Attendance Policy

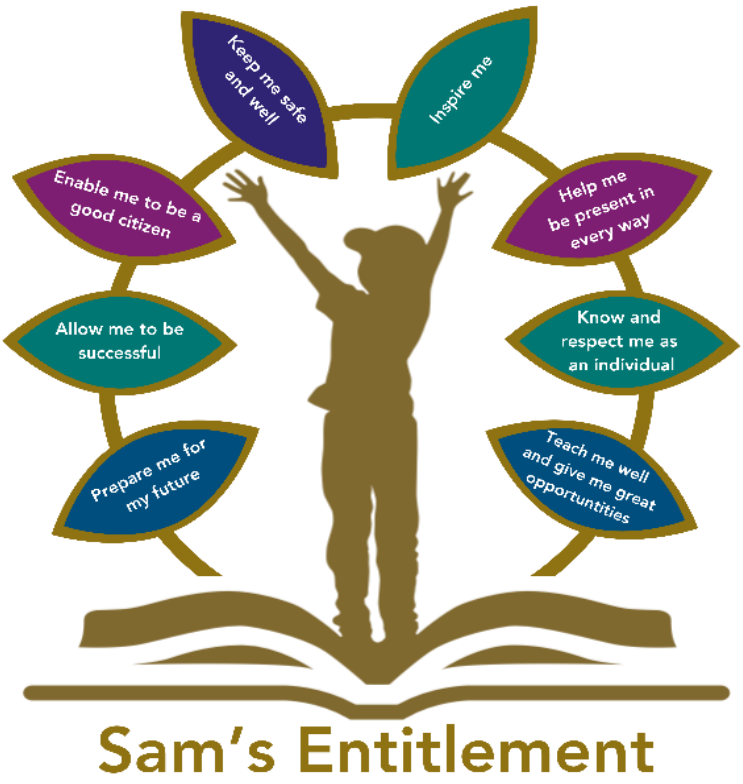
Reviewed on	2026/27, Term 1	Review frequency	Annual
Next review due	2027/28, Term 1	Template Yes / No	Yes (adapted for school context by Nell Giles)
Owner	Dir of Education, Secondary	Approved by	Board of Trustees

History of Policy Changes

Date	Page	Change	Origin of Change
Sep 26	All / relevant sections	Updated for DfE Working together to improve school attendance, July 2026: revised statutory reference; added technical clarification note; strengthened expectations for vulnerable cohorts, part-time timetables, data analysis, impact evaluation and Trust/LGC oversight; updated attendance coding references for C2, E, Q, Y6 and Y7.	DfE statutory guidance update, July 2026
Sep 25	All	References to Governing Body changed to Local Governing Committee (LGC)	Annual review
	All	References to Headteacher changed to School Leader	
	Item 1, Introduction	Addition of para in relation to 'Good Punctuality'	
	Item 5, sub para 'Responsibilities of School and Staff' – School	2nd and 3rd bullets added	
	Item 5, sub para 'Responsibilities of School and Staff' – Parents/Carers and Pupils	Bullet points related to Pupils added	
	Para 8	% attendance targets aligned with HET Graduated Response	

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1. Introduction

1.1. Hamwic Education Trust (HET) believe that all pupils should receive a high quality, enriching, learning experience in a safe and inclusive environment, which promotes excellence through a broad curriculum that prepares them for their future and opens doors to a diverse array of opportunities as well as that all pupils and adults within HET flourish as individuals and together.

1.2. This policy sets out that we recognise that good attendance (above 96%) and good punctuality is key to good pupil outcomes.

The links between regular attendance, good punctuality and reaching potential attainment and future life opportunities are well researched. For this reason, the school will encourage good attendance and punctuality be robust in monitoring attendance and punctuality data and take action when this falls below the expected level. Good attendance impacts significantly on progress, learning, friendship groups and the child's overall happiness at school.

Good attendance is important because:

- regular attenders make better progress both socially and academically
- regular attenders find school routines, schoolwork and friendships easier to cope with
- regular attenders find learning more satisfying
- statistics show a direct link between under-achievement and attendance below 95%
- regular attenders are more successful in transferring between primary school, secondary school and higher education and training.

Good punctuality is important because:

- lateness can mean lost learning time and gaps in knowledge and understanding
- habits of lateness can be formed and continued in later life
- pupils can feel anxious and embarrassed walking into class late.

