# The Brickfields Trust

# Attendance Policy

## Lawford Mead Primary & Nursery School

## September 2026

THE BRICKFIELDS TRUST

# Attendance Policy

## 2026–2027

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# 1. Purpose and statutory framework

The Brickfields Trust recognises that regular attendance is essential to pupils' education, wellbeing, safeguarding, attainment and wider development. This policy sets out the Trust-wide expectations and the arrangements by which each Brickfields academy will promote good attendance, identify and remove barriers, provide support, and use formal intervention where appropriate.

This policy has been updated for the 2026–27 academic year with reference to the Department for Education's statutory guidance Working together to Improve School Attendance, updated July 2026.

The policy applies to all Brickfields Trust academies. Academy-specific information, including school timings, named contacts, local arrangements and the linked trustee, is recorded in Appendix 1.

## 1.1 Legal and statutory duties

- Parents/carers have a legal responsibility to ensure that their child of compulsory school age receives a suitable full-time education. Where a child is registered at a school, parents/carers have an additional duty to ensure regular attendance.
- Academies must maintain accurate admission and attendance registers and record attendance and absence using the prescribed codes.
- The Trust and its academies must have regard to the DfE statutory guidance Working together to improve school attendance.
- Attendance practice must be consistent with safeguarding duties, equality duties, SEND requirements and the statutory framework governing pupil registration and legal intervention.
- Local authority attendance support and legal intervention will be used in accordance with the current local arrangements and national framework.

# 2. Policy principles

The Brickfields Trust will operate a consistent, supportive and proportionate approach based on the following principles:

- Attendance is a safeguarding and educational priority.
- Every pupil has a right to access their education and to feel safe, welcome and valued at school.
- The Trust will maintain high expectations for attendance while recognising that some pupils and families experience greater barriers.
- Absence is often a symptom of an underlying issue. The Trust will seek to understand barriers before moving to formal enforcement, unless enforcement is appropriate immediately.
- Pupils and parents/carers will be listened to and involved in identifying solutions.
- Schools will work with families, the Local Authority and other agencies where this will help improve attendance.
- Support will be tailored to the pupil and family and will take account of SEND, disability, physical and mental health, safeguarding and other relevant circumstances.
- Legal intervention will be proportionate, evidence-based and consistent with the national framework.

# 3. Attendance expectations

The Trust expects pupils to attend school every day that the school is open, on time and ready to learn, unless absence is unavoidable or has been authorised in accordance with this policy.

There is no single attendance percentage which guarantees good educational outcomes. The Trust's expectation is regular attendance and early action where attendance is beginning to decline. Schools will avoid treating attendance thresholds as automatic triggers for punishment where the individual circumstances indicate that support or a different response is more appropriate.

## 3.1 Attendance as a shared responsibility

- Pupils are expected to attend, arrive punctually and engage positively with support.
- Parents/carers are expected to establish routines, notify the school promptly of unavoidable absence and work with the school to resolve attendance barriers.
- Academies are expected to monitor attendance closely, respond promptly to absence, communicate effectively with families and provide or broker appropriate support.
- The Trust is expected to provide strategic leadership, challenge and support to academies and to monitor attendance performance across the Trust.

# 4. Roles and responsibilities

## 4.1 Trust Board

- Recognise attendance as a strategic priority for the Trust.
- Ensure that Trust leaders have appropriate arrangements for improving attendance and fulfilling statutory duties.
- Receive and scrutinise attendance information and trends across the Trust.
- Challenge variation between academies and ensure appropriate action where attendance is deteriorating.
- Ensure appropriate resources, systems and training are available.
- Support effective practice to be identified and shared between academies.

## 4.2 CEO and Executive Team

- Set and communicate Trust-wide expectations for attendance.
- Monitor academy attendance performance and compliance with this policy.
- Challenge academy leaders where attendance outcomes, processes or provision require improvement.
- Ensure appropriate support, capacity and professional development are available.
- Oversee Trust-wide consistency while allowing academy leaders to respond to local circumstances.

## 4.3 Academy Trust Board

- Monitor attendance as part of the academy's wider educational and safeguarding oversight.
- Receive regular attendance reports and challenge leaders about trends, vulnerable groups and the impact of interventions.
- Ensure the academy implements the Trust policy and identifies an appropriate link governor where the academy chooses to do so.

