Horizons Therapeutic Education Trust

School Attendance Policy

September 2026–27

Safety • Belonging • Ambition • Hope

A child-centred, relational and legally accurate framework for attendance, educational participation, inclusion and safeguarding at Horizons Therapeutic Education Trust (HTET).

Document control	Detail
Organisation	Horizons Therapeutic Education Trust (HTET), England; free school alternative provision academy, URN 150859
Policy owner	Head of Provision / Senior Attendance Champion: Ben Howarth; accountable executive: Chief Executive Officer
Approval body	HTET Board of Trustees (subject to the trust's scheme of delegation)
Version / issued	1.0 • 14 October 2026
Effective date / review date	Effective from 9th November 2026/ Autumn 2027 or sooner following legal, practice or organisational change
Scope	All registered pupils, including post-16 pupils on the academy roll; all HTET education arrangements on site and off site
Website / publication	Yes

1. Purpose, commitments and status

Every child and young person should be safe, feel that they belong, receive an ambitious and appropriate education and have genuine hope for the future. HTET views attendance as a shared responsibility and a key indicator of safety, relationships, access and participation. Where pupils find school difficult to attend, our first task is to understand the barriers and work with them and those who care for them to reduce those barriers.

This policy defines the trust's expectations and arrangements for attendance and punctuality, statutory pupil registration, absence follow-up, educational activity away from the school site, safeguarding, personalised support, escalation and governance. It applies alongside the latest HTET safeguarding, SEND, curriculum, admissions, remote education, behaviour and data-protection arrangements.

Legal requirements are distinguished from additional HTET operating standards. Where this policy commits HTET to a procedure or timeframe that goes beyond the minimum legal requirement, it is an organisational standard to be implemented and monitored. This policy is not a substitute for individual education, health and care plans (EHC plans), risk assessments, care plans or appropriately agreed attendance and reintegration plans.

2. Legal and statutory framework

HTET, as an academy trust and proprietor, must comply with the legal framework applicable to its registered academy and must have regard to relevant statutory guidance. The key framework as checked on 14 October 2026 includes:

- The Education Act 1996, including sections 7 and 444 (parental responsibilities in relation to children of compulsory school age), and section 19 (local-authority provision for specified children unable to receive suitable education otherwise).
- The School Attendance (Pupil Registration) (England) Regulations 2024, in force from 19 August 2024, including electronic registers, prescribed codes, amendments, retention and lawful admission-register deletions.
- DfE, Working together to improve school attendance, statutory guidance updated 9 July 2026, especially the school policy, register, support, academy trust, legal intervention and code chapters.
- DfE, Children missing education, statutory guidance updated September 2025; Keeping children safe in education 2026 (in force from 1 September 2026).
- The Equality Act 2010 and Children and Families Act 2014, including relevant reasonable-adjustment and EHC-plan arrangements; applicable SEND Code of Practice.
- DfE, Providing remote education: guidance for schools (non-statutory, August 2024); statutory guidance concerning education for children with health needs who cannot attend school.

When these sources change, the Headteacher will assess implications and submit material changes for approval under HTET's governance arrangements. Appendix D provides working source links, not an exhaustive legal register.

3. Scope, school sites and definitions

This policy applies to the HTET registered academy at Misterton and any authorised school premises or provision operating under the same registration, including Wellington Learning Centre when operational and formally included in the relevant school arrangements. It applies to all pupils on the school's admission register, regardless of whether their teaching occurs on the school site, at another approved setting, in a care home, through an agreed hybrid arrangement or remotely.

A learner may be taught away from school because of a planned education package, health needs, a care-placement move, transport disruption, a safeguarding issue or a transitional arrangement. Such circumstances never remove the need to keep an accurate statutory register, clarify the pupil's physical location, provide educational support and respond to safeguarding concerns.

Term	Meaning used by HTET
Statutory attendance	Recorded using the national codes in the school's electronic attendance register for the relevant AM/PM session.
Physical location	Where the pupil actually is during the session, verified as far as practicable.
Educational participation	Evidence of taking part in appropriate learning, recorded separately from the statutory register.
Engagement and progress	The quality of involvement, learning, relationships and progress over time, evidenced through professional records.
Safeguarding / welfare	Whether the pupil is safe and their whereabouts and care arrangements are understood; a separate responsibility, irrespective of attendance code.

