

# CEDARS

## Short Stay School

<b>Policy Title</b>	Attendance
<b>Written By</b>	SCC
<b>Review Committee</b>	Pupil Standards & Support
<b>Date Approved</b>	November 2025
<b>Review Date</b>	November 2026
<b>Responsible for Day to Day Management</b>	Headteacher

# CEDARS

## Attendance Policy Statement

### 2024 statutory changes

In light of the recent Government changes being implemented in August 2024, we are required to make changes to our policy:

### Pupil attendance in schools, Week 29 2024 - Explore education statistics - GOV.UK ([explore-education-statistics.service.gov.uk](https://explore-education-statistics.service.gov.uk))

These are specifically around coding of attendance/absence and the processes of dealing with absences (inc new time frames)

As part of that, the new Attendance Lead is to be considered the Attendance Champion

### Aims

To ensure all students attend school and are active learners that supports their academic achievement as well as their personal, social and behavioural development.

### Rationale

For all CEDARS students to succeed with their academic, behavioral, social and pastoral progress, there must be a rigorous attendance strategy to promote the importance of high attendance and improve the individual and schools' attendance to meet government targets. Regular attendance enables teaching staff to monitor students' welfare, thus contributing to the safeguarding agenda.

This policy aims to explain how CEDARS aims to promote good attendance, and to outline practices and procedures that have been found to support our goal.

1. **Monitoring, Recording and Assessing Attendance:** Under the school's duty of care it is everybody's responsibility that comes into contact with students to ensure accurate registers are taken. There needs to be one person within CEDARS staff with an overview of all attendance issues and to act upon information shared by the whole school team; the Attendance Champion. This member of staff needs to ensure information is shared with the appropriate staff and agencies and oversee all strategies used to support students and parents alike. The school needs to implement appropriate strategies including liaise with appropriate staff and agencies, regular communication with parents/guardians, implementing rewards or sanctions and devising plans to increase the child's attendance. The protocol of monitoring the attendance of the individual, cohort and school as a whole needs to ensure that progress is made from the time of admission.

AM register is taken during morning form time. The registration period closed as 9.15. PM registration is taken at 12.00 to 12.15pm

A fortnightly report will be given to each Home Liaison about the absence marks for their students.

In conjunction with the EWO, there will be a fortnightly report which will be updated/monitored with authorised and unauthorised absences, along with students on a reduced timetable and updated with the appropriate intervention and identify the caseload of students who fall into the persistent absence category.

These meetings, with the local EWO; TARGETED SUPPORT MEETINGS, will drive the support for our students and the needs requested from the Local Authority. These recorded meetings will then bring about a range of actions including:

- Phone call from the Attendance Champion to discuss why the student's attendance had dropped and possible action
- A bespoke letter to support parents in understanding where the child's attendance is at and what could happen if it does not improve
- Bespoke letters from the LA to show they are now involved
- Attendance clinics (in conjunction with the EWOs)
- EWO meetings with class/year cohorts to encourage good attendance
- Referrals for a fixed penalty notice

- Possible action of going to consultation with the LA over poor attendance
- If attendance improves, top be removed from the concern list.

A weekly attendance bulletin will be issued to staff via the office/SLT, which will present the schools headline figure in relation to attendance and where the student sits within our attendance boundaries, taking account of any adjusted timetables the students may have. Half-termly certificates for display are given to students who achieve the best attendance. Rewards will be given in conjunction with certificates. Weekly rewards for students with 100% attendance for the previous week will be awarded. In addition, current intervention strategies will be outlined for all those students who are displaying attendance concerns.

There is a need for an overview of the current attendance situation. Meetings with admin responsible for Alternative Provision (AP) and Attendance will take place regularly and frequently. These meetings will consider and report upon attendance for our base students and AP students. It will also log information from the EWOs and APs and all short and long term plans for attendance and bespoke timetables.

