is at a medical or dental appointment
R	Religious observance	Pupil is taking part in a day of religious observance
S	Study leave	Year 11 pupil is on study leave during their public examinations
T	Parent travelling for occupational purposes	The pupil is a mobile child and their parent(s) is travelling in the course of their trade or business and the pupil is travelling with them. A mobile child is a child of compulsory school age who has no fixed abode and whose parent(s) is engaged

		in a trade or business of such a nature as to require them to travel from place to place.
Unauthorised absence		
G	Unauthorised holiday	Pupil is on a holiday that was not approved by the school
N	Reason not provided	Pupil is absent for an unknown reason (this code should be amended when the reason emerges, or replaced with code O if no reason for absence has been provided after a reasonable amount of time)
O	Unauthorised absence	School is not satisfied with reason for pupil's absence
U	Arrival after registration	Pupil arrived at school after the register closed

* Further clarification needed for this code as it no longer appears in the Working Together to Improve School Attendance document, which applies from 19 August 2024.

Code	Definition	Scenario
Q	Lack of access arrangements	The pupil is unable to attend the school because a local authority has a duty set out in regulation 10(12) or (13) to make access arrangements to enable the pupil's attendance at school and have failed to do so.
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
Y1	Transport normally provided not being available	The pupil is unable to attend because the school is not within walking distance of their home (< 2 miles under 8 years old; < 3 miles over 8 years old) and the transport to and from the school that is normally provided for the pupil by the school or local authority is not available.
Y2	Widespread disruption to travel	The pupil is unable to attend the school because of widespread disruption to travel caused by a local, national, or international emergency.
Y3	Part of the school premises being closed	Part of the school premises is unavoidably out of use and the pupil is one of those that the school

		considers cannot practicably be accommodated in those parts of the premises that remain in use.
Y4	Whole school site being unexpectedly closed	Where a school was planned to be open for a session, but the school is closed unexpectedly (e.g. due to adverse weather), the attendance register is not taken as usual because there is no school session. Instead, every pupil listed in the admission register at the time must be marked with code Y4 to record the fact that the school is closed.
Y5	Criminal justice detention	The pupil is unable to attend the school because they are: <ul style="list-style-type: none"> • in police detention, • remanded to youth detention, awaiting trial or sentencing, or • detained under a sentence of detention.
Y6	Public health guidance or law	The pupil's travel to or attendance at the school would be: <ul style="list-style-type: none"> • contrary to any guidance relating to the incidence or transmission of infection or disease published by the Secretary of State for Health and Social Care (or the equivalent in Scotland, Wales and Northern Ireland), or • prohibited by any legislation relating to the incidence or transmission of infection or disease.
Y7	Any other unavoidable cause	An unavoidable cause, that is not covered by one of the other 'unable to attend' codes detailed above, is preventing the pupil from attending the school.
Z	Pupil not on admission register	Register set up but pupil has not yet joined the school
#	Planned school closure	Whole or partial school closure due to half-term/bank holiday/INSET day