We understand that there are many reasons why children may be absent or late for school. Please speak to staff about ways that we can support you with this.

2. Key Information

Attendance Champion	**Nell Giles**
Attendance Officers	**Toni Graves**
School opens	**9am (Bursledon House)**
Registration begins	**9am (Bursledon House)**
Present mark given until	**9.20am (Bursledon House)**
Late mark given between	**9.20-9.30 (Bursledon House)**
U code, un-authorised absence, applied after	**Decision made following discussion with medical teams**
School closes	**3.30pm (Bursledon House)**
How to report your child absent:	
First Day Absence A child not attending school is considered a **safeguarding** matter. This is why information about the cause of any absence is always required.	Contact the school office or your child's teacher as soon as possible on the first day of absence by 9am where possible. If contact is not made by the parent/carer, then the school will phone, email and/or text the contacts, including health staff where young people are in-patients. If we are unable to make contact or ascertain sufficient reason for absence, a member of staff may make a home visit. Records of the above will be made available to social care in the event of any Missing in Education investigation.

If your child is absent, we will:	Telephone on the first day of absence if we have not heard from you; this is because we have a duty to ensure your child's safety as well as their regular school attendance. If we are unable to reach you and do not hear from you by 10am, your child's absence may be recorded as unauthorised. Attendance information is shared with home schools whenever necessary.
How to report your child absent:	
Third Day Absence	Please note after three days of absence, if your child is not seen and contact has not been established with any of the named parents/carers, the school is required to start child absent from education procedures as per the DfE guidance DfE Child Missing Education Guidelines. We will make all reasonable enquiries to establish contact with parents/carers and the child, including making enquiries to known friends and/or wider family.

3. Scope

This policy is for all pupils on roll at the school Southampton Hospital School (SHS)

4. Definitions

- HR' in this policy, means Hamwic Education Trust HR.
- 'Local Governing Committee' in this policy, where reference is made to the Governing Committee, this means the Local Governing Committee of the school, or the Trust in the case of a school where no Local Governing Committee is present. Where a Governing Committee is not present in a school, or numbers are low, Governors from other schools/partnerships may be used.
- 'Manager' in this policy, is anyone as identified in the staffing structure with line management responsibilities.
- UHS means University Hospital Southampton
- Home Schools refers to the main educational setting a young person is registered with

5. Attendance and engagement at SHS

Vision and Values:

At SHS, attendance is engagement with, and belonging to, a community of learning. We make attendance possible when ill health might otherwise make education impossible. Re-engagement can be transformational, restoring routine, identity, confidence and hope.

We combine compassionate understanding with high expectations and work closely with pupils, families, health professionals, local authorities and home schools to

identify and remove barriers. Attendance, engagement and reintegration are monitored intelligently so effective strategies are recognised, sustained and shared. Success is not simply an attendance percentage. It is a pupil increasingly willing and able to engage, attend and belong, culminating wherever possible in sustainable reintegration or transition.

Core Expectations:
Leaders and staff know pupils' attendance histories and barriers, act promptly on changes and use attendance and engagement evidence to inform tailored support.
• Expectations are communicated clearly, supportively and consistently to pupils, families and partners, with timely multi-agency action where required.
• Reasonable adjustments and interventions are well chosen, reviewed and adapted to changing medical, emotional and SEND needs.
• Reintegration and longer-term outcomes are evaluated so the school understands which approaches have sustained impact beyond SHS.
•Progress for all pupils is regularly assessed, tracked, recorded and communicated through the use of individual Progress Trackers.

6. Responsibilities

Responsibilities of the school and staff

School will:

- Promote and reward good and improving attendance with pupils at all appropriate opportunities.
- Liaise with UHS health staff and home schools regarding attendance expectations for every individual child, taking full account of their current health needs.
- Have a dedicated member of the senior leadership team who will have the role of Senior Attendance Champion responsible for improving attendance and punctuality. They are expected to set a clear vision for improving and maintaining good attendance, establish and maintain effective systems for tackling absence and make sure they are followed by all staff and have a strong grasp of absence data to focus the collective efforts of the school. They are responsible for liaising with HET and the Local Authority in regard to whole school attendance, severe absence and complex cases.
- Follow the Hamwic Education Trust's attendance fundamental offer set out in Appendix 2.
- Accurately complete admission and attendance registers.
- Have robust daily processes to follow up absence.
- Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.
- Liaise with the attendance parents/carers on matters of attendance and punctuality.
- Communicate any concerns or underlying problems that may account for a child's absence.
- Warmly welcome and support pupils to reengage with learning on their return.