2. **Students' perceptions and experience:** The students need to work within an environment of positive encouragement regarding the value of good attendance. To allow the students an opportunity to see firsthand the possibilities of having a high attendance. This could include experiences such as engaging in the pathways program of colleges visiting CEDARS, going to visit colleges, college open days, educational visits or work experience placements.
3. **Support of the National Curriculum:** Students achievement is seriously affected by poor attendance. The National Curriculum is designed to be delivered in a way that offers good continuity and progression in students' learning. The primary aim of CEDARS is to enable students to improve their behaviour to eventually access mainstream schools, colleges or work based trainers; CEDARS endeavor to promote a culture of promoting attendance to better access the learning opportunities made available to them. This will mean developing a curriculum which meets the needs of the students. It will need to be a curriculum which is engaging and bespoke and tailored for each new cohort.
4. **Communication Agreement:** A commitment between parents/carers and CEDARS staff to liaise frequently to optimize support for the individual student. This communication must be shared amongst the entire school staff. It is vital that all staff share in the responsibility to keep communication lines open regarding attendance with parents/carers. This is outlined in the Induction meeting and booklet given when students start at CEDARS.
5. **Safe & Well Checks:** as part of the safeguarding agenda, if students are not seen by any professional within a period of FIVE school days, then a safe and well check is required. This would be in the form of a home visit coordinated by the SLT in conjunction with any outside agencies already engaged. If no answer to our calls and visits, then use of the Education Welfare Officers (EWOs) and develop bespoke plans for target students/groups. If these procedures fail, then First Response must be called and PCSOs contacted to make enquiries.

ALL staff need to know that safeguarding is everyone's responsibility. Student absence is one area where all staff need to work on ensuring all absent children are safe

This requires a process which is clear and understood by all staff, including admin staff. The new absence flow chart needs to be adhered to to maintain an overview of absent children.

Day 1: If student is absent, Admin contacts parents via InTouch.

- If response received → Log in communication log.
- If no response → Put message on register.

Day 2: If student is still absent, Admin phone parents.

- If response received → Log on SIMS communication.
- If no response → Log on register.

Day 3: If student is still absent, Admin contacts parents via in touch and phone call.

- If response received → Add to communication.
- If no response → Record outcome on MyConcern.

Day 4 onwards: If student is still absent, DDSL contacts parents.

- If parents answer → Speak directly to the child.
- If no response → Send a postcard to inform that someone from school will be visiting.

Day 5: If student is still absent, make home visit

6. **Home Liaison / Mentor**: An identified member of staff for parent/carer and student – to carry out contact with parents/carers and spend individual or “personal time” with their nominated students. It is everyone’s responsibility to ensure a whole school drive in promoting student attendance at school. This can be achieved through
  - Assembly
  - Form time
  - Ensuring a personalised learning provision for all students
  - Daily briefings
7. **I.B.P.**: A pupil’s Individual Behaviour Plan will target the attendance of a pupil where appropriate. Strategies and methods to promote attendance are discussed by staff at Staff Meetings/Pupil Reviews to produce a plan, which addresses issues of individual need. The designated Home Liaison /Mentor monitors the plan with both pupil and parents. Students are encouraged to be a part of the planning and review process.
8. **The role of The Local Authority**: CEDARS has an allocated Education Welfare Worker (EWO) for each district whose job it is to support schools and parents to ensure that every child attends school regularly. EWOs can receive referrals and act upon enquiries from schools, parents, other agencies or members of the public when a student is not attending. The targeting of students is done through the regular meetings between CEDARS and the EWOs. Part of their role is to liaise with all other EWOs and LST workers working with CEDARS students across all of the LST districts.

The new 2024 guidance means the timeframes of the referral and attendance cycles has now changed. Upon receipt of a referral the EWO will discuss the situation with school first, and will then call a school meeting or make a home visit, to try and establish why the child/young person is not attending school. It is the EWOs job to assist in the resolution of the problem by involving other agencies if necessary, and working with all parties to devise an action plan to support full-time attendance at school or any agreed alternative provision. The EWO will remain involved until this is achieved. They are also the lead on dealing with Penalty Notices for non-school attendance.

## 9. **Punctuality**

The school day starts at 9.00am. Register closes at 9.15am. Up to this point an L mark will be given which shows as present on the register.

If the student arrives after 9.15am, the mark changes to a U code; this is recorded in the school registers as an unauthorised absence.

Persistent late arrival at school, i.e. after the register has closed. “U” means at least 10 sessions of unauthorised late arrival over a period of 12 school weeks, excluding holidays. These late episodes do not need to be consecutive. This can lead to fixed penalty notice being issued under the current Staffordshire County Council protocol.

