

Attendance & SEND

*Emotional Based Avoidance Version

This document has been prepared highlight the rule and guidance around attendance for children and young people with SEND, referencing the following Government Guidance:

- Working together to improve school attendance DFE guidance August 2024
- Arranging Education for children who cannot attend school because of Health Needs DFE Guidance December 2023
- Mental health issues affecting a pupils attendance DFE Guidance February 2023

Where Mental Health Issues are affecting a pupils attendance DFE Guidance February 2023

[Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK](#)

Key elements of this guidance are below

Should school staff ask for medical evidence of a mental health-related absence?

It is important that children and parents/carers do not feel as though their concerns about mental health have gone unheard which is why, as explained in the Working together to improve school attendance guidance, **schools must record absences as authorised where pupils of compulsory school age cannot attend due to illness (both physical and mental health related). There is no need to routinely ask for medical evidence to support recording an absence as authorised for mental health reasons.** This is because, in general, primary care health professionals such as General Practitioners are unlikely to be able to offer such evidence to support one-off absences related to mental health. In instances of long-term or repeated absences for the same reason, however, **seeking medical evidence may be appropriate to assist in assessing whether the child requires additional support to help them to attend more regularly, and whether the illness is likely to prevent the child from attending for extended periods. If a parent proactively seeks out a note from a GP, it does not imply a need for absence unless this is explicit in their letter.** Page 10

Can part-time timetables be used for children who are anxious about attending school?

In very exceptional circumstances, however, where it is in a pupil's best interests, a plan to help a child to attend well may involve the use of a temporary part-time timetable to meet their individual needs. For example, where a medical condition (including a mental health condition) prevents a pupil from attending school full-time and a part-time timetable is considered as part of a re-integration package.

A medical condition might include a mental health condition, however schools should keep in mind the nature of the challenge, and whether it can instead be managed by implementing reasonable adjustments to support attendance

Any remote education should only be considered if the pupil is well enough and able to learn and should be given in line with the guidance providing remote education: guidance for schools. Any part-time timetable arrangements should be designed with the specific barrier to attendance in mind, have a time limit by which point the pupil is expected to attend full-time, (either at school or at an alternative provision setting), and have formal arrangements in place for regularly reviewing the timetable with the pupil and their parents/carers.

In agreeing to a part-time timetable, the school, parents/carers and pupil have agreed to the pupil being absent from school for part of the week or day, and therefore must treat absence as “absence with leave” (a type of authorised absence).

A part-time timetable must not be used to manage a pupil’s behaviour. Page 11

When to inform the Local Authority (LA) about an attendance concern?

Schools should inform the LA where pupils are likely to miss more than 15 days, and work with the family to provide educational provision whilst determining with the LA whether alternative provision should be provided under section 19 of the Education Act 1996, as outlined in statutory guidance. LAs must not follow an inflexible policy of requiring medical evidence before making their decision about alternative education. LAs must look at the evidence for each individual case, even when there is no medical evidence, and make their own decision about alternative education. Page 13

When to consider legal intervention in order to enforce attendance?

The Working together to improve school attendance guidance and this guidance document set out a support-first approach, Taking forward attendance prosecution should only be considered where all other options have been exhausted or deemed inappropriate. Where in-school pastoral and/or external specialist support is facilitated but not engaged with voluntarily, schools should work with LAs to consider whether to formalise support or to enforce attendance through legal intervention in the normal way under their existing powers. This includes instances where a mental health issue is affecting attendance. This may include a parenting contract, education supervision order or punitive action, for example fixed penalty notices, in instances where a child is not kept off for legitimate medical reasons. Where the pupil has a disability, there should be careful consideration given as to whether sufficient attendance support has been offered before resorting to legal intervention. Page 14

Arranging Education for children who cannot attend school because of health needs DFE Guidance December 2023

[Education for children with health needs who cannot attend school - GOV.UK](#)

Funding

Alternative provision for children with medical needs is funded from local authorities' high needs budgets. However, where a child remains on the roll of their home school but requires a period of time in alternative provision due to their health needs, the local authority and home school may wish to consider the transfer of a portion of the school's funding associated with that child to the alternative provision. This would ensure that the funding follows the child. This arrangement would cease when the child is reintegrated back to their home school or are no longer on the roll of the home school. Page 7

When and how to provide support

Where possible, the child's health needs should be managed by the home school so that they can continue to be educated there with support, and without the need for the intervention of the local authority.

