



Attendance and Punctuality Policy 2026 -2027

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KEY ATTENDANCE STAFF IN SCHOOLS:

SENIOR ATTENDANCE CHAMPION	
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Hudson Primary School

Attendance and Punctuality Policy 2026-2027

1. Introduction and Background

1.1 Our approach to attendance

At Hudson Primary School, we believe that **regular attendance matters**.

Being in school regularly enables children to learn, build relationships, develop confidence and independence, participate in the wider life of our school and feel that they belong. Attendance is also an important part of safeguarding: when children are in school, they are seen, known and supported by the adults around them.

Our vision is:

Everyone experiences excellence.

This includes creating a school environment where children feel safe, welcomed, understood and ready to learn.

Our expectations of **Ready, Respectful and Safe** underpin our approach to attendance and punctuality.

We expect children to attend school regularly and punctually. At the same time, we recognise that attendance difficulties can sometimes be a sign that a child or family is experiencing barriers which need to be understood and addressed.

We therefore take a **supportive, relational and graduated approach** to attendance.

We will:

- promote regular attendance as a whole-school priority;
- build positive relationships with children and families;
- identify attendance concerns as early as possible;
- listen to children and parents/carers to understand barriers;
- consider attendance alongside safeguarding, wellbeing, SEND, medical needs and family circumstances;
- work with families to remove barriers wherever possible;
- provide appropriate support and reasonable adjustments;
- recognise and celebrate good and improving attendance;
- work with the Local Authority and other agencies where additional support is required; and
- use formal intervention where necessary to fulfil our legal duties and protect a child's right to education.

Attendance is a **shared responsibility** between school, children, parents/carers, governors, the Local Authority and other relevant services.

This policy sets out how Hudson promotes, monitors, records and supports attendance and how we respond where attendance becomes a concern.

1.2 Attendance, safeguarding and wellbeing

Regular attendance is an important safeguarding measure.

Where a child is absent unexpectedly, particularly where there are existing vulnerabilities or safeguarding concerns, the school will take appropriate steps to establish the reason for absence and ensure the child's welfare.

Attendance information will be considered alongside:

- safeguarding information;
- SEND and additional needs;
- physical and mental health;
- behaviour and emotional wellbeing;
- family circumstances;
- attainment and progress;
- social care involvement;
- Early Help involvement; and
- other information which may help us understand a child's circumstances.

Poor attendance is not automatically treated as a behaviour issue. We will seek to understand **why a child is struggling to attend** and what needs to change to support successful attendance.

However, where attendance remains poor despite appropriate support, the school will take further action in line with statutory requirements.

1.3 Legal duties

Parents/carers have a legal responsibility to ensure that children of compulsory school age receive a suitable full-time education and attend school regularly.

The school has a legal responsibility to:

- maintain accurate attendance registers;
- monitor attendance and punctuality;
- follow up unexplained absence;
- identify pupils at risk of poor attendance;
- support pupils and families to overcome barriers;
- safeguard children;
- work with the Local Authority and other agencies where appropriate; and
- use formal attendance interventions where required.

The statutory framework is set out principally through the **Education Act 1996**, the **School Attendance (Pupil Registration) (England) Regulations 2024**, the Equality Act 2010 and current Department for Education attendance guidance.

This policy has been developed with reference to the DfE's current **Working together to improve school attendance** statutory guidance, updated July 2026.

1.4 Nursery and non-compulsory school-age children

Hudson Nursery welcomes children before they reach compulsory school age.

For children below compulsory school age, attendance expectations are different from those applying to children of compulsory school age. The school will nevertheless promote regular attendance and work with families where attendance patterns are affecting a child's learning, development or wellbeing.

Where a child is of compulsory school age, the statutory attendance duties set out in this policy apply.

2. Legislative and Statutory Framework

This policy should be read alongside current statutory guidance and relevant Hudson policies.

The main framework includes:

- Education Act 1996;
- Education Act 2002;
- Education and Inspections Act 2006;
- School Attendance (Pupil Registration) (England) Regulations 2024;
- Equality Act 2010;
- Children Missing Education statutory guidance;
- Working together to improve school attendance;
- Keeping Children Safe in Education;
- SEND Code of Practice: 0 to 25 years; and
- relevant Local Authority attendance procedures.