The school will encourage punctuality to school with the same efforts as is shown to attendance. The school will endeavour to ensure students are at school and on time using various strategies laid out in the attendance plan. The school will also make it clear to parents/carers that poor punctuality will also be brought to the attention of the LST team to ensure appropriate support is brought to bear in tackling this issue.

## 10. **Attendance Intervention**

At times, some students may be on reduced timetables where we do not see them on a daily basis. Our aim is to have all students on 25 hours direct education, but due to circumstances, this is not always possible. In these cases, we must ensure a process to know that child is safe. Ensuring direct contact with home is maintained.

This requires regular contact with the home and work must be supplied.

This is done through direct contact via Teams.

The work is set through hard copy, email and Senca and delivered live, face to face, online. This must be done 4 times a week to ensure we know where these children are

### **Work for FTS**

When a student is on an FTS, the SLT will notify the relevant subject teachers identified during debrief by reference to the timetable. Those teachers must email digital copies of the day's work to the Home Liaison, copying Ian into the message. The Home Liaison will then forward the work to parents/carers and request confirmation of receipt.

### **Attendance Intervention overview:**

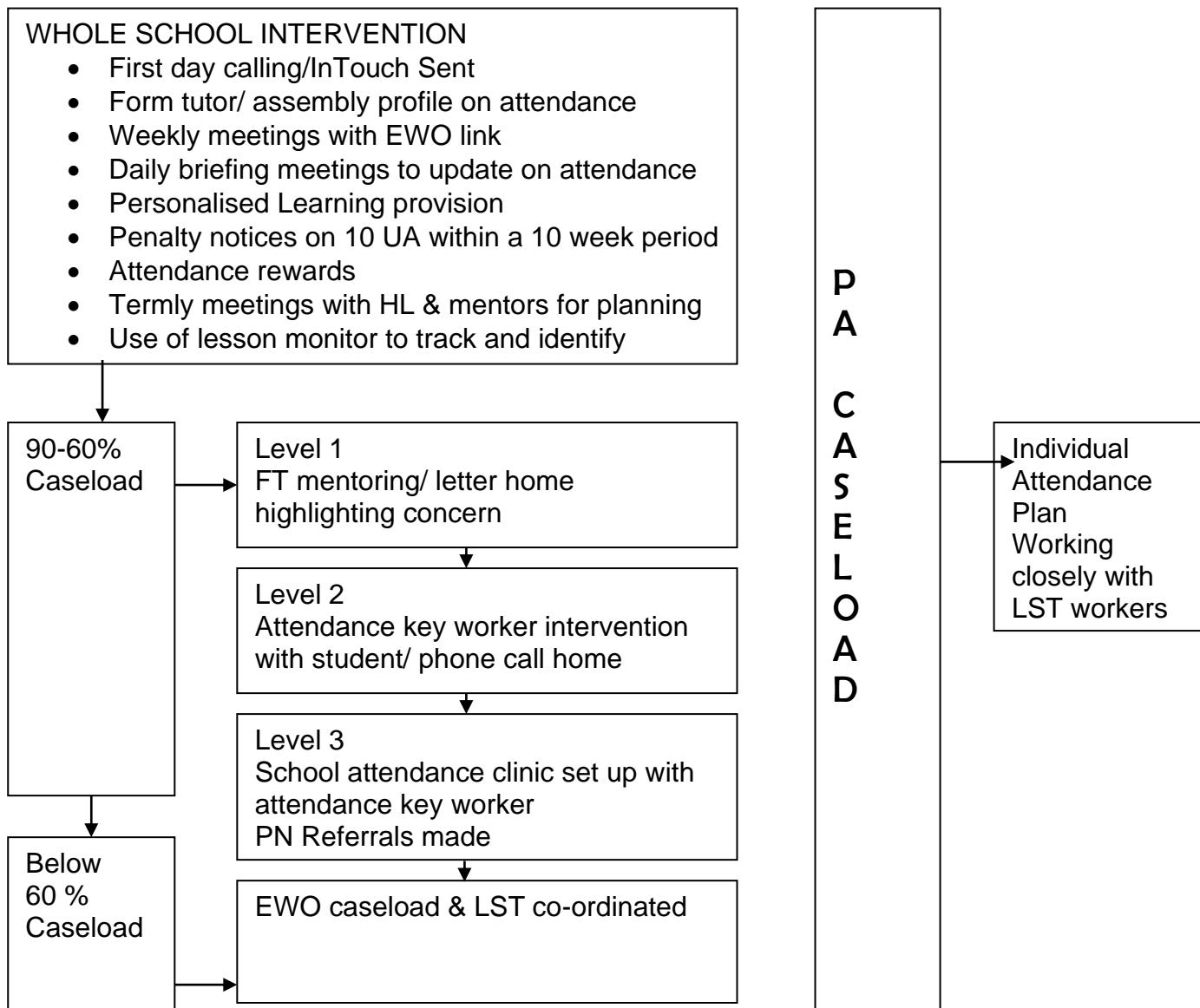
Promoting good attendance is a whole school responsibility. In addition, clear thresholds have been established to trigger specific intervention and the key worker responsible.