4. Attendance expectations and access for pupils and families

HTET expects pupils to attend the full-time, suitable education made available to them, unless a lawful reason prevents attendance or an appropriately authorised educational arrangement applies. We will explain the individual pupil's programme clearly and consider reasonable adjustments, clinical advice and reintegration needs without lowering ambition or accepting indefinite exclusion from suitable education.

Pupils and their parents or carers are asked to: work with HTET to agree attendance arrangements; contact the school promptly with the reason for each unexpected absence; provide up-to-date contact details; tell us about changes to care placements, transport or health needs; request leave in advance wherever possible; and take part in supportive reviews. We will communicate respectfully, avoid blame, and recognise that some barriers lie beyond the control of parents, carers or the child.

The law concerning parents securing regular school attendance applies to children of compulsory school age; a different position may apply to registered sixth-form pupils above compulsory school age. Nevertheless, HTET records the attendance of all registered non-boarder pupils and maintains a high-quality programme for post-16 pupils.

5. Named leadership, responsibilities and contact details

Role	Accountability / action
Board of Trustees	Ultimate proprietor oversight; approves policy as delegated; scrutinises attendance, safeguarding and impact; assures resources, training, quality of registration and work with external agencies.
Chief Executive Officer	Executive accountability for delivery, coordination across education/clinical/partner teams and escalation of unresolved organisational or commissioner barriers.
Head of Provision and Senior Attendance Champion – Ben Howarth	Strategic and operational attendance lead; oversees correct codes, procedures, pupil support, working with Somerset Council and reporting to CEO/Board; decides/authorises leave and part-time arrangements, or delegates expressly in writing.
School office / attendance administrator	Completes daily reconciliation and first-day contacts, checks evidence, flags urgent safeguarding issues, maintains agreed attendance and contact records in Arbor under Headteacher supervision.
Teachers, key workers and designated education staff	Submit prompt register information; know who and where pupils are; communicate concerns immediately; build relationships and contribute to individual plans.
Designated Safeguarding Lead and deputy cover	Safeguarding decisions and referrals under the current Child Protection and Safeguarding Policy; immediate response when absence suggests danger. Safeguarding decisions are not dependent on a code decision.
SEND and multidisciplinary colleagues	Identify and reduce barriers; provide adjustments and input to plans; respect educational and clinical decision rights and consent/information-sharing rules.
Parents / carers, residential care staff and social workers	Notify HTET of absence, placement/transport changes and welfare concerns; collaborate on support. Relevant local authority and corporate parent responsibilities remain with the responsible bodies.

Senior Attendance Champion: Ben Howarth, Head of Provision. School contact: Misterton Learning Centre, Middle Street, Misterton, Crewkerne, Somerset TA18 8LZ; 01460 206972; HTEToffice@horizonstet.co.uk. Day-to-day attendance team member names and direct numbers will be maintained on the annually reviewed Attendance Team Poster and on the school's website contact details.

6. School day, registration and punctuality

HTET will publish a school-day and register-time schedule that applies consistently to all pupils recorded at the academy. Each registered pupil will have a morning registration entry at the beginning of the morning session and an afternoon registration entry once during the afternoon session. The same published register-taking time will apply to all registered pupils, including those on adjusted or part-time arrangements; location and individual timetables do not change when a register is taken.

Schedule for publication	HTET value – confirm before final approval
Start of school day / pupils expected on site	09.30
Morning register taken	10.00
Morning register closes	10.30
Afternoon session / register taken	12.45
Afternoon register closes	13.15
School day ends / collection arrangements	15.00

Registers will not be kept open longer than 30 minutes. A pupil who arrives after the register is taken but before it closes is recorded as late using code L; a pupil who arrives after closure is recorded using code U unless a different reason-specific absence code is appropriate. Staff must record the actual time of arrival and alert the attendance office where punctuality is affected by transport, SEND, medical or care arrangements. A late arrival is never retrospectively recoded as present for an earlier session merely because the pupil later attended lessons.