The DfE's attendance guidance is statutory and applies to maintained schools, academies, independent schools and Local Authorities. The current guidance was updated on 9 July 2026.

3. Promoting Regular Attendance

3.1 A whole-school approach

Attendance is everyone's business.

At Hudson, attendance is promoted through:

- positive relationships;
- engaging teaching and learning;
- a welcoming school environment;
- strong pastoral support;
- SEND and inclusion provision;
- safeguarding;
- communication with families;
- celebration of good and improving attendance;
- early identification of attendance concerns;
- support for children experiencing barriers to attendance;
- effective transition arrangements; and
- close monitoring of attendance data.

We want children to **want to come to school**.

This means that attendance work is not simply about percentages or absence codes. It is also about belonging, relationships, safety, learning and understanding the circumstances of each child.

The DfE's current approach similarly places emphasis on expecting high attendance, monitoring attendance, listening to pupils and families, facilitating support, formalising support where necessary and enforcing attendance where appropriate.

3.2 Attendance expectations

Hudson expects children to:

- attend school every day that they are required to do so;
- arrive on time and ready to learn;
- participate positively in learning and school life;
- speak to a trusted adult if something is making attendance difficult; and
- engage with support put in place to help them attend.

Parents/carers are expected to:

- ensure their child attends regularly and punctually;
- notify school promptly when their child is absent;
- provide an appropriate reason for absence;
- maintain communication with school during longer periods of absence;
- provide information or evidence where reasonably requested;
- work with school where attendance becomes a concern; and
- avoid arranging holidays and non-essential activities during term time.

3.3 Attendance expectations and thresholds

Hudson promotes high attendance and recognises that every session of education matters.

We use attendance data to identify children who may need support. **97% is used by Hudson as a positive attendance benchmark**, rather than as a legal threshold.

Attendance may be monitored particularly closely where a child's attendance:

- falls below 97%;
- is showing a declining pattern;
- includes regular or recurring absence;
- is affected by persistent lateness;
- is approaching 90%;
- is below 90%; or
- is below 50%.

A pupil is classified nationally as **Persistently Absent (PA)** where their attendance falls below 90%.

A pupil is classified nationally as **Severely Absent (SA)** where their attendance falls below 50%.

These thresholds help us identify pupils who may require additional support. They do not, by themselves, tell us why a child is absent or determine the response that will be appropriate.

4. Roles and Responsibilities

4.1 Governing Board

The Governing Board will:

- promote the importance of regular attendance;
- ensure attendance remains a school priority;
- monitor attendance information and trends;
- consider attendance of vulnerable groups;
- hold school leaders to account for attendance improvement;
- monitor the impact of attendance strategies;
- ensure that attendance arrangements meet statutory requirements; and
- receive regular attendance reports.

4.2 Headteacher and Senior Leadership Team

The Headteacher and Senior Leadership Team will:

- provide strategic leadership for attendance;

- ensure this policy is implemented effectively;
- monitor whole-school attendance;
- identify trends and groups requiring additional attention;
- ensure appropriate attendance support is provided;
- oversee formal attendance procedures;
- work with families and external agencies;
- ensure attendance is considered alongside safeguarding, SEND and wellbeing; and
- report attendance priorities and outcomes to governors.

4.3 Attendance Lead

The school's designated Attendance Lead will coordinate day-to-day attendance improvement and will:

- monitor attendance and punctuality;
- identify emerging concerns;
- communicate with families;
- coordinate attendance meetings and support plans;
- work closely with the DSL, SENDCO and pastoral team;
- liaise with the Local Authority and other agencies;
- maintain appropriate records; and
- report attendance information to school leaders and governors.

4.4 Designated Safeguarding Leads

Hudson's Designated Safeguarding Leads are:

- **Niki Craddock – Headteacher and DSL**
- **Kerri McNally – Deputy Headteacher and Deputy DSL**
- **Jesse Roberts – Assistant Headteacher and Deputy DSL**
- **Rebecca Kidd – Senior Early Help Worker and DSL**

The DSL team will ensure that attendance concerns are considered as part of safeguarding practice.