The aim of 90%+ individual attendance (set out by the government) is aspirational and challenging. A series of targets are laid out in the **attendance plan** which will be reviewed on a termly basis.

Attendance caseloads for each threshold highlight the level of intervention and the impact this has had.

The thresholds are (inline with LA guidance)

- 90-100% Home Liaison/Mentor & key worker **(GREEN)**
- Below 90% (Coordinated by EWO & key worker)
  - 80-90% **(GREY)**
  - 60-80% **(AMBER)**
- PA (below 60%) students (Individual attendance plan produced with the key worker identified) **(RED)**



### **11. Attendance for learning**

All attendance intervention is designed to support student learning. Achievement thermometers produced at the termly reviews will identify the student's attendance and colour code how that relates to their overall learning performance. This will generate planning meetings with the appropriate Home Liaisons to drive attendance plans to develop strategies for the individual students.

In order to improve punctuality, the code of conduct now states that only 10 unauthorised lates (U Code) within a 12-week period are required before Cedars' can ask the Local Authority to begin statutory action to address persistent lateness.

### **12. Leave of absence**

In conjunction with the new guidance from the DfE, CEDARS must adhere to stringent procedure regarding Leave of Absence. The new law does not give any entitlement to parents to take their child on holiday during term time. The totalling of holiday absences taken across the previous three terms, regardless of academic year, will trigger a penalty notice.

Any application for leave of absence during term time will only be considered by the head teacher in conjunction with key staff if there are exceptional circumstances that warrant granting leave. All requests for leave of absence for exceptional circumstances must be made in writing to the head teacher who will consider each individual case. Only the head teacher can determine the number of school days a pupil can be absent from school if the leave of absence for exceptional circumstances is granted. Penalty notices can be issued if leave not authorized by the head teacher or in excess of the period determined by the head teacher.

Cedars' now only requires there to be a period (e.g. one day or more) of unauthorised leave (G Code) before the school can notify the Local Authority.

#### **Legal Sanctions**

Prosecution: Where intervention fails to bring about an improvement in attendance, the Local Authority will be notified and legal action may be taken. The school will provide the Local Authority with evidence required for a prosecution under Section 444 of the Education Act 1996 and will appear as a prosecution witness if required by the court. This is to ensure that parents realise their own responsibilities in ensuring attendance at school and most importantly about returning children to education. Section 444 of the Education Act 1996 states that if a parent fails to ensure the regular school attendance of their child if he/she is a registered pupil at a school and is of compulsory school age, then they are guilty of an offence.

#### **New Guidance:**

The changes have meant that a student's attendance is no longer on a one-year cycle. Changes now mean students are monitored over a 3 year period; which could mean a dramatic increase in fine where they fail to comply with the law.

1<sup>st</sup> Offence = Penalty Notice £160 but if paid in 21 days reduced to £80 (start of 3-year period)

2<sup>nd</sup> Offence = Penalty Notice £160 Fixed

Only allowed two penalty notices within the 3-year period, any further offences will result in Court Action. Court fine is up to £1000.

A parent found guilty of this offence can be fined up to £2500 or be imprisoned for a period of up to 3 months.