- Work with pupils and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.
- Where out of school barriers are identified, signpost and support access to any required services in the first instance and act as lead practitioner if attendance is the only issue and/or the local threshold for formal early help is not met.
- If the absence persists, take an active part in the multi-agency effort with the local authority and other partners. If a case meets the local threshold for formal early help/family support, this includes conducting the early help assessment and acting as the lead practitioner where all partners agree that the school is the best placed lead service.
- Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.
- Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.
- Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.
- Where there are safeguarding concerns, intensify support through a referral to statutory children's social care.
- Support the HET attendance Fundamentals: see Appendix 2
- Observe and fulfil the responsibilities set out in guidance issued by the Department for Education (Summary table of responsibilities for school attendance (applies from 19 August 2024) (publishing.service.gov.uk) to the extent not covered above or elsewhere in this policy.

Responsibilities of LGC and HET

Governors will regularly review attendance data and help School Leaders focus support on the pupils who need it. Attendance data is shared with Trustees x6 times per year.

Responsibilities of Parents/Carers and Pupils

Ensuring your child's regular attendance at school is a parent/carer's legal responsibility (Section 444 of the 1996 Education Act) and permitting absence from school that is not authorised by the school creates an offence in law.

Parents/Carers will:

- Inform the school on the first day of absence wherever possible (this may be delegated to UHS health staff for some children who are staying in hospital)
- Discuss with the class teacher or attendance staff any planned absences
- Discuss with the class teacher or attendance staff if they need any support to help their child to attend.
- Support the school with their aim to improve attendance
- Make sure that any absence is clearly accounted for by calling the school office on the first day and subsequent days of absence
- Avoid taking their children out of school for non-urgent medical or dental appointments.
- Only request leave of absence in very exceptional circumstances.

Pupils will:

- Attend every day that they are able
- Attend school on time
- Attend ready to learn

Responsibilities of Local Authority

Local Authorities will:

- Have a strategy to improve attendance for their whole area.
- Have an Attendance Support Team to work with all schools in the area.
- Provide a named point of contact. Provide opportunities for sharing effective practice.
- Hold termly conversations with every school around attendance.
- Work jointly with schools and relevant agencies to facilitate support for families and remove barriers to attendance particularly for those pupils who are missing out on education.

7. Information for Parents

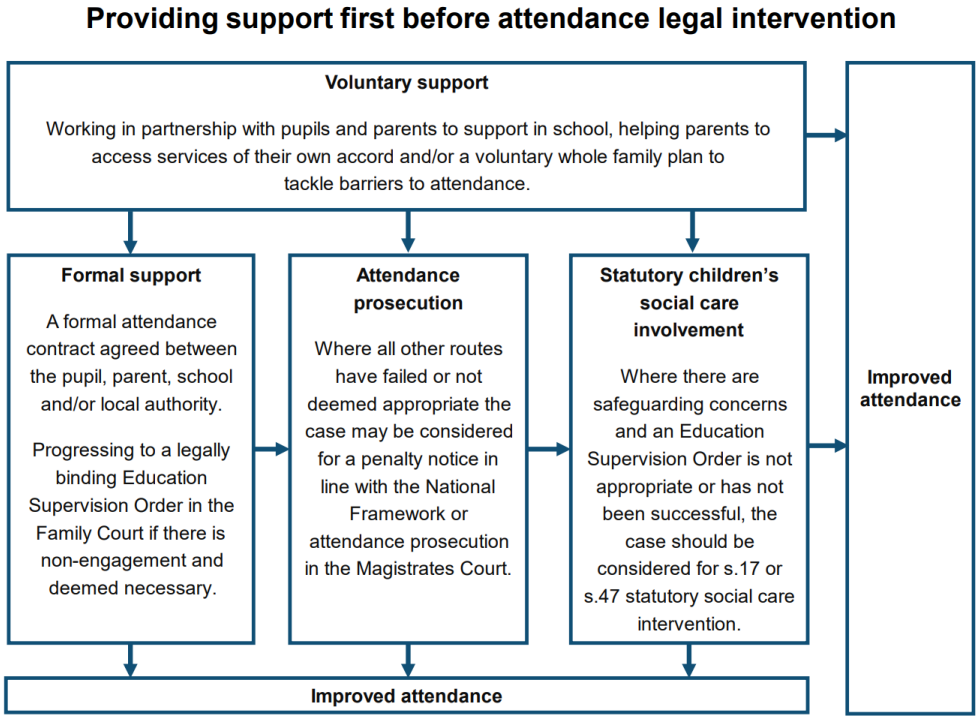
Good and Improving Attendance

We will recognise the effort that families make to get pupils into school each day by rewarding good and improving attendance at every opportunity.