### 4.4 Headteacher / Principal

- Have overall responsibility for attendance within the academy.
- Ensure the policy is implemented consistently.
- Ensure accurate registration, monitoring and follow-up of absence.
- Ensure staff understand their attendance responsibilities.
- Ensure barriers are investigated and appropriate support is offered.
- Authorise or refuse leave of absence in accordance with this policy and statutory requirements.
- Ensure legal intervention is considered and used appropriately.

### 4.5 Senior Attendance Champion

- Lead the strategic and operational approach to attendance within the academy.
- Monitor attendance and punctuality data, including patterns, cohorts and individual pupils.
- Coordinate the graduated response and ensure interventions are reviewed.
- Work with pupils, parents/carers and external agencies.
- Ensure attendance information and records are accurate and timely.
- Provide regular reporting to academy leaders and governance.

### 4.6 All staff

- Promote a positive culture of attendance and punctuality.
- Take registers accurately and at the required time.
- Follow academy procedures for unexplained absence and safeguarding concerns.
- Identify and report concerns about barriers to attendance.
- Welcome pupils back after absence and support reintegration.

### 4.7 Parents/carers

- Ensure their child attends school regularly and arrives on time.
- Notify the academy promptly when their child cannot attend and provide the reason for absence.
- Engage with support offered by the academy or other agencies.
- Provide information needed to help the academy understand barriers to attendance.
- Apply in advance for leave of absence where appropriate.

### 4.8 Pupils

- Attend school regularly and punctually.
- Engage with their education and with attendance support.
- Tell a trusted adult if something is affecting their ability to attend.

## 5. Promoting regular attendance

Each academy will promote attendance through a welcoming and inclusive environment, clear communication, strong relationships, effective teaching and learning, recognition of positive attendance and early support when attendance begins to deteriorate.

- Attendance expectations will be communicated clearly to pupils and families at induction and throughout the year.

- Schools will use accessible and proportionate communications to explain the link between attendance, learning, wellbeing and future opportunities.
- Schools will identify pupils at risk of attendance difficulties early and respond before patterns become entrenched.
- Pupils returning after absence will be supported to re-engage with learning and school life.
- Attendance improvement will be recognised and celebrated appropriately.

## 6. Understanding and removing barriers to attendance

The Trust adopts the DfE support-first approach. Schools will seek to understand the individual circumstances behind absence and work with pupils and families to remove barriers. The graduated approach is:

31. Expect – set clear expectations for regular attendance.
32. Monitor – identify emerging patterns and concerns.
33. Listen and understand – establish the reasons for absence and the pupil's and family's perspective.
34. Facilitate support – provide or broker appropriate support.
35. Formalise support – where necessary, use an attendance support plan or attendance contract and set clear expectations.
36. Enforce – where support has not worked, has not been engaged with, or is not appropriate, consider formal legal intervention.

Where external services are involved, the academy will seek to coordinate support and avoid requiring families to repeat information unnecessarily.

## 7. Vulnerable cohorts and equality

High expectations for attendance apply to all pupils. Schools must nevertheless recognise that some pupils face greater barriers and must take individual circumstances into account.

- Pupils with SEND or disabilities.
- Pupils experiencing physical or mental health difficulties.
- Pupils with an Education, Health and Care Plan or undergoing an EHC needs assessment.
- Pupils with a social worker, including those subject to safeguarding or child protection arrangements.
- Children looked after and previously looked after.
- Young carers.
- Pupils known to the youth justice system or supported by a youth offending team.
- Pupils experiencing anxiety, emotionally based school avoidance or other barriers to attending.
- Pupils experiencing disadvantage or other circumstances that may increase barriers to attendance.

Attendance action will comply with the Equality Act 2010. Schools will consider reasonable adjustments where required and will not use attendance processes in a way that unlawfully discriminates against a pupil.

## 8. Registration and attendance recording

The academy will maintain accurate attendance and admission registers in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024 and current DfE guidance.

- The attendance register will be taken at the prescribed start of each session and at the same time for all registered pupils.
- A pupil who arrives after the register has been taken but before the register closes will be recorded in accordance with the applicable late code.
- The morning register must not be left open for longer than 30 minutes after the session begins.
- A pupil arriving after the register has closed will be recorded using the appropriate code, normally U where the circumstances meet that code.
- Where an absence is initially recorded as unexplained, the reason must be established and the appropriate code entered as soon as possible and no later than five working days after the session.
- Attendance records must be accurate, auditable and amended only in accordance with the statutory requirements.

### 8.1 Attendance codes

Academies will use the current attendance and absence codes prescribed by the DfE. Appendix 3 provides a high-level operational reminder; staff must always use the current DfE coding guidance where a technical question arises.