7. Electronic registers, authorisation and record integrity

HTET's statutory admission and attendance registers are maintained electronically in Arbor. The Headteacher will authorise trained staff and check appropriate access permissions, data accuracy and business continuity. The admission register will include required pupil, parent and previous-school information and be updated when pupils lawfully join, leave or change details.

Every register session will contain the correct national code. A reason supplied by a parent or carer does not itself authorise absence: HTET determines the appropriate code within the law and guidance. Unknown reasons will be followed up promptly; temporary N codes must be resolved as soon as the explanation is established and no later than five school days after the session, otherwise amended to code O. All amended entries must retain the original value, replacement, reason, date and person making the change.

Registers will be preserved for six years from the entry date, with an electronic or printed backup at least once each month in accordance with the Regulations. The Headteacher will arrange periodic sampling of accuracy, missing data, code decisions and audit trails. Statutory returns and data sharing with DfE, the local authority and authorised partners will be completed under the applicable requirements and data protection safeguards.

Names may only be deleted from the admission register when one of the lawful grounds in regulation 9 applies and any required notifications/enquiries have been completed; decisions will be documented by the Headteacher or appropriately authorised officer. A child remaining on roll must not be removed because they are persistently absent or because teaching takes place away from the school.

8. Day-to-day reporting and first-day response

Parents or carers should telephone 01460 206972 or email HTEToffice@horizonstet.co.uk as early as reasonably possible on each unexpected day of absence, explain why the pupil cannot attend, their location, any relevant safety concerns and, where known, when they may return. HTET will agree additional routes with children's homes and foster carers for pupils in care. A message that a pupil is at home does not remove the duty to consider welfare and educational provision.

1. At each AM/PM register, the teacher or designated person completes or submits accurate information to the school attendance office, including the actual location and confirmed activity where the pupil is off site.
2. The attendance office checks every unexplained session promptly and begins first-day contact with the parent/carer or responsible residential staff. HTET's operational target is to commence follow-up during the morning of the first unexplained absence, prioritising pupils with known risks.
3. If there is no response, staff use secondary contacts and agreed care/social-worker routes, recording the time, person, information obtained and next steps. The office updates the Headteacher and the DSL without waiting until the end of the day where the pupil's whereabouts are unknown or any risk is identified.
4. The DSL decides on safeguarding action with appropriate senior staff: immediate contact, welfare visit through a safe and authorised route, advice from children's social care, direct referral or police/emergency services where necessary. Staff must never delay action because the DSL cannot be reached: follow the safeguarding policy and escalate directly where required.
5. For repeated or prolonged unexplained absence, the Headteacher arranges proportionate further enquiries with social care, the placing authority and Somerset Council, documents the plan and considers missing-education procedures where relevant.
6. The statutory register is amended only with verified information and the audit trail preserved. Separate welfare, participation and learning records are updated for subsequent review.

As a local HTET standard, unresolved attendance, welfare and transport exceptions are reconciled daily by the attendance office, Senior Attendance Champion and relevant staff. The pupil's safeguarding record is held in CPOMS according to HTET safeguarding procedures, not substituted for the statutory register.

9. Relational attendance support and reintegration

HTET approaches absence as information about a pupil's circumstances and unmet barriers. Staff will listen to the child's and family's account, examine patterns and avoid assumptions that a pupil who is anxious, dysregulated or distressed is unwilling to learn. We will explore relationships, belonging, safety, curriculum access, sensory environment, bullying, sleep, health, transport, care moves, developmental history, SEND and communication needs.

A pupil at risk of sustained absence will have a proportionate Attendance and Engagement Plan, linked as necessary to their EHC plan, personalised curriculum and MDT arrangements. The plan identifies the pupil's views, barriers, protective relationships, adjustments, delivery of suitable education, statutory recording decisions, daily contact, named key worker, risks, responsible agencies, measurable outcomes and a dated review. Plans may include phased supported returns, agreed on-site opportunities, trusted adults, community-based activities and carefully justified interim remote support.