At SHS attendance and engagement is tracked through our Learning Pathways and Universal Tracker. Improvements in attendance may be rewarded with postcards, emails to home schools, letter and phone calls to parents. It will also be shared with appropriate health staff and home schools.

8. School Strategies to Improve and Support Attendance

The school will follow the DfE guidance below outlined in Working together to improve school attendance (applies from 19 August 2024) (publishing.service.gov.uk)



9. Interventions for Poor and Declining Attendance

The school will use data to target attendance improvement efforts to the pupils or groups of pupils who need it most. In doing so, the School, led by the Senior Attendance Champion, will:

- Monitor and analyse weekly attendance patterns, proactively using data to identify pupils at risk of poor attendance.
- Provide regular attendance reports to class teachers and relevant leaders.
- Identify pupils who need support from wider partners, as soon as possible, and deliver this support in a targeted manner.
- Conduct thorough analysis of half-termly, termly and full-year data to identify patterns and trends.
- Monitor the impact of school strategies and actions to improve attendance on particular pupils and particular groups.
- Work with the local authority and other local partners to identify groups in need of support.
- Hold regular meetings with the parents or carers of pupils who the school and/or local authority consider to be vulnerable

Unexplained absences:

Parents/carers are expected to notify the school as soon as possible on the first day of any absence and provide a reason for the pupil's non-attendance. Where no reason has been received, the school will make reasonable attempts to contact parents/carers, appropriate health staff and home schools, on the first day of absence to establish the pupil's whereabouts and welfare.

If an absence remains unexplained, it will be recorded as unauthorised in line with statutory guidance. The school will continue to seek clarification from parents/carers and may undertake additional welfare checks (or request that the home school does so urgently) where there are concerns about a pupil's safety or wellbeing. Persistent unexplained absences will be monitored and may result in meetings with parents/carers, referrals to the Local Authority Education Support Service, or other appropriate interventions to support improved attendance and safeguard the pupil.

Where a pupil is an inpatient or is receiving medical treatment, the school will liaise with healthcare professionals, parents/carers and the home school, where appropriate, to verify the reason for absence and ensure continuity of education and safeguarding support.

Where absence or punctuality is a cause for concern, for example because there is:

- a pattern of unauthorised absence;
- a question over the reasons provided for a particular absence or late arrival;
- persistent truancy or lateness;
- we will make contact with the parents/carers with a view to working together to support improved attendance and/or punctuality

In cases where the school has been unable to establish a clear reason for absence and/or has welfare concerns about the pupil a home welfare check may be carried out.

The school will follow a graduated response that has been designed to suit our school's particular context. This is available on our website.

https://southamptonhospitalschool.co.uk/wp-content/uploads/2026/09/Attendance-Graduated-Approach-2026-2027.pdf

10. Absence Due to Illness

It is recognised that children in our provision may become too ill for school sessions to take place or may have treatments or procedures within the hospital during school times. The school will liaise with the medical team to try and avoid as many missed sessions as possible, whilst ensuring health and mental wellbeing is maintained and prioritised.

Absences due to parents/carers health or medical procedures will not be authorised as standard.

If your child is unwell and you are unsure of whether to send them in to school a useful site to check is https://www.nhs.uk/live-well/healthy-body/is-my-child-too-ill-for-school/

11. Medical Conditions

Pupils attending our Schools may have medical conditions, either long or short term that will affect their attendance at some stage in their school career. We understand that our students have medical conditions that make them more vulnerable and have greater needs than the majority of their mainstream counterparts. This means that they may have more genuine absences from school for medical reasons or experience greater social needs than others.

One of our aims is to support children back into their home schools as soon as their health allows because we know that this is best for the child. We aim to help ensure that the reintegration process encourages maximum attendance and is resumed as quickly as possible. This includes working with families, home schools and medical professionals.