However, as soon as it is clear that the home school can no longer support the child's health needs and provide suitable education, **the school should speak to the local authority about putting alternative provision in place.** There is no absolute legal deadline by which local authorities must start to arrange education for children with additional health needs. However, as soon **as it is clear that a child will be away from school for 15 days or more because of their health needs, the local authority should arrange suitable alternative provision. The 15 days may be consecutive or over the course of a school year.** When a local authority arranges alternative education, that education should begin as soon as it is possible, and at the latest by the sixth day of the child's absence from school. Page 7 & 8

Using medical evidence

All medical evidence should be used to better understand the needs of the child and identify the most provision. Local authorities, working closely with the child's home school, medical practitioners (such as a GP or consultant) and the child's family, should make every effort to minimise the disruption to a child's education by identifying the most suitable provision.

Where specific medical evidence, such as that provided by a medical practitioner, is not readily available, the child's home school or the local authority should consider liaising with other medical practitioners and consider other evidence to ensure appropriate provision can be arranged as soon as possible. The local authority should review any additional evidence to help them identify the most suitable provision. **Once a parent / carer has provided evidence from a medical practitioner, local authorities should not demand continuing evidence without good reason, even where a child has long-term health problems.** Page 8

Adapt education to children's needs

All children, regardless of circumstance or setting, should expect to receive the same high standard of education (as outlined in alternative provision statutory guidance). Provision for children who are not attending school due to their health needs, and the framework surrounding it, should offer good quality education equivalent to that provided in mainstream schools, as far as the child's health needs allow. Alternative provision must be suitable to the child's age, ability and aptitude, and any special educational needs they have. Children should be given the opportunity to take appropriate qualifications. This would help prevent them from slipping behind their peers and enable them to better reintegrate successfully back into school, if they so wish. Provision should also support the child's individual needs to overcome barriers to attainment and achievement, giving equal consideration to the pastoral needs of the child to allow them to thrive and prosper in the education system. This should also include personal, social and emotional needs page 8 & 9

Using flexible arrangements

Children unable to attend school because of a health need should be able to access suitable and flexible education appropriate to their needs. The nature of the provision must be responsive to the demands of what may be a changing health status.

Local authorities must not have lists of health conditions which dictate whether or not they will arrange education for children, or inflexible policies which result in children going without suitable education.

When arranging provision, local authorities should avoid 'hard and fast' rules about what and how they arrange education to meet a child's health needs as they may be inappropriate as they could limit the offer and prevent their access to the right level of educational support which they are well enough to receive. Strict rules that limit the offer of educational provision a child receives may also breach statutory requirements.

It is also important to comply with the equalities legislation in this respect. Reasonable adjustments may also be required, particularly when the child has a disability. Page 10

Removing a pupil's name from the school register

Continuity is important for children and knowing that they can return to their familiar surroundings and school friends can help their recovery and their educational progress. This extends to a young person who wishes to return to the school or college they were previously attending when beyond the compulsory school age.

Local authorities should be aware that under the Education (Pupil Registration) (England) Regulations 2006, a school can only remove the name of a pupil who is unable to attend school because of additional health needs from its register in certain circumstances. These include where:

- the pupil has been certified by the school medical officer as unlikely to be in a fit state of health to attend school, before ceasing to be of compulsory school age; and

- neither the pupil nor their parent has indicated to the school the intention to continue to attend the school, after ceasing to be of compulsory school age. This applies even if the local authority has become responsible for the child's education. Page 13 & 14

Working together to improve school attendance DFE Guidance August 2024

[Working together to improve school attendance - GOV.UK](#)

Chapter 2: Expectations of Schools

16. Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support. Page 11

Build strong relationships and work jointly with families, listening to and understanding barriers to attendance and working in partnership with families to remove them

22. Supportive approaches are most effective when they are put in place as early as possible and therefore it is essential all partners work together in a timely manner. If a pupil's absence requires support from an outside agency which is not provided quickly (e.g. subject to a waiting list), schools and/or local authorities should consider other avenues of support or other temporary solutions whilst waiting. Page 13

Granting leave of absence (part-time timetables)

37. A temporary, time-limited part-time timetable: where the pupil is of compulsory school age, both the parent who the pupil normally lives with and school agree the pupil should temporarily be educated on a part-time basis for exceptional reasons and have agreed the times and dates when the pupil will be expected to attend school as part of that timetable page 17