Staff will review whether the plan actually improves access, participation, confidence and safety, not simply whether meetings were held or work was set. A school-site attendance percentage will be considered with time in education, quality of provision, reasons for absence and reasonable adjustments. A meaningful improvement in online participation is positive but does not allow inaccurate recoding of a statutory absence.

10. Persistent and severe absence and targeted oversight

For statutory monitoring, persistent absence means missing 10% or more of possible school sessions (attendance of 90% or less). Severe absence means missing 50% or more of possible sessions (attendance of 50% or less). The number of sessions and days missed will be shown alongside percentages so the effect on pupils is understandable. Reasons, missing sessions and participation records will remain distinct.

The attendance lead will undertake weekly case-based scrutiny and oversee the prompt identification of deteriorating patterns. Pupil-level reviews will consider physical/mental health, SEND, safeguarding, social care involvement, looked-after status, young caring roles, transport, care placements and the extent to which HTET or partner provision is accessible. HTET will engage the Somerset School Attendance Support Team and participate in Targeting Support Meetings, where appropriate, with clear requests and action ownership.

Leaders and trustees will review trends at least termly, including persistent and severe absence, punctuality, missing/unexplained sessions, vulnerable pupils, use and duration of reduced timetables, off-site provision, response times, re-engagement and impact of interventions. Data will not be used as a proxy for a pupil's motivation or as a basis for discriminatory treatment.

11. SEND, disability, mental health and health-related absence

HTET recognises that a pupil may have SEND without meeting the Equality Act definition of disability, or be disabled without an identified SEND. Staff will consider reasonable adjustments and the provision required by each EHC plan or individual needs assessment, work with parents/carers and the local authority, and review whether provision is actually delivered and accessible. Decisions are made according to the applicable legal duties and the pupil's assessed needs.

Where illness prevents attendance, physical and mental health conditions are considered without stigma. Code I applies when the conditions for illness absence are met; HTET will not routinely demand medical evidence or impose blanket medical-certificate requirements. Where there is genuine and reasonable doubt, or repeated/complex health needs, evidence may be requested proportionately to clarify absence coding and better plan support.

For pupils whose health needs prevent them from accessing suitable education through HTET's ordinary offer, the Headteacher will liaise promptly with Somerset Council and health partners about the council's duties and alternative arrangements, including where appropriate provision under section 19 of the Education Act 1996. The school remains responsible for accurate records, partnership working and monitoring the pupil's experience while the local authority considers or provides its own services.

Clinical advice should inform educational adjustment but does not independently determine the school's register code, lawful timetable or education decision. Educational, clinical and commissioning accountabilities remain separate while being coordinated through the agreed multidisciplinary process.

12. Temporary part-time timetables

A compulsory school-age pupil has an entitlement to suitable full-time education. HTET will use a reduced timetable only in very exceptional circumstances where this is demonstrably in that pupil's best interests, for the shortest necessary period. It must not be used to manage behaviour, as a disciplinary sanction, a substitute for making reasonable adjustments or an indefinite arrangement arising from staffing/transport difficulties.

The Headteacher must approve and document an individual plan with the agreement of the parent/carer who normally lives with the pupil. The plan must include why it is needed, pupil and family voice, clinical or SEND input as appropriate, exact sessions, the education provided, welfare arrangements when not on site, agreed start, end and frequent review dates, a plan to restore suitable full-time education, and notifications to social workers and the local authority where applicable. HTET's proposed enhanced standard is review at least fortnightly unless an earlier review is needed; this local interval requires operational confirmation.

Where a compulsory-school-age pupil is not required to attend because of a genuinely agreed temporary part-time timetable, code C2 may apply for those sessions. It is recorded as authorised absence, not school attendance. Code C2 must not be used where a full-time education is actually being provided in different places and another code better describes the session. For registered pupils above compulsory school age, code X may apply to sessions when their timetable does not require attendance; an absence during a timetabled session needs its appropriate reason-specific code. Every individual decision must be checked against current DfE guidance.

13. Off-site, commissioned and hybrid education

HTET will maintain an individual written arrangement where learning is delivered away from the main school site, including education in a pupil's care home, community learning, an alternative provider or a blended programme. Before it starts, the Headteacher will confirm who arranged the education (HTET or the local authority), the purpose and curriculum, the legal/regulatory basis, safeguarding and supervision, staff suitability, risk assessment, agreed location, provider contact, session schedule, communication and immediate absence-alert arrangements. HTET retains responsibility for its own statutory register and for verifying provider attendance reports.