We understand that some children with medical conditions may be considered to be disabled under the definition set out in the Equality Act 2010. Some pupils may also have special educational needs (SEN) or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. We will ensure that staff are properly trained to provide the support that pupils need, their healthcare plan is closely monitored and implement an Individual Healthcare plan for all students.

12. Request for Leave of Absence

The DfE states: *'Head teachers should only authorise leave of absence in exceptional circumstances. If a head teacher grants a leave request, it will be for the head teacher to determine the length of time that the child can be away from school. Leave is unlikely, however, to be granted for the purposes of a family holiday as a norm.'*

School Leaders may not grant any leave of absence during term time unless there are **exceptional** circumstances only and this is not the norm. It is important to note that School Leaders can determine the length of the authorised absence as well as whether the absence is authorised at all. All decisions around granting exceptional leave are made in conjunction with health professionals and/or home schools.

The fundamental principles for defining 'exceptional' are rare, significant, or unavoidable circumstances (which means the event could not reasonably be scheduled at another time). Circumstances will vary from family to family.

There is no legal entitlement for time off in school time to go on holiday and, in the vast majority of cases, holiday will not be authorised.

Parents/Carers wishing to apply for a leave of absence need to fill in an application form (available on request from the school office) in advance and before making

any travel arrangements. This form must be sent to the home school. If term time leave is taken without prior permission from the school, the absence will automatically be unauthorised and if the number of sessions absent exceeds 10 sessions, the home school may request the Local Authority to consider issuing a fine or a warning letter.

Taking holidays in term time will affect your child's schooling as much as any other absence and as such, we expect parents to help us by not arranging holidays during school time. Unauthorised absence of more than 10 sessions (a session being one morning or afternoon) in a ten-week period can be issued with a penalty notice.

School work for pupils that are absent will only be provided during exclusions or long-term medical absences and not during unauthorised absences.

13. Religious Observance

We recognise that pupils of certain faiths may need to participate in days of religious observance. Where a day of religious observance:

- falls during school time and
- has been exclusively set apart for religious observance by the religious body to which the pupil belongs.

The absence will be authorised. We ask that the parents/carers notify the school in advance

14. Welcome Back

On returning from absence, all pupils are made to feel welcome, helped to catch up on missed work and brought up to date with any information that has been passed to the other pupils.

15. Penalty Notices

Penalty Notices may be used under the Local Authority's Code of Conduct for the use of Penalty Notices in Cases of Non-Attendance at school. A copy of this Code of Conduct can be obtained from the Attendance Officer at the school or the Local Authority. Unauthorised absence of more than 10 sessions (a session being one morning or one afternoon) in a ten-week period can result in a penalty notice. A penalty notice can be issued per parent for each child that is absent. Only two penalty notices will be issued to the same parent for the same child within a 3-year period. Following this the Local Authority can consider instigating Court Proceedings via the Single Justice Procedure. under the new national framework, all schools will be required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons. From August 2024, the fine for school absences across the

country has been **£80 if paid within 21 days**, or **£160 if paid within 28 days**. This rate is in line with inflation and is the first increase since 2012.

In the case of repeated fines, if a parent receives a second fine for the same child within any three-year period, this will be charged at the higher rate of £160. Fines per parent will be capped to two fines within any three-year period. Once this limit has been reached, other action like a parenting order or prosecution will be considered. If you're prosecuted and attend court because your child hasn't been attending school, you could get a fine of up to £2,500. Money raised via fines is only used by the local authority to cover the costs of administering the system, and to fund attendance support. Any extra money is returned to the government and does not go to the school.

This applies to attendance at home schools, not SHS.

Supporting Pupils to Engage with Education
What should I do if my child is reluctant to engage with their education?

We recognise that many pupils attending Southampton Hospital School may experience difficulties engaging with education due to physical illness, mental health needs, medical treatment, anxiety, pain, fatigue or other factors related to their health. These difficulties can affect attendance, punctuality, participation in learning and readiness to engage in educational activities.

If your child is finding it difficult to attend or participate in their educational provision, please contact their teacher or a member of the school team as soon as possible. Open communication between home, education staff and medical professionals is essential in understanding the barriers your child is experiencing and identifying appropriate support.

We will work collaboratively with families, healthcare professionals and, where appropriate, the home school to develop a personalised approach that balances the child's health needs with their right to access education. Support may include flexible timetables, remote learning, gradual reintegration programmes, adapted learning activities or additional pastoral support.