## 9. Lateness and punctuality

Good punctuality is important because repeated lateness can reduce learning time and may contribute to wider attendance difficulties. Each academy will publish its local arrangements in Appendix 1.

- Pupils arriving after the start of the session but before the register closes will be recorded as late using the appropriate code.
- Pupils arriving after the register closes will be recorded using the appropriate absence code.
- Schools will monitor repeated lateness and seek to understand and address barriers.
- Where punctuality is a persistent concern, schools may use the same graduated support approach as for absence.

## 10. Absence procedures and first-day response

Parents/carers should follow the academy's local reporting arrangements in Appendix 1.

### 10.1 If a pupil is absent

- Parents/carers should notify the academy as soon as possible on the first day of absence, giving the reason.
- Where appropriate, parents/carers should continue to provide updates for ongoing absence in accordance with academy arrangements.
- The academy will make prompt contact where no satisfactory reason for absence has been received.
- Repeated unexplained absence will trigger further enquiries and, where appropriate, safeguarding action.
- Where contact cannot be established, the academy will use available emergency contacts and proportionate welfare checks in accordance with safeguarding procedures.
- All significant attempts to establish the pupil's whereabouts and welfare will be recorded.

### 10.2 Medical evidence

Schools will not routinely require medical evidence for every absence. Where there are repeated or prolonged absences for medical reasons, the academy may seek appropriate evidence or professional advice where this is necessary to understand the pupil's needs and plan support. Requests for evidence will be proportionate and will not create an unnecessary barrier to seeking help.

## 11. Persistent and severe absence

A pupil is persistently absent where they miss 10% or more of their schooling across the school year, whether absence is authorised or unauthorised. Severe absence refers to missing 50% or more of schooling. These definitions are used for national attendance monitoring and do not replace individual professional judgement.

- Schools will identify pupils at risk of persistent absence as early as possible.
- Persistent and severe absence will be analysed alongside the reasons for absence and the pupil's individual circumstances.
- Severely absent pupils will normally require a more intensive, multi-agency and personalised response.
- The aim is to improve attendance and remove barriers, not simply to increase attendance figures.

## 12. Graduated response to attendance concerns

| Stage | Typical action | Key expectation |
|---|---|---|
| Universal | Clear expectations, positive culture, routine monitoring | Every pupil supported to attend regularly |
| Early concern | Listen, understand, contact family, identify barriers | Prompt action before absence becomes entrenched |
| Targeted support | Attendance plan, pastoral/SEND/health support, external agencies | Agreed actions, named responsibilities and review dates |
| Formalised support | Attendance contract and/or Notice to Improve where appropriate | Clear expectations and measurable improvement |
| Legal intervention | Penalty notice or other legal route where appropriate | Proportionate, evidence-based and consistent with statutory framework |

The stages are not strictly sequential. The academy will exercise professional judgement based on the individual circumstances, the seriousness of the absence, safeguarding concerns and whether support is appropriate.

## 13. Attendance support plans and attendance contracts

Where a pupil's attendance requires targeted support, the academy may create a written attendance support plan or attendance contract. The plan should identify the attendance concern, barriers, actions, responsible people, timescales and review arrangements.

- The pupil's voice should be considered where appropriate.
- The parent/carer should be involved and understand the actions expected of each party.
- SEND, health, safeguarding and other professional advice should be considered where relevant.
- The plan should focus on practical barriers and realistic steps towards improved attendance.
- Progress should be reviewed and the plan amended where necessary.

# 14. Notice to Improve

A Notice to Improve (NTI) may be appropriate where the national threshold for a penalty notice has been met, support is appropriate, and the parent/carer has not engaged sufficiently with support or previous support has not worked. An NTI is intended as a final opportunity to improve attendance before a penalty notice where the circumstances justify this approach.

- An NTI is not an automatic requirement in every case.
- The decision must take account of the individual circumstances and the current local authority code of conduct.
- The NTI should explain the attendance concern, required improvement, support available, review period and possible consequences.
- The improvement period will normally be 3–6 weeks, unless the circumstances justify a different period.
- The academy will review progress and may escalate where improvement is insufficient.

# 15. Penalty notices and legal intervention

Penalty notices are part of the national framework for legal intervention. They are intended to prevent the need for court action and should be used where they are likely to change parental behaviour, following support where appropriate, or where support would not be appropriate in the circumstances.

## 15.1 National threshold

The national threshold is 10 sessions of unauthorised absence in a rolling period of 10 school weeks. The sessions do not need to be consecutive and may include different unauthorised absence codes, including U.