A pupil may be recorded using an approved educational activity code only when the precise legal conditions apply. For code B, for example, the approved educational activity must take place during the session and be physically supervised by someone the school judges appropriately skilled, trained, experienced and knowledgeable. Code K is for provision arranged by the local authority under the relevant statutory powers; the school must not substitute K merely because funding comes from the council. Code D is only available where the pupil is in fact registered at another school and is scheduled to attend it. Educational visits, work experience and sporting activities have their own code conditions.

HTET will require the school staff member or off-site provider to confirm session-by-session whether the pupil attended and to alert the school promptly if the pupil does not arrive or disengages. Education delivered while an individual is absent from the school is not automatically school attendance. HTET will not convert unsupervised online engagement, work submissions or therapeutic contact into a B or K entry unless all conditions for the selected statutory code are independently satisfied.

14. Remote learning and educational participation

Where physical attendance is not currently possible, HTET may support a pupil with high-quality, accessible and safeguarded remote education as an interim last-resort element of an agreed individual education and reintegration plan. In line with DfE non-statutory guidance, reasonable adjustments and in-person alternatives should be considered first. Remote education is not assumed to be an equal permanent replacement for suitable in-person education.

A registered pupil who is absent from school and receiving remote education remains recorded as absent using the appropriate statutory absence code. Participation, tasks completed, staff contact, physical location, safeguarding confirmation and evidence of progress are kept separately so engagement is valued without misrepresenting attendance. Where remote education contributes to an independently qualifying approved activity, the relevant statutory conditions must be documented and verified before any code is used.

Pupil voice, digital access, safe communication, consent, data protection and a named key worker will be included in the plan. For children in care, the responsible social worker, placing authority and virtual school will be involved where appropriate. Remote learning arrangements will have a review date, safeguarding escalation path and a stated education/reintegration purpose.

15. Transport failure, care-placement changes and delayed access

If LA- or school-arranged transport does not operate, or a care move causes an access failure, the attendance office will record the factual circumstances immediately: who was responsible for travel, school location and home location, agreed transport, dates, alternative options, contact with the council and the education offered meanwhile. The Headteacher will review the precise relevant registration code before authorisation. We will not record a public-body failure as a family's voluntary choice without evidence.

Code Y1 relates specifically to transport normally provided by the school or local authority being unavailable, where the school is beyond walking distance and the statutory conditions are met. Code Q is relevant to defined failures of access arrangements, including an LA's unmet legal home-to-school travel duty. Code Y7 is only available for another unavoidable cause of an emergency nature that affects the pupil, not as a generic code for any administrative or placement difficulty. Neither a care move nor travel disruption automatically determines the code.

The attendance lead will escalate unresolved transport/placement barriers with Somerset Council or the responsible placing or home local authority, and with the care manager/social worker for looked-after children, while exploring safe interim educational access and maintaining statutory recording and welfare contact. All decisions, commissioner responses and days of lost education will be documented for review and, where necessary, CEO/Board escalation.

16. Leave of absence, holidays and authorised circumstances

Requests for planned absence should be made to the Headteacher in writing in advance, with reasons and dates; where an unexpected emergency makes advance notice impossible, the family should contact HTET as soon as practicable. The Headteacher will consider each request on its facts and context, the pupil's best interests, legal requirements, equality considerations and existing provision. No category of leave will be granted automatically by blanket rule. Holidays or leisure activity during term time are not normally exceptional circumstances; a request does not amount to permission.

Schools can authorise particular absences within national definitions, including illness, relevant medical appointments, religious observance, exceptional circumstances and other prescribed categories. Code C records exceptional leave only where appropriate and lawfully authorised; it is not an all-purpose exception code for travel problems, delayed commissioning or remote work. Decisions and reasons will be recorded in Arbor, explained respectfully to families and applied fairly.