This includes responding where:

- a child is unexpectedly absent;
- a child's whereabouts cannot be established;
- absence is prolonged or unexplained;
- attendance is deteriorating alongside other concerns;
- there are concerns about neglect, exploitation or harm;
- a child may be at risk of becoming a Child Missing Education; or
- other safeguarding information indicates increased vulnerability.

4.5 All staff

All staff contribute to attendance.

Staff will:

- promote positive attitudes towards attendance;
- create welcoming and inclusive classrooms;
- notice changes in attendance or punctuality;
- report concerns through school procedures;
- support pupils returning after absence;
- contribute information to attendance support plans where appropriate; and
- consider whether attendance difficulties may be connected to SEND, wellbeing, safeguarding or other barriers.

4.6 Parents and carers

Parents/carers are responsible for ensuring that their child attends school regularly.

Parents/carers should:

- establish routines which support attendance;
- ensure children arrive punctually;
- notify school when absence is unavoidable;
- provide accurate information about absence;
- maintain communication with school;
- attend meetings where appropriate;
- work with school to address barriers; and
- seek appropriate medical or other professional support where necessary.

4.7 Pupils

Children are encouraged to understand why attendance matters.

Pupils should:

- attend school regularly;
- arrive on time;
- be Ready, Respectful and Safe;
- tell a trusted adult if something is making school attendance difficult; and
- engage with support designed to help them attend.

Children will be listened to when attendance concerns are being explored.

5. Understanding Absence

5.1 Authorised absence

An absence may be authorised where the school considers that the reason falls within the circumstances permitted by law and statutory guidance.

Examples may include:

- illness;
- medical or dental appointments which cannot reasonably be arranged outside school time;
- religious observance;
- approved educational activities;
- approved sporting activities;
- suspension where no alternative provision is required;
- exceptional circumstances approved by the Headteacher; and
- other circumstances specifically permitted by attendance regulations.

The Headteacher, or authorised member of staff, makes the final decision about whether an absence is authorised.

5.2 Unauthorised absence

Absence may be recorded as unauthorised where:

- no reason has been provided;
- the reason provided is not considered sufficient;
- leave has not been granted;
- a term-time holiday has been taken without authorisation;
- a pupil has arrived after the register has closed;
- an activity is not considered an acceptable reason for absence; or
- the circumstances do not meet the requirements for an authorised absence code.

Examples may include:

- holidays during term time without approval;
- shopping or leisure activities;
- birthday celebrations;
- childcare responsibilities;
- accompanying another person to an appointment where the child could attend school;
- oversleeping;
- avoidable transport difficulties;
- non-essential appointments;
- unexplained absence; and
- other absence which does not meet statutory requirements.

We will seek to understand barriers even where an absence is unauthorised. Support and enforcement are not mutually exclusive.

5.3 Illness

Hudson recognises that children will sometimes be too unwell to attend school.

For ordinary short-term illness, we will generally accept a parent's/carer's explanation.

We may request further information where absence:

- is frequent;
- is prolonged;
- follows a recurring pattern;
- is significantly affecting attendance;
- appears inconsistent with information available to school; or
- raises a safeguarding or welfare concern.

Any request for evidence will be proportionate and sensitive.

The school will consider medical needs alongside attendance and will work with families and professionals to support children to access education wherever possible.

5.4 Persistent Absence

A child is Persistently Absent when their attendance falls below 90%.

Where a child is approaching or below this threshold, Hudson will:

- identify the pattern as early as possible;
- speak with the child and family;
- understand the reasons for absence;
- consider learning, wellbeing, SEND and safeguarding;
- identify barriers;
- agree appropriate support;
- monitor attendance closely; and
- consider further intervention where appropriate.

5.5 Severe Absence

A child is Severely Absent when their attendance falls below 50%.

Severe absence requires an urgent and coordinated response.

Hudson will seek to:

- understand the circumstances;
- identify barriers to attendance;
- develop an appropriate support plan;
- involve relevant professionals;
- consider safeguarding;
- work with the Local Authority;
- support reintegration; and
- consider formal intervention where appropriate.

6. Attendance Registration and Recording

Hudson maintains attendance registers in accordance with statutory requirements.

Attendance is recorded for every pupil at the beginning of each morning and afternoon session.

We use the Department for Education's national attendance codes.

Registers are maintained accurately and updated where further information about an absence becomes available.