Education offsite

41. As well as the above leaves of absence, all schools can also allow pupils to be absent from the school site for certain educational activities or to attend other schools or settings:

- To attend an offsite approved educational activity. (For full details see Code B)
- To attend another school at which the pupil is registered (dual-registration). (For full details see Code D)
- To attend provision arranged by the local authority, e.g. alternative provision or as part of an education, health and care plan. (For full details see Code K) page 18

Share information and work collaboratively with other schools in the area, local authorities and other partners when absence is at risk of becoming persistent or severe

49. Sickness returns: providing the local authority with the full name and address of all pupils of compulsory school age who have been recorded with **code I (illness) and who the school has reasonable grounds to believe will miss 15 days consecutively or cumulatively because of sickness.** Only one sickness return is required for a continuous period of sickness in a school year. This is to help the school and local authority to agree any provision needed to ensure continuity of education **for pupils who cannot attend because of health needs, in line with the statutory guidance on arranging education for children who cannot attend school because of health needs.** Page 21

Be particularly mindful of pupils absent from school due to mental or physical ill health or their special educational needs and/or disabilities, and provide them with additional support.

54. Many children will experience normal but difficult emotions that make them nervous about attending school, such as worries about friendships, schoolwork, examinations or variable moods. It is important to note that these pupils are still expected to attend school regularly - in many instances, attendance at school may serve to help with the underlying issue as being away from school might exacerbate it, and a prolonged period of absence may heighten anxious feelings about attending in future.

55. School staff play a critical role in communicating this expectation to parents. They should also work alongside families to ensure that such circumstances do not act as a barrier to regular attendance by mitigating anxious feelings in school as much as possible. **Schools may also find it helpful to refer to DfE's non-statutory guidance on mental health issues affecting a pupil's attendance** for case study examples.

56. Some pupils face more complex barriers to attendance. This can include pupils who have long term physical or mental health conditions or who have special educational needs and disabilities (SEND). Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils should be the same as it is for any other pupil but additional support may need to be provided.

57. In developing this support, the usual processes relevant to any attendance case apply:

- Understanding the individual needs of the pupil and family
- Working in partnership with the pupil and family to put in-school support in place and working with other the local authority and other agencies where external support is needed (and available)
- Regularly reviewing and updating the support approach to make sure it continues to meet individual needs.

58. In cases of both long term physical or mental ill health, school staff are not expected to diagnose or treat physical or mental health conditions, but they are expected to work together with families and other agencies with the aim of ensuring regular attendance for every pupil. They should:

- Facilitate any relevant pastoral support with the clear aim of improving attendance as much as possible whilst supporting the underlying health issue.
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- Consider whether a time-limited phased return to school would be appropriate, for example for those affected by anxious feelings about school attendance.
- **Make a sickness return to the local authority if a pupil is recorded in the attendance register as absent using code I (unable to attend because of sickness) and there are reasonable grounds to believe the pupil will have to miss 15 consecutive school days or more for illness or the pupil's total number of school days missed during the current school year because of illness (whether consecutive or cumulative) will reach or exceed 15 school days. (See paragraph 49)**

59. For pupils with special educational needs and disabilities, schools are expected to:

- Work in partnership with parents to develop specific support approaches for attendance for pupils with special educational needs and disabilities, including, where applicable, ensuring the provision outlined in the pupil's education, health and care plan is accessed.
- Work in partnership with families to help support routines where school transport is regularly being missed and work with other partners to encourage the scheduling of additional support interventions or medical appointments outside of the main school day. Please see further details on SEN support.
- Establish strategies for removing the in-school barriers these pupils face, including considering support or **reasonable adjustments for uniform, transport, routines, access to support in school and lunchtime arrangements.**
- Consider adjustments to practice and policies to help meet the needs of pupils who are struggling to attend school, as well as making formal reasonable adjustments under section 20 of the Equality Act 2010 where a pupil has a disability. Any adjustments should be agreed by, and regularly reviewed with the pupil and their parents.
- Ensure joined up pastoral care is in place where needed and consider whether a time-limited phased return to school would be appropriate.

61. If the child has an education health and care plan, school staff should:

- Communicate with the local authority where a pupil's attendance falls or they become aware of barriers to attendance that relate to the pupil's needs.
- Where possible agree adjustments to its policies and practices that are consistent with the special educational provision set out in the education health and care plan in collaboration with parents.
- Where needed work with the local authority to review and amend the education health and care plan to incorporate the additional or different attendance support identified.