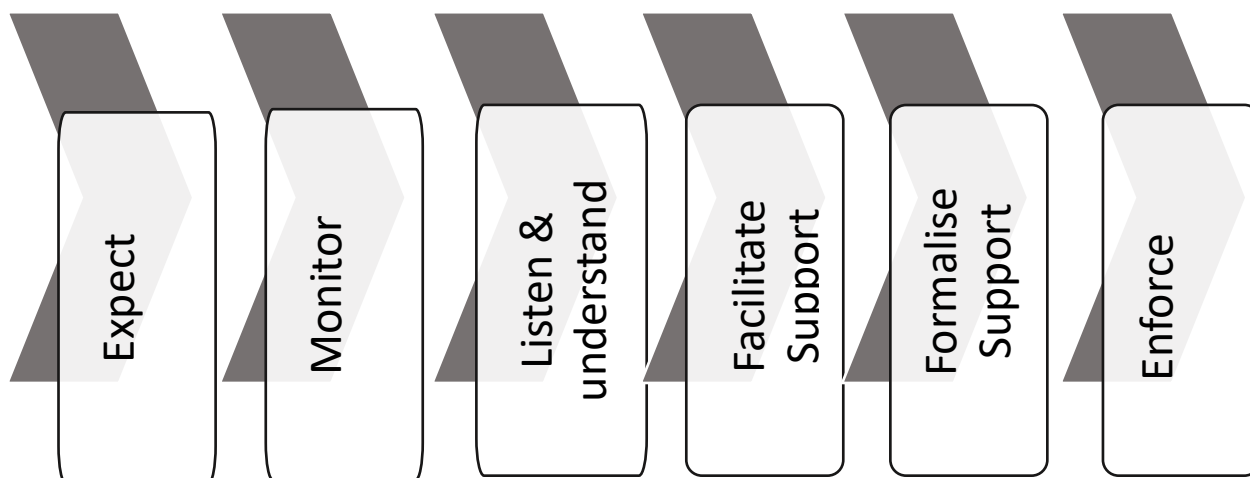
### **13. New Codes**

Code changes as of August 2024 need to be implemented. All relevant staff need to be aware, and where possible, trained, in the new guidance set out by the Government and enforced by the Local authority. Please see APPENDIX A.

## 14. The new DfE Guidance:

### a) The Overarching Model.

With the new changes, a simple model has been designed to help understand the new processes.



### 14b) Penalty Notices/ Referrals.

In conjunction with the Local Authority and Statutory Guidance, Penalty Notices may be served when a student's attendance meets the appropriate trigger points.

The referral process has changed.

The school must now place a referral on the SLN website:

**<https://www.staffordshire.gov.uk/account/Login.aspx?ReturnURL=https%3a%2f%2fwww.staffordshire.gov.uk%2fsecure%2fSchools%2fSLN-Homepage.aspx>**

The decision process as to whether CEDARS should act still remains with the headteacher. However, it will be the Attendance Champion and the EWOs who make decide if action is required. There is an EWO Decision Sheet which should be used as part of this process.

Local Authority Guidance to Penalty Notices

**Penalty Notices may be considered appropriate if one of the following criteria is met:**

- ☐ There is unauthorised persistent absence. "Persistent" means at least 10 sessions of unauthorised absence over a period of ten school weeks, excluding holidays. These absences do not need to be consecutive.<sup>2</sup>
- ☐ There is a period of absence not authorised by the head teacher or in excess of the period authorised by the head teacher.(e.g. family holiday)
- ☐ Persistent late arrival at school, i.e. after the register has closed. "Persistent" means at least 10 sessions of unauthorised late arrival over a period of 10 school weeks, excluding holidays. These late episodes do not need to be consecutive.
- ☐ The presence of an excluded child in a public place at any time during school hours in that child's first five days of exclusion. An "excluded child" is one who has been excluded from school for a given period under the Education and Inspections Act 2006.
- ☐ A Penalty Notice will not be issued in respect of children in the care of the LA with whom other interventions will be used.

Other conditions.



- There will be no limit on the times a Penalty Notice for unauthorised leave of absence can be used in an academic year.
- In cases where there is more than one pupil in a family with unauthorised absences, Penalty Notices may be issued for more than one child
- Use of a Penalty Notice or formal warning of a Penalty Notice for unauthorised persistent absence / lateness will be restricted to one notice/ warning per parent of a pupil per academic year<sup>1</sup>.

#### Attendance Protocols:

This policy is to be read in conjunction with the Staffordshire Local Authority Code of Conduct for issuing penalty notices Sept 2017 and Attendance Protocols which detail the actions taken by the school to raise the profile of the importance of attendance as well as set out clear guidelines and actions which will result from a breach of the policy at any stage of the process.