17. Children missing education, admission-register changes and transitions

A registered HTET pupil who is persistently or severely absent is not, solely for that reason, formally a "child missing education" under the DfE CME definition; nevertheless their non-attendance may create serious safeguarding and education risks. HTET will work with Somerset Council (and the pupil's home/placing authority where different) to establish a child's whereabouts and education, make reasonable enquiries, use statutory notification routes and ensure lawful action before removing any pupil from roll.

Admission, movement and transition procedures will identify the expected first day of attendance, confirm whether the pupil has arrived and follow up immediately if they have not. Any contemplated removal from the admission register will be checked against regulation 9, its specific evidence requirements, consultation and reporting rules; any special-school-related provision will be considered only if legally applicable to the HTET registration concerned. Children with EHC plans and children in care require particular attention to council/placing authority consultation.

When a pupil transitions to another school, EOTAS package, further education or other destination, HTET will coordinate a supported handover, confirm the new arrangements and safely transfer educational and safeguarding records to the correct recipient. Registration decisions will not be made simply to improve published attendance data.

18. Legal intervention and supportive escalation

HTET prioritises supportive, preventative and proportionate action. Where pupils of compulsory school age have persistent unauthorised absence, the school will work with parents, children and Somerset Council to determine whether barriers have been identified and appropriate support attempted, whether formal support is suitable and whether statutory intervention is justified. HTET will consider disability, SEND, health, care circumstances, access failures and the public interest before requesting legal action. A child's safety must not be jeopardised by an enforcement process.

Under the national framework, state-funded schools must consider a penalty notice in an individual case where the threshold of 10 unauthorised sessions in a rolling 10 school-week period is met; reaching the threshold does not automatically require a penalty notice to be issued. Support should continue where appropriate. A Notice to Improve may be considered where support has not worked or is not engaged with; legal routes may include an attendance contract, education supervision order or prosecution through the local authority. Any notice is subject to the applicable regulations and Somerset Council's published local code of conduct.

At the date of this draft, the first penalty notice is £160, reduced to £80 if paid within 21 days; a second notice within the relevant three-year period is £160, and a third notice for the same parent/child within that period is not permitted. These figures and rules must be rechecked before publication and application. HTET does not itself determine any prosecution or court outcome.

19. Safeguarding, information sharing and privacy

Repeated absence, sudden withdrawal, unexplained location, missed provision, care instability and limited professional contact may signal harm, neglect, exploitation or unmet needs. Every member of staff will follow KCSIE 2026 and the current HTET safeguarding policy. Immediate protective action, a direct children's social care referral or emergency contact must not wait for attendance coding, a scheduled attendance meeting or a clinical review.

HTET will keep appropriate records of contacts, verified whereabouts, concerns, actions, professional advice, decisions, referrals and outcomes in approved systems, with appropriate access control. CPOMS supports safeguarding records; Arbor maintains the legal registers; educational participation and work evidence are held in approved learning systems as determined by the trust. Data shared with the local authority, NHS colleagues, schools, carers, social workers and commissioners will be necessary, lawful and proportionate, with safeguarding duties and information-governance arrangements observed.

Where a pupil has reached 18, staff will still respond actively to safeguarding and welfare concerns, but apply the correct young-adult/adult safeguarding arrangements in addition to the academy's educational responsibilities rather than automatically assuming child-protection procedures apply to an adult.

20. Governance, assurance, communication and review

The Senior Attendance Champion will provide regular updates to the CEO and at least termly a proportionate assurance report to the Board or its delegated committee. Reporting will include statutory attendance by pupil/cohort, persistent/severe absence, real days/sessions missed, punctuality, unexplained codes, off-site verification, reduced timetables, safeguarding escalation, participation/learning, transport barriers, statutory data returns and evidence of support impact. Personally identifying information will be restricted to those who need it.

Leaders will sample the underlying Arbor register, reasons for code changes, absence-contact logs, off-site verification, part-time timetable plans, pupil voice and case outcomes. The Board will challenge whether improvement is being realised for children and whether staff have the capacity and training to sustain the policy. Policy text alone is not evidence of compliance or impact.