## 15.2 Individual consideration

Meeting the threshold does not remove the need for individual consideration. Before requesting a penalty notice, the academy will consider the circumstances, whether support is appropriate, whether support has been engaged with or has worked, and any relevant equality, safeguarding, SEND, health or other considerations.

## 15.3 Penalty amounts and repeat offences

- First penalty notice: £160, reduced to £80 if paid within 21 days.
- Second penalty notice for the same parent in respect of the same child within a rolling three-year period: £160.
- A maximum of two penalty notices may be issued to the same parent for the same child within the rolling three-year period.
- Where the national threshold is met for a third or subsequent time within that three-year period, a penalty notice will not be issued and alternative legal action, such as prosecution, may be considered.
- The academy will follow the current Essex Code of Conduct and any current local authority process when making a request.

## 15.4 Other legal intervention

Where appropriate, the academy may work with the Local Authority regarding prosecution, education supervision orders, school attendance orders or other statutory measures. Legal intervention is not a substitute for understanding barriers and providing appropriate support, unless the circumstances make immediate intervention appropriate.

# 16. Leave of absence during term time

The headteacher/principal may grant leave of absence during term time only where there are exceptional circumstances. There is no entitlement to a set amount of term-time holiday leave.

Every application will be considered individually, taking account of the specific facts, circumstances and relevant background of the request. The academy will not operate blanket rules which automatically refuse leave because of the time of year, assessment periods or the pupil's existing attendance record.

## 16.1 Exceptional circumstances

Exceptional circumstances are circumstances which, in the professional judgement of the headteacher/principal, are rare, significant, unavoidable and short, and where the specific circumstances justify the loss of school time. A family holiday for leisure purposes will not normally constitute an exceptional circumstance.

## 16.2 Applying for leave

- Applications must be made in advance and in writing using the academy's prescribed form.
- The application should explain the circumstances and provide relevant information or evidence where appropriate.
- The decision will be made by the headteacher/principal or an authorised person acting within the Trust's arrangements.
- Where leave is not granted and the pupil is nevertheless absent, the absence will normally be recorded as unauthorised.
- Where the circumstances meet the national threshold and the legal criteria are satisfied, the academy may request a penalty notice in accordance with the national framework and Essex Code of Conduct.

The fact that a pupil has high attendance, low attendance, previous authorised leave or previous unauthorised absence will not by itself determine the decision. These factors may form part of the overall context considered.

# 17. Medical absence and pupils with health needs

Most pupils with health needs can and should be supported to access education in school, with appropriate adjustments. Where a pupil cannot attend because of health needs, the academy will work with the pupil, family, health professionals, SEND professionals and the Local Authority as appropriate.

- The academy will consider reasonable adjustments and advice from relevant professionals.
- Where appropriate, an individual healthcare plan or other coordinated plan may be used.
- The SENCO and senior leaders will have appropriate oversight where mental health or SEND is materially affecting attendance.
- Schools will seek to maintain the pupil's connection with the school community while they are unable to attend.
- Where a pupil is unable to attend for 15 or more school days, consecutive or cumulative, due to medical reasons, the academy will follow the current Local Authority process for sickness/medical returns and education access.
- Where external education is arranged on medical grounds, the pupil will normally remain on the academy roll and reintegration will be planned from the outset.

The detailed Essex medical/health-needs process is set out in Appendix 4. This appendix should be read alongside the current Local Authority guidance, which takes precedence where operational arrangements change.

## 18. SEND, disability, mental health and reasonable adjustments

Attendance difficulties may be associated with unmet SEND, disability, physical health, mental health, anxiety, sensory needs, communication needs or other barriers. The academy will not assume that absence is simply a parental compliance issue.

- Listen to the pupil and family and understand the presenting barrier.
- Review the appropriateness of existing provision.
- Consider reasonable adjustments and adaptations.
- Involve the SENCO and relevant professionals.
- Review an EHCP or other provision where appropriate and where attendance difficulties indicate that provision may not be meeting need.
- Develop a reintegration plan where a pupil has become substantially absent.
- Record support and its impact so that decisions are evidence-based.

## 19. Part-time timetables

A part-time timetable is an exceptional, temporary arrangement and must not be used as a routine response to attendance difficulties. It may be considered only where there is a clear, evidence-based reason and it forms part of a wider plan to support the pupil.