### 15. Part Time Timetables.

When students are considered to need to be on a part time timetable, the process must take into account many factors.

Students cannot be on reduced time as part of a behaviour plan but only as a part of the child's wellbeing, and once on one, it must be reviewed frequently.

However, students can be placed on reduced times as part of a detailed plan to help with any mental health and anxiety concerns.

As outlined in the Local Authority guidance, CEDARS staff must consider the following when we authorise absence through a reduced timetable.

The decision process:

- Do they all have a plan?
- Do they all have a review date?
- Do they all have a return date?
- Are all LA and all other agencies aware they are on a reduced timetable?

The plan for placing a child on a reduced timetable must take account of the following:

- Are they part of a vulnerable group?
- Will reducing time increase a child's vulnerability/expose to more risk?
- How will it benefit the child?
- Are there any other actions that can be taken to support the child's mental health? E.g. use of outside agencies, changing groups, use of Younger Minds?
- 

Our Duty:

- To consider the child's normal but difficult emotions, whilst still expected to attend school
- Consider lifelong health conditions – are they manageable in school
- Does the child need an Individual Healthcare Plan (IHP)
- To communicate expectations to parents in school policy
- Reasonable adjustments for transport, routines, access to support in school and lunchtime arrangements.
- How does the CEDARS support children with SEND?
- How does the CEDARS support children with anxiety, asthma, epilepsy, and diabetes etc?
- Does the school have a reintegration or part-time plan template?
- Utilize - Action for children, Educational Psychologist, Mental health in school worker
- Notify LA through a request to EWO for a section 19 Assessment for next steps consideration

### 16. Promotion of good attendance.

CEDARS employs a variety of positive influences for good attendance and punctuality. Rewards for students with good attendance are given weekly and half termly.

A good attendance postcard has been devised to be sent to parents of students whose attendance improves.

Good attendance must be part of the school's culture. Home liaisons and the Attendance Champion need to make contact with parents and praise for good attendance on a regular basis.

APPENDIX A  
New Codes

<b>Registration Codes from 19/8/24</b>			
<b>Code</b>	<b>Summary</b>	<b>Rational</b>	<b>Classification of code</b>
<b>/</b>	<b>Present AM</b>	The session is a morning session and the pupil is present at the school when the attendance register begins to be taken.	Attending
<b>\</b>	<b>Present PM</b>	The session is an afternoon session and the pupil is present at the school when the attendance register begins to be taken.	Attending
<b>L</b>	<b>Late in registration time</b>	The pupil is absent from the school when the attendance register begins to be taken but attends before the taking of the register has ended.	Attending
<b>K</b>	<b>Local Authority alternative provision</b>	The pupil is attending a place, other than the school or another school at which they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the 1996 Act(12) or section 42(2) or 61(1) of the 2014 Act.	Attending an approved educational activity
<b>V</b>	<b>Educational Visit</b>	The pupil is attending a place, other than the school or another school at which they are a registered pupil, for an educational visit or trip arranged by or on behalf of the proprietor and supervised by a member of school staff.	Attending an approved educational activity
<b>P</b>	<b>Approved sporting activity</b>	The pupil is attending a place for an approved educational activity that is a sporting activity.	Attending an approved educational activity
<b>w</b>	<b>Work Experience</b>	The pupil is attending a place for an approved educational activity that is work experience provided under arrangements made by a local authority or the proprietor as part of the pupil's education.	Attending an approved educational activity
<b>B</b>	<b>School alternative provision</b>	The pupil is attending a place for any other approved educational activity within paragraph (11) of The School Attendance (Pupil Registration)	Attending an approved educational activity