The policy will be supplied to families joining HTET, made accessible on the website when approved, referred to at the start of the school year and communicated promptly following amendments. Accessible and alternative formats will be made available. Pupils and families will be invited to comment on how our systems work for them. The Headteacher will review implementation at least annually, and earlier when guidance changes or audit identifies a material weakness.

Appendix A. Practical attendance coding aide-mémoire

The following examples are decision aids only. The full legal code definitions and conditions in regulation 10 and Chapter 8 of DfE's July 2026 statutory guidance always take precedence. Do not infer a code solely from a provider invoice, scheduled activity or a pupil's online login.

Situation	Likely code / essential check
Present on school site for AM or PM register	/ or \ as relevant; L if late before closure, U if late after closure and no more appropriate absence reason.
Off-site education arranged and approved by HTET	B only where legal conditions including physical supervision and in-session activity are met; otherwise record correct absence reason.
Qualifying education arranged by local authority	K where actual LA arrangement is under specified statutory powers; check who arranged it and confirm participation.
Registered and scheduled at another school	D only for session timetabled at the other registered school; that school records the pupil's attendance/absence.
Illness preventing attendance	I, physical or mental illness, on available evidence; no routine medical certificate.
Medical/dental appointment	M where definition is met; wherever possible arrange outside sessions.
Exceptional leave approved in advance	C, individual decision; not a catch-all.
Agreed temporary reduced timetable, compulsory school age	C2 for qualifying sessions only; authorised absence, not attendance.
Non-compulsory school age, no attendance required by agreed timetable	X where qualifying; use reason-specific absence code when attendance required.
LA duty to arrange travel unmet	Q only where defined code Q conditions apply.
Normally school/LA-provided transport temporarily unavailable	Y1 only where prescribed travel/walking distance criteria apply.
Unexplained or unauthorised	N temporarily, then correct within five school days or O; G for unauthorised holiday; U late after close.

For less common codes (e.g. P, V, W, C1, E, R, S, T, Y2–Y7 and administrative codes), consult the current full DfE code chapter. Confirmation of individual code decisions remains the Headteacher's responsibility.

Appendix B. HTET operating checks – minimum records

- First-day attendance and safeguarding response: pupil; AM/PM; Arbor entry; expected location and delivery; caller/contact; messages; welfare risk; DSL/senior action; escalation; final code and audit trail.
- Attendance and Engagement Plan: child and family voice; identified barriers; SEND/equality adjustments; expected curriculum/programme; relevant EHC provisions; support owner/key worker; physical and online attendance/participation separately; safeguarding; measurable outcomes; dates and review.

- Off-site or commissioned provision: named organiser; statutory basis; approved activity and physical supervision arrangements; curriculum; location; risk assessment; safeguarding; provider staff checks; session notification; absence alerts; Arbor code decision; commissioner review.
- Transport and placement disruption: dates; travel duty/status; route and available alternatives; LA and care-team contact; coding rationale Q/Y1/other; interim education; welfare check; lost sessions; escalation owner and deadline.
- Temporary reduced timetable: exceptional justification; parent agreement; pupil voice; Headteacher approval; exact sessions; C2/X decisions; education outside on-site sessions; safety; social-worker/LA involvement; next review/end date; return/full-time plan.

Appendix C. Authoritative sources checked – 14 October 2026

- DfE, Working together to improve school attendance, statutory guidance, updated 9 July 2026: https://www.gov.uk/government/publications/working-together-to-improve-school-attendance
- The School Attendance (Pupil Registration) (England) Regulations 2024 (SI 2024/208): https://www.legislation.gov.uk/uksi/2024/208/contents
- DfE, Keeping children safe in education 2026, effective 1 September 2026: https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- DfE, Children missing education, statutory guidance updated 8 September 2025: https://www.gov.uk/government/publications/children-missing-education
- DfE, Providing remote education: guidance for schools, 19 August 2024 (non-statutory): https://www.gov.uk/government/publications/providing-remote-education-guidance-for-schools
- DfE, Education for children with health needs who cannot attend school, last updated 14 December 2023: https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school
- GIAS, Horizons Therapeutic Education Trust, URN 150859: https://get-information-schools.service.gov.uk/Establishments/Establishment/Details/150859
- HTET contact details (public website): https://horizonstet.co.uk