62. Medical evidence for recording absences should only be needed in a minority of cases (see Code I). Where a pupil's health need means they need reasonable adjustments or support

because it is complex or long term, schools can seek medical evidence to better understand the needs of the pupil and identify the most suitable provision in line with the statutory guidance in supporting pupils at school with medical conditions or arranging education for children who cannot attend school because of health needs.

63. Where parents do not engage in support, schools should work with the local authority or other local partners to formalise that support and as a last resort, enforce attendance through legal intervention.

64. Schools should ensure data is regularly monitored for pupils with long term illnesses and or special educational needs or disabilities including at board and governing body meetings and in Targeting Support Meetings with the local authority so that additional support from other partners is accessed where necessary.

Part-time timetables

65. All pupils of compulsory school age are entitled to a full-time education suitable to their age, aptitude and any special educational needs they may have. In some circumstances their education may be provided partially at school and partially at another educational setting or through education otherwise than at a school in line with section 19 of the Education Act 1996 or section 42 or 61 of the Children and Families Act 2014. Time away from school to receive education in other ways must be recorded in the attendance register using the appropriate codes (see chapter 8).

66. In very exceptional circumstances, where it is in a pupil's best interests, there may be a need for a school to provide a pupil of compulsory school age with less than full-time education through a temporary part-time timetable to meet their individual needs. For example, where a medical condition prevents a pupil from attending school or another setting full-time and a part-time timetable is used to help the pupil access as much education as possible. **A part-time timetable should not be used to manage a pupil's behaviour.**

67. A part-time timetable should:

- Have the agreement of both the school and the parent the pupil normally lives with.
- Have a clear ambition and be part of the pupil's wider support, health care or reintegration plan.
- Have regular review dates which include the pupil and their parents to ensure it is only in place for the shortest time necessary.
- Have a proposed end date that takes into account the circumstances of the pupil, after which the pupil is expected to attend full-time, either at school or alternative provision. It can, however, be extended as part of the regular review process. In some limited cases, a pupil with a long-term health condition may require a part-time timetable for a prolonged period.

68. Where the pupil has a social worker, the school is expected to keep them informed and involved in the process.

69. If the pupil has an education health and care plan, the school should discuss the part-time timetable with the local authority so that any support package that is in place can be reviewed as swiftly as possible.

70. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must record the absence accordingly (normally using code X or C2). Page 23 & 24

Multi Disciplinary support for families

99. Multi-disciplinary support should build on the existing early help offer in local authorities rather than requiring additional resource. In line with early help principles, the family should receive a single assessment, plan, and where necessary, a single lead practitioner. This should be from the team or service best placed to support the family and their needs, which may be the school, a local authority team or service or another statutory partner such as a health professional. Page 36

- Work closely with local mental health services, school level senior mental health leads (including school based Mental Health Support Teams where in place), the local School Nursing Service and the local authority's special educational needs and disability team(s) to ensure joined up support for families facing health or disability related barriers to attendance. Page 37

Chapter 5: Persistent and severe absence

132. Where absence escalates and pupils miss 10% or more of school (equivalent to 1 day or more a fortnight across a full school year), schools and local authorities are expected to work together to put additional targeted support in place to remove any barriers to attendance and reengage these pupils. In doing so, schools should sensitively consider some of the reasons for absence and understand the importance of school as a place of safety and support for children who might be facing difficulties, rather than reaching immediately for punitive approaches.

133. Particular focus should be given by all partners to pupils who are absent from school more than they are present (those missing 50% or more of school). These severely absent pupils may find it more difficult to be in school or face bigger barriers to their regular attendance and as such are likely to need more intensive support across a range of partners. A concerted effort is therefore needed across all relevant services to prioritise them. All partners should work together to make this group the top priority for support – this may include specific support with attendance or a whole family plan, but it may also include consideration for an education, health and care plan or an alternative form of educational provision where necessary to overcome the barriers to being in school.