Unexplained absence is followed up promptly.

Attendance records are important not only for statutory reporting but also for safeguarding, identifying patterns and ensuring that children receive appropriate support.

7. Reporting Absence

Parents/carers must notify Hudson when their child is unable to attend.

Parents should:

- contact school on the first day of absence;
- provide the child's name and class;
- explain the reason for absence;
- maintain contact where absence continues; and
- provide further information where requested.

Hudson's absence reporting arrangements

Telephone: 0151 526 1568

School communication platform: ClassDojo / school-approved communication route

Email: enquiries@hudsonprimary.co.uk

Where no explanation has been provided, the absence will initially be recorded as unexplained and followed up.

Parents should not wait for school to contact them before reporting an absence.

8. First-Day Response

Hudson takes unexplained absence seriously.

Where a child is absent without an explanation, school will make reasonable attempts to establish the reason for absence.

This may include:

- checking the attendance register;
- contacting parents/carers;
- contacting emergency contacts where appropriate;
- reviewing known safeguarding information;
- involving the DSL;
- making welfare enquiries where necessary; and
- contacting relevant services where safeguarding or Children Missing Education concerns arise.

We will not wait for a set number of days before acting where there is a safeguarding concern.

9. Medical Evidence

Hudson will normally accept a parent's/carer's explanation for short-term illness.

Medical evidence may be requested where absence is:

- frequent;
- prolonged;
- recurring;
- patterned;
- causing significant attendance concerns; or
- raising concerns about the circumstances of absence.

Evidence might include:

- appointment information;
- prescription or pharmacy information;
- hospital correspondence;

- medical reports; or
- confirmation from a healthcare professional.

We recognise that families may find obtaining evidence difficult and requests will therefore be proportionate.

Providing medical evidence does not automatically mean that an absence must be authorised; the school remains responsible for applying the appropriate attendance code.

10. Hudson's Graduated Attendance Support

Hudson uses a graduated approach because attendance concerns are rarely solved by a single intervention.

Stage 1 - Universal support

All pupils receive:

- clear attendance expectations;
- positive attendance messages;
- a welcoming school environment;
- regular monitoring;
- celebration of good attendance and improvement;
- support to establish routines; and
- access to trusted adults.

Stage 2 - Early identification and support

Where attendance begins to cause concern, school may:

- contact parents/carers;
- discuss attendance with the family;
- monitor attendance more closely;
- explore barriers;
- speak with the child;
- provide pastoral support;
- consider SEND or wellbeing needs; and
- agree practical actions.

Stage 3 - Attendance Support Plan

Where concerns continue, an Attendance Support Plan may be developed.

This will identify:

- the attendance concern;
- barriers to attendance;
- the child's views;
- the family's views;
- agreed actions;
- responsibilities;
- appropriate support;
- attendance targets where appropriate;
- review dates; and
- success criteria.

Stage 4 - Multi-agency support

Where additional support is required, Hudson may work with:

- Early Help;
- Family Wellbeing services;
- Children's Social Care;
- health professionals;
- SEND services;
- mental health services;
- the Local Authority;
- other specialist services.

A Team Around the Family/Team Around the Child approach may be used where appropriate.

Stage 5 - Formal intervention

Where attendance does not improve despite appropriate support, or where circumstances require formal action, Hudson may work with the Local Authority to consider:

- attendance panels;
- attendance contracts;
- Notices to Improve;
- penalty notices;
- Education Supervision Orders; and/or
- prosecution.

The current DfE framework expects schools and Local Authorities to work through support and barrier removal before enforcement where appropriate, but formal intervention may be necessary where support is unsuccessful, not engaged with or not appropriate.

11. Attendance Support Plans

An Attendance Support Plan is designed to understand and remove barriers rather than simply record an attendance target.

It may include:

- a clear understanding of the reason for absence;
- child and parent/carer views;
- identified barriers;
- practical changes to support attendance;
- pastoral or emotional support;
- SEND adaptations;
- reasonable adjustments;
- support with morning routines;
- support with arrival;
- a trusted adult;
- phased reintegration where appropriate;
- external agency involvement;
- review arrangements; and
- clear next steps.

Attendance Support Plans will be reviewed regularly.