- The arrangement must be time-limited and regularly reviewed.
- The academy must record the hours/sessions the pupil is expected to attend.
- The parent/carer and pupil should be involved in agreeing the plan where appropriate.
- The plan should identify the steps towards increasing attendance and returning to full-time education where possible.
- The academy must ensure safeguarding, curriculum access and welfare are considered.
- Attendance must be recorded accurately against the sessions the pupil is expected to attend.

## 20. Remote education and pupils unable to attend

Remote education is not a substitute for school attendance and should only be used as a last resort in circumstances where a pupil cannot attend school and the academy has considered reasonable adjustments and other support.

- A pupil receiving remote education remains recorded as absent from school for attendance purposes unless a different statutory code applies.
- Remote education should form part of a wider plan and should not become an indefinite alternative to attendance.
- The academy will monitor engagement with remote provision separately from the attendance register.
- Where appropriate, a reintegration plan will be agreed and reviewed.

- For pupils unable to attend because of medical needs, the academy will follow the applicable Local Authority arrangements and current DfE guidance.

COVID-19-era arrangements are not part of this policy. Any future public-health arrangements will be addressed through current Government, DfE, public-health or Trust guidance as applicable.

## 21. Children missing education and deletion from roll

The Trust takes the whereabouts and welfare of pupils seriously. Schools will act promptly where a pupil's location, destination or educational arrangements are unclear.

- Parents/carers must inform the academy when a pupil is moving school or changing address and provide the information requested.
- Where a pupil leaves, the academy will obtain and record the information required by the admission and attendance regulations.
- The academy will work with the Local Authority where a pupil may be missing from education.
- A pupil will only be deleted from the admission register where a statutory ground applies and the academy has followed the required process.
- Where a pupil is absent without explanation, the academy will make reasonable enquiries and follow safeguarding and children-missing-education procedures before deletion where required.
- The academy will retain appropriate evidence of enquiries, decisions and notifications.

## 22. Attendance data, analysis and Trust oversight

Attendance data will be used to understand patterns, identify pupils and cohorts requiring support, evaluate interventions and provide assurance to Trust and academy leaders.

### 22.1 Minimum Trust expectations

- Weekly monitoring of attendance and emerging concerns.
- Analysis of individual pupils and relevant cohorts.
- Monitoring of persistent and severe absence.
- Monitoring of punctuality and patterns of lateness.
- Analysis of vulnerable cohorts, including SEND, disadvantaged pupils, children with social workers, looked-after/previously looked-after children and young carers where information is available.
- Review of absence reasons and codes.
- Half-termly, termly and annual analysis to evaluate trends and the impact of interventions.
- Benchmarking against relevant local, regional, national or similar-school information where available.
- Reporting to academy governance and Trust leadership in accordance with the Trust reporting cycle.

### 22.2 From data to action

Reports should not focus solely on headline percentages. Leaders should identify what the data shows, which pupils or groups require attention, what barriers have been identified, what action has been taken, and whether that action has worked.

## 23. Information sharing, records and confidentiality

Attendance information will be recorded accurately and handled in accordance with data protection, safeguarding and information-sharing requirements.

- Attendance and admission registers are legal records.
- Attendance and admission register information will be retained for six years from the date the entry was made, in accordance with current DfE requirements.
- Where an attendance or admission register entry is amended, the academy will retain the original entry, amended entry, reason for amendment, date of amendment and identity of the person making the amendment, as required.
- Records of attendance interventions, meetings and referrals will be maintained sufficiently to demonstrate the actions taken and support professional review.
- Information will be shared with the Trust, Local Authority and other agencies where there is a lawful basis and it is necessary and proportionate.

## 24. Complaints and escalation

Parents/carers who wish to raise a concern about the implementation of this policy should first contact the academy using its published complaints or attendance contact arrangements. Where a matter remains unresolved, the Trust's complaints procedure will apply.

A disagreement with an attendance decision does not in itself mean that an absence is authorised. Leave of absence decisions and legal intervention decisions will be made in accordance with the statutory framework and the applicable local procedures.

## 25. Policy review and monitoring

This policy will be reviewed annually and sooner where there is a change to legislation, statutory guidance, national attendance arrangements or relevant Local Authority procedures.

The Trust will monitor implementation through attendance data, governance reporting and quality assurance. Changes to Trust-wide statutory requirements will be approved through the Trust's policy governance arrangements.

# Appendix 1: Academy-Specific Schedule

This schedule must be completed and checked by each academy before the policy is published. It should contain local operational information only. Trust-wide statutory requirements in the main policy must not be altered locally.