Where attendance or engagement difficulties are linked to emotional wellbeing, anxiety or emotionally based school avoidance, staff will adopt a supportive, needs-led approach. Our aim is always to identify and address the underlying causes rather than focusing solely on attendance levels.

How can parents and carers support engagement with education?

Parents and carers play a crucial role in supporting their child's educational progress during periods of illness or recovery. Helpful strategies may include:

- Maintaining consistent daily routines wherever medically appropriate.
- Encouraging participation in learning activities, even when this may need to be adapted or reduced.

- Communicating openly with school staff about any changes in your child's health, wellbeing or circumstances.
- Celebrating small successes and progress towards educational goals.
- Reinforcing the value of education and helping your child maintain positive aspirations for the future.
- Supporting agreed reintegration plans and transition arrangements when your child is ready to return to their home school.

We recognise that every pupil's circumstances are unique. Therefore, attendance expectations and educational provision will always be considered within the context of a pupil's medical needs and in consultation with healthcare professionals, parents/carers and, where appropriate, the pupil themselves.

This approach ensures that attendance and engagement are promoted in a compassionate, flexible and child-centred manner, whilst maintaining high aspirations for every pupil.

16. Record Preservation

School registers are legal documents. We will ensure compliance with attendance regulations by keeping attendance records for at least 3 years. Computer registers will be preserved as electronic back-ups.

Pupils receiving education within the hospital setting (inpatients) are dual registered, with Southampton Hospital School (SHS) acting as the subsidiary registration. Pupils accessing the outreach provision remain on the roll of their home school and are recorded by their home school using Code K (attending education provision arranged by the local authority) during SHS teaching sessions. For safeguarding and attendance-monitoring purposes, outreach pupils are also recorded as guest pupils on the SHS Management Information System (Bromcom), enabling accurate internal registration. Attendance information is shared with home schools on a weekly basis. Where a pupil is absent from an expected SHS session, the home school will be informed on the same day. If an absence gives rise to an immediate safeguarding concern, the Designated Safeguarding Lead (DSL) at the home school will be contacted without delay, alongside the SHS DSL, to ensure appropriate safeguarding procedures are followed.

Criteria for success

- Improved attendance and engagement in learning
- Attendance rate increases
- Authorised absence rate decreases
- Unauthorised absence and persistent absence rate decreases
- Improvement in individuals' attendance
- The profile of good attendance within the school community is raised
- Attendance is sustained in home schools following discharge

17. Reintegration

Reintegration to a pupil's home school is a key priority of Southampton Hospital School and is considered from the point of admission. Planning for a successful return to education begins at the earliest opportunity and forms an integral part of the support provided to all pupils, particularly those whose medical needs have resulted in prolonged or disrupted patterns of school attendance.

The school works closely with pupils, parents/carers, home schools and the wider Multi-Disciplinary Team (MDT), including healthcare professionals and relevant external agencies, to develop and review reintegration plans. Effective collaboration ensures that educational, medical, emotional and social needs are fully considered throughout the reintegration process.

For many pupils, reintegration will involve a graduated exposure plan, developed collaboratively with the pupil, their family, the home school and relevant professionals. Such plans may include phased increases in attendance, carefully structured transitions, and personalised support strategies designed to build confidence, reduce anxiety and promote successful engagement with learning.

The overarching aim of all reintegration planning is to strengthen and sustain attendance, engagement and wellbeing, enabling pupils to return to their home school successfully and access education alongside their peers. Reintegration plans are regularly reviewed and adapted in response to progress, ensuring that support remains responsive to the pupil's changing needs and circumstances.

18. Further Information

Possible Exceptions to Unauthorised Absence

The School Leader will consider the **impact on learning**, the **frequency of absence**, and whether **educational provision** is in place during the absence.

Absence through child participation in public performances, including theatre, film or TV Work and modelling

Parents/carers of a child performer can seek leave of absence from school for their child to take part in a performance. They must contact the School Leader to discuss the nature and frequency of the work, whether the child has a valid performance licence and whether education will be provided by the employer during any future leave of absence. Any absence approved by the School Leader as being part of a child's participation in a public performance is recorded as an authorised absence. All significant decisions will be made in consultation with the home school.

Absence through competing at regional, county or national level in sport.