134. If all avenues of support have been facilitated by schools, local authorities, and other partners, and the appropriate educational support or placements (e.g. an education, health and care plan) have been provided but severe absence for unauthorised reasons continues, it is likely to constitute neglect. Schools and local authorities should be especially conscious of any potential safeguarding issues in these cases and where these remain, conduct a full children's social care assessment. Further information is available in the statutory guidance on Keeping Children Safe in Education. Page 45

Chapter 6: Attendance legal intervention

136. As absence is so often a symptom of wider issues a family is facing, schools, trusts and local authorities should always work together with other local partners to understand the barriers to attendance and provide support. Where that is not successful, or is not engaged with, the law protects pupils' right to an education and provides a range of legal interventions to formalise attendance improvement efforts, and where all other avenues have been exhausted, enforce it through prosecuting parents. **Attendance legal intervention can only be used for pupils of compulsory school age and decisions should be made on an individual case by case basis.** Page 47

Education supervision orders - Purpose of ESOs and when they may be appropriate

153. Where a voluntary early help plan, or formal attendance contract has not been successful, an Education Supervision Order (ESO) can be a useful alternative to provide formal legal intervention without criminal prosecution. In deciding whether to progress to an ESO, **the school and local authority should have exhausted voluntary support and be clear that making the order would be beneficial for the pupil and parent.** Where safeguarding concerns exist, the lead practitioner should also discuss with the school's designated safeguarding lead and children's social care services and agree an ESO would be a more suitable option than a s.17 (Children in Need) or s.47 (Child Protection) plan. In all cases, local authorities must fully consider using an ESO before moving forward to prosecution

Attendance prosecution Purpose of prosecution and when it may be appropriate

164. The decision to prosecute rests solely with the LA as an independent prosecuting authority, but in deciding whether to prosecute the local authority may wish to consider:

- **The level of engagement from the parent and whether prosecution is the only avenue left to demonstrate the severity of the issue to the parent and/or cause parental engagement with the support they require.**
- Whether all other legal interventions have been considered and are not appropriate or have been tried and have not worked.
- Whether statutory children's social care intervention would be more appropriate in the case (including a Child in Need or Child Protection Plan), especially where absence is severe.
- The parent(s)' response to the Notice to Improve and/or warning(s) and/or evidence given in the interview under caution – including any statutory exemptions to prosecution that might apply (see below).
- The Attorney General's guidelines for public prosecutors, including public interest tests and equalities considerations. Page 53

165. The 1996 Act also sets out the circumstances in which a pupil has not failed to attend school regularly and therefore the parent has not committed an offence under section 444(1) or (1A) of the Act (the statutory defences). These are:

- **The parent proves the pupil was prevented from attending by their ill health or any unavoidable cause, including exclusion.**
- **The pupil has been granted leave of absence by the school or, in the case of alternative provision, by a person authorised to do so.**
- The absence was on a day set aside for religious observance by the religious body to which the pupil's parent(s) belong.
- The parent proves the local authority were under a duty to provide transport to the school and have failed to do so.
- If the school is an independent school, the parent proves that the school is not in walking distance of the pupil's home and the local authority have not made suitable arrangements for the child to either board at the school or be admitted to a state funded school closer to home.
- **If the absence was from certain types of alternative provision, the parent proves the child is receiving education otherwise than by regular attendance.**
- **If the absence was from alternative provision, the parent had not been notified about the provision in writing before the absence.**
- If the child has no fixed abode and the parent can prove that their trade / business requires them to travel, and the child has attended school as regularly as the nature of the trade or business permits, and (if the child is 6 or over) the child has attended school for at least 200 sessions during the preceding 12 months up to and including the date on which the proceedings were instituted

Attendance Codes

Attending a place other than the school

Code K: Attending education provision arranged by the local authority

293. The pupil is attending a place, other than the school or any other school at which they are a registered pupil, for educational provision arranged by a local authority under section 19(1) of the Education Act 1996 (exceptional provision of education), section 42(2), or 61(1) of the Children and Families Act 2014 (special educational provision off site). **A pupil attending provision arranged by the school rather than the local authority must be recorded using Codes P or B instead**

294. Schools must also record the nature of the provision (regulation 10(5)), examples are:

- attending courses at college;
- **attending unregistered alternative provision**

295. Schools should ensure that arrangements are in place whereby the education provider notifies the school of any absence by the pupil. The school must record the pupil's absence using the relevant absence code.

Code I: Illness (not medical or dental appointment)

364. The pupil is unable to attend due to illness (both physical and mental health related). Schools should advise parents to notify them on the first day the child is unable to attend due to illness.