**Academy name: Lawford Mead Primary & Nursery School**

**Headteacher: Sophie Wilson**

**Senior Attendance Champion: Sophie Wilson**

**Senior Attendance Champion: admin@lawfordmead.essex.sch.uk**

**Day-to-day attendance contact: Annette Jackson and Lisa Rose**

**Day-to-day attendance contact: admin@lawfordmead.essex.sch.uk**

**Linked trustee with attendance responsibility: Caroline Gaitely**

**Staff consulted: September 2026**

**Academy trust board approval date: 14/9/26**

**Academy review date: September 2027**

## Academy school day and registration

**Gates open: 8:35a.m.**

**Morning session / registration start: 8:45a.m.**

**Morning registration close (maximum 30 minutes after session start): 9:15a.m.**

**Afternoon registration start: 1:15p.m.**

**Afternoon registration close: 1:45p.m.**

**End of school day: 3:15p.m.**

**Late arrival procedure:** Children arriving after 8.45am are required to come into school via the school office. If accompanied by a parent/carer, they must sign them in using the late arrival system and provide a reason for their lateness which is recorded.

**First-day absence reporting deadline / method:** Parents/carers should contact the school on the first day of absence before 9.15 am. The school has an answerphone available to leave a message if nobody is available to take the call. Alternatively, parents/carers may email or call into school personally and speak to the office staff.

**How parents report absence:** Telephone 01245 354134, email admin@lawfordmead.essex.sch.uk or in person.

# Appendix 2: Attendance Intervention Pathway

| Stage | Possible indicators | Actions | Review / escalation |
|---|---|---|---|
| Universal | Good/expected attendance | Clear expectations; positive relationships; routine monitoring | Routine monitoring |
| Early concern | Emerging pattern, lateness, unexplained absence | Contact family; listen; identify barriers; agree practical action | Review promptly |
| Targeted support | Repeated absence or identified barrier | Attendance plan; pupil voice; SEND/health/pastoral input; external support | Named review date |
| Formalised support | Support not sufficient or not engaged with | Attendance contract and/or NTI where appropriate | 3–6 week NTI period normally; review evidence |
| Legal intervention | Threshold met and legal action appropriate | Penalty notice request or other legal route | Follow current Essex/DfE framework |

Schools should record the rationale for moving between stages. The pathway is not intended to create automatic sanctions based solely on attendance percentages.

# Appendix 3: Attendance Codes – current DfE framework

This appendix is intentionally a high-level operational reminder rather than a replacement for the DfE's current attendance coding guidance. Staff must use the current DfE codes and descriptions in force at the time.

| Code / category | Operational meaning / reminder |
|---|---|
| / or \ | Present at registration / present at the relevant session as prescribed |
| L | Late before the register is closed |
| U | Arrived after the register closed – recorded as absent for statistical purposes |
| C | Authorised absence in accordance with the applicable circumstances |
| C1 | Leave of absence for pupil performing at a permitted sporting activity |
| C2 | Leave of absence for other exceptional circumstances where authorised |
| I | Illness |
| M | Medical / dental appointment |
| R | Religious observance |
| S | Study leave |
| G | Family holiday not granted leave of absence |
| N | Reason for absence not yet established |
| O | Unauthorised absence |
| Q | Unable to attend due to lack of access to education provision where the statutory conditions apply |
| Y6 / Y7 | Statutory circumstances requiring the applicable Y code |

The coding framework is subject to technical amendment by the DfE. Academies must consult the current DfE guidance before resolving unusual or disputed coding cases.

# Appendix 4: Medical / health-needs operational framework

37. Identify the health-related attendance barrier and listen to the pupil and family.
38. Consult the SENCO and relevant school staff where SEND or mental health is involved.
39. Seek appropriate advice from health, Local Authority, SEND or other services.
40. Consider reasonable adjustments and whether current provision is meeting need.
41. Where appropriate, develop an individual healthcare plan, attendance support plan or other coordinated plan.
42. Where a pupil is unable to attend school for 15 or more school days due to medical reasons, consecutive or cumulative, follow the current Essex/Education Access process.
43. Maintain the pupil on roll where required and ensure attendance coding remains accurate.
44. Maintain the pupil's connection with the school community.
45. Plan reintegration from the outset and review progress regularly.
46. Where commissioned education or alternative arrangements are involved, comply with current Local Authority requirements and safeguarding arrangements.

## Hospital / specialist provision

Where a pupil is receiving hospital or specialist education, the academy will maintain appropriate contact, curriculum links and reintegration planning in accordance with current Local Authority arrangements.