		(England) Regulations 2024	
<b>M</b>	<b>Medical Appointment</b>	The pupil is absent with leave for the purpose of attending a medical or dental appointment.	Authorised absence
<b>J1</b>	<b>Interview</b>	The pupil is absent with leave for the purpose of attending an interview for employment or for admission to another educational institution.	Authorised absence
<b>S</b>	<b>Study Leave</b>	The pupil is absent with leave for the purpose of studying for a public examination. Study Leave	Authorised absence
<b>X</b>	<b>Not required to attend</b>	The pupil is not of compulsory school age and is absent with leave because their timetable does not require them to attend	Not a possible attendance
<b>D</b>	<b>Dual Registered</b>	The pupil is absent with leave for the purpose of attending another school at which they are a registered pupil. Dual Registered.	Not a possible attendance
<b>C</b>	<b>Exceptional circumstances</b>	The pupil is absent with leave for any other purpose	Authorised absence
<b>C1</b>	<b>Regulated performance</b>	The pupil is absent with leave for the purpose of participating in a regulated performance or undertaking regulated employment abroad	Authorised absence
<b>C2</b>	<b>Part-time timetable</b>	The pupil is of compulsory school age and is absent with leave because, in accordance with an agreement between a parent who they normally live with and the proprietor that the pupil should temporarily be educated on a part-time basis, their timetable does not require them to attend.	Authorised absence
<b>T</b>	<b>Traveller</b>	The pupil is a mobile (i.e. Gypsy, Roma, Travelling) child, their parent is travelling in the course of their trade or business and the pupil is travelling with that parent.	Authorised absence
<b>R</b>	<b>Religious observance</b>	The day is exclusively set apart for religious observance by the religious body to which a parent of the pupil belongs.	Authorised absence
<b>I</b>	<b>Sickness</b>	The pupil is unable to attend because of sickness.	Authorised absence

<b>Q</b>	<b>Local Authority failed to make access arrangements</b>	The pupil is unable to attend because of a lack of access arrangements for them within paragraph (12) or (13). Local authority failed to make access arrangements.	Not a possible attendance
<b>Y1</b>	<b>Normal Transport failed</b>	The pupil is unable to attend because the school is not within walking distance of the pupil's home and the transport to and from school that is normally provided for the pupil by the proprietor or a local authority is not available.	Not a possible attendance
<b>Y2</b>	<b>Travel disruption due to emergency</b>	The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency.	Not a possible attendance
<b>Y3</b>	<b>Partial school closure</b>	Part of the school premises is unavoidably out of use and the pupil is one of those who the proprietor thinks cannot practicably be accommodated in those parts of the premises that remain in use.	Not a possible attendance
<b>Y4</b>	<b>Whole school closure</b>	Whole school site unexpectedly closed.	Not a possible attendance
<b>Y5</b>	<b>Child in custody</b>	The pupil is unable to attend because they are in criminal justice detention.	Not a possible attendance
<b>Y6</b>	<b>Public health guidance</b>	Unable to attend in accordance with Public Health guidance or Law	Not a possible attendance
<b>Y7</b>	<b>Other unavoidable cause</b>	The pupil is unable to attend because of any other unavoidable cause	Not a possible attendance
<b>E</b>	<b>Excluded or suspended</b>	The pupil is excluded or suspended from the school for any other reason.	Authorised absence
<b>G</b>	<b>Family Holiday</b>	The pupil is absent without leave for the purpose of a holiday.	Unauthorised absence
<b>N</b>	<b>Not yet known</b>	The circumstances of the pupil's absence have not yet been established.	Unauthorised absence
<b>O</b>	<b>No reason or unsatisfactory reason</b>	No reason for absence is established or the school is not satisfied that the reason given is one that would be recorded using one of the codes classified as authorised.	Unauthorised absence
<b>U</b>	<b>Late after registration close</b>	Arrived in school after the registration closed	Unauthorised absence

<b>Z</b>	<b>Not on admission register</b>	Prospective pupil not on admission register	Administration Code, not collected
<b>#</b>	<b>Planned school closure</b>	Planned whole school closure	Administration Code, not collected

The changes to specific codes require highlighting.