365. Schools are not expected to routinely request that parents provide medical evidence to support illness absences. Schools should only request reasonable medical evidence in cases where they need clarification to accurately record absence in the attendance register – i.e. making a decision that code I is the absence code that accurately describes the reason the pupil is not in school for the session in question. In the majority of cases a parent's notification that their child is too ill to attend school will be that evidence and can be accepted without question or concern. Only where the school has genuine and reasonable doubt about the authenticity of the illness should medical evidence be requested to support the absence.

366. Where medical evidence is deemed necessary, schools should not be rigid about the form of evidence requested and should speak to the family about what evidence is available. Schools should be mindful that requesting additional medical evidence unnecessarily places pressure on health professionals, their staff and their appointment system, particularly if the illness is one that does not require treatment by a health professional. Where a parent cannot provide evidence in the form requested but can provide other evidence, schools should take this into account. Where a parent cannot provide any written evidence the school should have a conversation with the parent and pupil, if appropriate, which may in itself serve as the necessary evidence to record the absence. Page 87

The information in this information sheet has been provided for general purposes only and does not constitute Advice. The information is correct as at the time it is provided, October 2024 and is subject to changes in the Law.

Please seek information and advice on your own individual case as all circumstances will be different

Attendance register codes

Absence marks – Unauthorised	
Code	Description
G	Holiday not granted by the school. (Note that there is no longer an approved holiday code in the current version of the guidance.)
N	Reason for absence not yet established. This code is a holding code, which can only be in place for a maximum of five school days after the session. If no other reason is established, it must be changed to Code O.
O	Absent in other or unknown circumstances. Used when no reason is established, or when the school is not satisfied with the reason given.
U	Arrived in school after registration closed.

Not expected to attend	
Code	Description
D	Dual registered at another school (therefore does not count towards attendance figures).
Q	Unable to attend because the local authority has failed to make suitable access arrangements (ie. where the LA has a duty to provide transport).
X	Non-compulsory school age pupil not required to attend school – to be used for part-time timetables where a pupil is not expected at school. If the pupil is absent for an arranged session then the appropriate absence code should be used.
Y1	Unable to attend due to transport normally provided not being available.
Y2	Unable to attend due to widespread disruption to travel (local, national or international emergency).
Y3	Unable to attend due to part of the school premises being closed.
Y4	Unable to attend due to the whole school site being unexpectedly closed. Not to be used for planned closures. Must be used for every pupil on the school register.
Y5	Unable to attend as pupil is in criminal justice detention – in police detention, remanded to youth detention, awaiting trial or sentence, or detained under sentence.
Y6	Unable to attend in accordance with public health guidance or law.
Y7	Unable to attend because of any other unavoidable cause. Should be used where the nature of the cause is an emergency which directly affects the pupil, not the parent.
Z	Prospective pupil not on admission register.
#	Planned whole school closure.

Attendance register codes

Present marks	
Code	Description
/ \	Present for morning = / Present for afternoon = \
B	Attending any other approved educational activity. This activity must be supervised by a person considered by the school to have the appropriate skills etc to ensure the safeguarding and educational purpose. This activity must be in-person and cannot be used for remote education – instead, an appropriate absence code must be used.
K	Attending an educational provision provided by the local authority via Section 19(1) of the Education Act 1996, or via Section 42(2) or 61(1) of the Children and Families Act 2014. Schools must also record the nature of the provision.
L	Late arrival before the register has closed.
P	Participating in a sporting activity.
V	Attending an educational visit or trip
W	Attending work experience

Absence marks – Authorised	
Code	Description
C	Leave of absence for exceptional circumstance (at school's discretion). As a rule, this is not intended to cover holidays or leisure/recreation.
C1	Leave of absence for the purpose of participating in a regulated performance or undertaking regulated employment abroad. Work may be paid or unpaid.
C2	Leave of absence for a pupil of compulsory school age subject to a part-time timetable.
E	Suspended or permanently excluded and no alternative provision made.
I	Illness (not medical or dental appointment). Schools should advise parents to notify them on the first day that the child is unable to attend due to illness. Medical evidence should not be routinely requested. Where it is requested, schools should not be rigid about the form of evidence requested.
J1	Leave of absence for the purpose of attending an interview for employment or for admission to another educational institution.
M	Leave of absence for the purpose of attending a medical or dental appointment.
R	Religious observance.
S	Leave of absence for the purpose of studying for a public examination. This code should be used sparingly.
T	Parent travelling for occupational purposes, where the pupil is travelling with them. The pupil should have attended for at least 200 sessions in preceding 12 months.