Parents/carers of able sportsmen and women can seek leave of absence from school for their child to take part in a regional, county, national and international events and competitions. It is however, down to the School Leader's discretion whether to authorise this. They will wish to discuss with you the nature and frequency of the absence and how learning will continue if absence occurs. Permission for your child to leave early or arrive late to attend coaching and training sessions are also at the discretion of the School Leader and are not likely to be approved if it is a regular event, unless the sports club or association are providing an education tutor as part of their coaching. All significant decisions will be made in consultation with the home school.

Service Families

The Ministry of Defence (MoD) issue additional guidance to schools with regards to term time absences for the children of service families. This is provided because it is acknowledged that the operational needs of the Armed Forces may legitimately prevent a service family from taking holidays within the school holidays. Ultimately the decision on whether to authorise leave in term time still lies with the School Leader, however further clarification regarding the exact circumstances may be sought from Unit Commanding Officers and their welfare staff. When deciding whether to authorise an application for a leave of absence from a service family, the School Leader will take into account the circumstances, the child's attendance record and the school year which the child is in. All significant decisions will be made in consultation with the home school.

Gypsy Roma and Traveller families

Absence of a child from a traveller family that has left the area may be authorised if the absence is for work purposes only and it is believed that the family intends to return. To ensure the continuity of learning for traveller children, dual registration is allowed. That means that a school cannot remove a traveller child from the school roll while they are travelling. When the traveller is away the home school holds the place open and records the absence as authorised through the T code. Distance Learning packs for traveller children are not an alternative to attendance at school. All significant decisions will be made in consultation with the home school.

19. Link to Other HET Policies

- Safeguarding and Child Protection Policy
- Children with Medical Conditions who Cannot Attend school policy:

20. Monitoring & Review

"This policy will be reviewed annually by the HET Attendance Officer and the application will be monitored by the school's attendance champion, Nell Giles.

21. Appendix 1 – Coding Guidance

Coding Guidance

Summary of the UK school attendance and absence codes along with their meanings and categories, based on the latest guidance effective from August 2024 found here: Working together to improve school attendance

Code	Meaning	Category
/	Present at morning session	Present
\	Present at afternoon session	Present
L	Late (before register closes)	Present
B	Attending any other approved educational activity	Approved Educational Activity
D	Dual registered (attending another school)	Approved Educational Activity
K	Attending alternative provision arranged by the LA	Approved Educational Activity
P	Participating in a supervised sporting activity	Approved Educational Activity
V	Educational visit or trip	Approved Educational Activity
J1	Interview (e.g. for a job or college)	Authorised Absence
C	Leave of absence for exceptional circumstance	Authorised Absence
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking employment abroad.	Authorised Absence
C2	Leave of absence for a compulsory school age pupil subject to a part-time timetable	Authorised Absence
E	Excluded but not attending alternative provision	Authorised Absence
I	Illness (not medical/dental appointments)	Authorised Absence
M	Medical/dental appointments	Authorised Absence
R	Religious observance	Authorised Absence
S	Study leave	Authorised Absence
T	Traveller absence	Authorised Absence
G	Family holiday (not agreed or unauthorised)	Unauthorised Absence
N	Reason for absence not yet provided	Unauthorised Absence
O	Absent without authorisation	Unauthorised Absence
U	Late (after register closed)	Unauthorised Absence
X	Not required to be in school (e.g. non-compulsory age, COVID-related)	Not counted in attendance calculations
Y1	Transport normally provided not being available	Not counted in attendance calculations
Y2	Widespread disruption to travel	Not counted in attendance calculations
Y3	School premises partially closed	Not counted in attendance calculations

Y4	Whole school site being unexpectedly closed	Not counted in attendance calculations
Y5	Pupil is in criminal justice detention	Not counted in attendance calculations
Y6	Unable to attend in accordance with public health guidance or law	Not counted in attendance calculations
Y7	Unable to attend because of any other unavoidable cause	Not counted in attendance calculations
Z	Pupil not yet on roll	Not counted in attendance calculations
#	School closed to pupils	Not counted in attendance calculations
Q	Unable to attend school because of lack of access arrangements	Attendance not required

22. Appendix 2 - HET Attendance Fundamentals

23. Appendix 3 – Southampton Hospital School Attendance Graduated Approach



SHS Graduated Response to Supporting and Improving Engagement and Attendance:

Universal support: all pupils
✓ On admission or referral, adults quickly establish warm relationships with children and parents ✓ Teachers and leaders work closely with the medical teams or referring schools to gain information, including health status and attendance histories, to enable timetables and curriculum offers to be quickly and effectively tailored ✓ IHCPS ate created for all pupils on admission to ensure health is not a barrier to attendance ✓ Children are welcomed every session to ensure they feel known and valued ✓ The classrooms provide a safe physical and emotional space for learning ✓ Where children are unable to access classrooms, the teaching is taken to bedside or to children's homes and safe spaces ✓ Strong relationships and open communication are formed with parents ✓ Incentives and rewards are given for attending the classroom or engaging with learning ✓ The Attendance Lead and Headteacher will scrutinise attendance data regualrly to look for patterns, trends, and concerns. ✓ Engagement is tracked regularly on the Pupil Profile

Early Intervention Support: Pupils who display initial reluctance to attend
Inpatients: ✓ If children are initially reluctant to access teaching in the hospital, teachers will return regularly with incentives (games, rewards etc) to encourage attendance. Teachers will also work alongside hospital staff (OT, SALT, Play Specialists) to create learning conditions that enable children to feel happy and comfortable ✓ Timetables will be created to ensure medical needs and planned procedures are taken fully into account (e.g. poor sleep patterns, pain, medication side effects, regular medical and therapeutic interventions). Medical professionals and parents will always be consulted. ✓ Lesson times will be altered and amended as necessary and possible, to allow for the maximum number of teaching hours to be achieved ✓ ELSA and TIS Practitioner support (eg Ideal School activity) ✓ Teachers will exercise professional curiosity at all times and share all relevant information as necessary to ensure the safety and wellbeing of the child. This will be in accordance with the SHS Safeguarding and Child Protection Policy. ✓ Children may be placed on the Engagement Pathway
Outreach: ✓ If children at home are initially reluctant to engage with teaching sessions, teachers will continue to arrive at the agreed times, unless a health or social care professional advises that this is not in the child's best interests ✓ Teachers will exercise professional curiosity at all times and share all relevant information as necessary to ensure the safety and wellbeing of the child. This will be in accordance with the SHS Safeguarding and Child Protection Policy. ✓ Lesson times and durations may be altered and amended as necessary to allow for the maximum number of teaching hours to be achieved ✓ A graduated exposure plan will be created in agreement with the pupil, their family, school and any relevant external services ✓ A change in teaching environment will be considered to encourage attendance and engagement ✓ Temporary offer of remote or blended learning ✓ Providing social stories ✓ ELSA and TIS Practitioner support (eg Ideal School activity) ✓ Children may be placed on the Engagement Pathway

Targeted additional support: pupils who continue not to attend or whose attendance with SHS falls or remains irregular during admission
Inpatients: ✓ Liaising closely with children's schools to share information pertaining to possible barriers to attendance ✓ SENDCO led assessment to identify any previously unidentified educational needs that might be negatively affecting attendance and engagement ✓ Teachers will invite parents into teaching spaces alongside their child for early teaching sessions ✓ Liaison with the medical team around the child to discuss attendance and formulate plans to encourage and support young people and their families

- ✓ Teaching staff and leaders attend MDT meetings and ward rounds to discuss strategies to increase attendance
- ✓ Inviting parents to meet with teaching staff to identify barriers and encourage attendance
- ✓ Inviting trusted adults from pupils' own schools to visit pupils and support them in the learning environment
- ✓ Children may be placed on the Engagement Pathway or Therapeutic Pathway

Outreach:

- ✓ Liaising closely with children's schools to share information pertaining to possible barriers to attendance, previous patterns of attendance, previous school safeguarding concerns etc
- ✓ SENDCO led assessment to identify any previously unidentified educational needs that might be negatively affecting attendance and engagement
- ✓ Concerns shared with Educational Support and/or SEND Services and a plan agreed
- ✓ Children may be placed on the Engagement Pathway or Therapeutic Pathway

Targeted intensive additional support: pupils who do not attend

Outreach:

- ✓ Continue to liaise closely with children's schools to share information pertaining to possible barriers to attendance, previous patterns of attendance, previous school safeguarding concerns etc.
- ✓ SENDCO led assessment to identify any previously unidentified educational needs that might be negatively affecting attendance and engagement
- ✓ Concerns shared with Educational Support and/or SEND Services and a plan agreed
- ✓ Referral to Child Missing Education Services and or/ Children Resource Servcie
- ✓ Children may be placed on the Engagement Pathway or Therapeutic Pathway