- K- This code was used by CEDARS on the “lesson monitor” system for specific lessons to identify students unable to take part in lessons for things such as meetings. This has now been taken on the statutory codes for students being educated a place directed by the Local Authority
- The C codes have been changed. We now have:
- C1- **The pupil is absent with leave for the purpose of participating in a regulated performance or undertaking regulated employment abroad.** *This code is self-explanatory*
- C2- **The pupil is of compulsory school age and is absent with leave because, in accordance with an agreement between a parent who they normally live with and the proprietor that the pupil should temporarily be educated on a part-time basis, their timetable does not require them to attend.** *This code, when used, will be reviewed regularly. It MUST be discussed with the EWOs prior and during use, with key notes as to why it is being applied and for how long. When used for a PT timetable where a student is in for only part days, the C2 code will be used when the student misses part of a session; even for an hour. E.g. Child A attends at 10.00am (45 mins after the register closes) due to anxiety on arrival at school, but remain for the rest of the day, the AM code will be C2 and the PM mark will be /.*
- Q- **The pupil is unable to attend because of a lack of access arrangements for them within paragraph (12) or (13). Local authority failed to make access arrangements.** *This new code will now be used when, for example, students cannot attend as the LA have been unable to put transport in place in time for the 6<sup>th</sup> day after a Permanent Exclusion. This was the Y code prior, but now Q for times where taxi transport is been put out to tender (a process which can take 3 weeks)*
- **Y Codes.** There are new changes to these codes. They have become much more specific around the reasons for absence.
- Y1- The pupil is unable to attend because the school is not within walking distance of the pupil’s home and the transport to and from school that is normally provided for the pupil by the proprietor or a local authority is not available. The change here is Y1 is for when the taxi firm fails to get the child into school.
- Y2- The pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency.
- Y3- Part of the school premises is unavoidably out of use and the pupil is one of those who the proprietor thinks cannot practicably be accommodated in those parts of the premises that remain in use.
- Y4- Whole school site unexpectedly closed.
- Y5- The pupil is unable to attend because they are in criminal justice detention.
- Y6- Unable to attend in accordance with Public Health guidance or Law. This would be something similar to the COVID-19 pandemic of 2020.
- Y7- The pupil is unable to attend because of any other unavoidable cause

- Please note... we no longer have the H code (Agreed absence with leave ). This will now be the C code when we agree students to be on leave or holiday in term time.

## APPENDIX B

### The Decision Sheet for Referrals

## **Section 19 Education Act 1996 key decision sheet for EWO**

**Student Name:**

**Capita ID:**

**Educational Base:**

Each local authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusion from school or otherwise, may not for any period receive suitable education unless such arrangements are made for them. *Education Act 1996 (legislation.gov.uk)*

The council must decide whether the circumstances of a child not attending school meet the requirements to be classed as Section 19, or if the circumstances require the council to investigate the absences under section 444 1 or section 444 1a Education Act 1996. To arrive at a clear decision the EWO involved needs to gather information from a variety of sources.

<b>Source</b>	<b>Date</b>	<b>Information relating to non-attendance</b>	<b>If none provided state reason</b>
Health		<p>Why is the child unable to attend school?</p> <p>Where is the evidence recorded?</p> <p>What reasonable adjustments are required?</p> <ol style="list-style-type: none"> <li>1. Is a reduced timetable suitable?</li> <li>2. Would a small room in school be more manageable than the classroom for a student with anxiety?</li> <li>3. Is home tuition suitable for a short period?</li> <li>4. Can the child access school remotely using the devices we have available so they can see into the classroom from home?</li> <li>5. Would the child benefit from any additional support in school?</li> <li>6. Could online education be helpful?</li> </ol>	
Parent(s) or carer(s)		What do you think your child needs?	

Child		What the child wants / child's views?	
School		<p>How is the absence being coded?</p> <p>What is the justification for this?</p> <p>What is the school offer?</p> <p>What reasonable adjustments are required?</p> <ol style="list-style-type: none"> <li>1. Is a reduced timetable suitable?</li> <li>2. Would a small room in school be more manageable than the classroom for a student with anxiety?</li> <li>3. Is home tuition suitable for a short period?</li> <li>4. Can the child access school remotely using the devices we have available so they can see into the classroom from home?</li> <li>5. Would the child benefit from any additional support in school?</li> <li>6. Could online education be helpful?</li> </ol> <p>Do the parent/s cooperate well with school?</p> <p>What is your plan for the child returning to school?</p>	
Social care provider		<p>What is your involvement?</p> <p>Does the child and parent engage well with you?</p> <p>How are you supporting attendance?</p>	

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Any other relevant evidence / information?

**Given all the above information the recommended decision is Agree / Disagree to provide alternative provision under section 19.**

**The rational for this is:**

**Date**

**Discussed with Line manager –**

**Decision confirmed as –**

**Date**

If decision is not agreed, written communication sent to parent and school and save to child's container.