12. Supporting Children Who Find Attendance Difficult

Hudson recognises that some children experience significant difficulty attending school.

This may be linked to:

- anxiety;
- emotional wellbeing;
- SEND;
- autism;
- sensory needs;
- communication difficulties;
- medical needs;
- changes in family circumstances;
- bereavement;
- trauma;
- bullying;
- friendship difficulties;
- learning difficulties;

- unmet needs; or
- other barriers.

Where attendance difficulties are connected to distress, we will seek to understand the child's experience rather than assuming that the child is simply choosing not to attend.

At the same time, our aim remains to support the child to access education regularly wherever possible.

13. Supporting Children with SEND

Hudson is an inclusive mainstream school with specialist Autism Resourced Provision.

Attendance concerns involving pupils with SEND will be considered in the context of the child's individual needs.

The school will consider:

- the child's SEND profile;
- EHCP provision;

Appendix 1

Guidance in relation to attendance

https://assets.publishing.service.gov.uk/media/626669cb8fa8f523b7221b98/UKHSA-should-I-keep-my_child_off_school_guidance-A3-poster.pdf

[DfE external document template \(childrenscommissioner.gov.uk\)](#)

[Children's mental health - Every Mind Matters - NHS \(www.nhs.uk\)](#)

Appendix 2

Attendance codes

The following codes are taken from the DfE's [guidance on school attendance](#).

Code	Definition	Scenario
/	Present (am)	Pupil is present at morning registration
\	Present (pm)	Pupil is present at afternoon registration
L	Late arrival	Pupil arrives late before register has closed
Attending a place other than the school		
K	Attending education provision arranged by the local authority	Pupil is attending a place other than a school at which they are registered, for educational provision arranged by the local authority including perm exclusion (Waterside) and (JIGSAW)
V	Attending an educational visit or trip	Pupil is on an educational visit/trip organised or approved by the school
P	Participating in a sporting activity	Pupil is participating in a supervised sporting activity approved by the school
W	Attending work experience	Pupil is on an approved work experience placement
B	Attending any other approved educational activity	Pupil is attending a place for an approved educational activity that is not a sporting activity or work experience
D	Dual registered	Pupil is attending a session at another setting where they are also registered
Absent – leave of absence		
C1	Participating in a regulated performance or undertaking regulated employment abroad	Pupil is undertaking employment (paid or unpaid) during school hours, approved by the school
M	Medical/dental appointment	Pupil is at a medical or dental appointment
J1	Interview	Pupil has an interview with a prospective employer/educational establishment
S	Study leave	Pupil has been granted leave of absence to study for a public examination
X	Not required to be in school	Pupil of non-compulsory school age is not required to attend
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent – other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance

I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Code	Definition	Scenario
Absent - unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
Y1	Transport not available	Pupil is unable to attend because school is not within walking distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g., due to adverse weather)
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or Detained under a sentence of detention
C2	Part-time timetable	Pupil is not in school due to having a part-time timetable
C	Exceptional circumstances	Pupil has been granted a leave of absence due to exceptional circumstances
Absent - other authorised reasons		
T	Parent travelling for occupational purposes	Pupil is a 'mobile child' who is travelling with their parent(s) who are travelling for occupational purposes
R	Religious observance	Pupil is taking part in a day of religious observance
I	Illness (not medical or dental appointment)	Pupil is unable to attend due to illness (either related to physical or mental health)
E	Suspended or excluded	Pupil has been suspended or excluded from school and no alternative provision has been made
Absent - unable to attend school because of unavoidable cause		
Q	Lack of access arrangements	Pupil is unable to attend school because the local authority has failed to make access arrangements to enable attendance at school
		Pupil is unable to attend because school is not within walking

Y1	Transport not available	distance of their home and the transport normally provided is not available
Y2	Widespread disruption to travel	Pupil is unable to attend because of widespread disruption to travel caused by a local, national or international emergency
Y3	Part of school premises closed	Pupil is unable to attend because they cannot practicably be accommodated in the part of the premises that remains open
Y4	Whole school site unexpectedly closed	Every pupil absent as the school is closed unexpectedly (e.g., due to adverse weather)
Code	Definition	Scenario
Y5	Criminal justice detention	Pupil is unable to attend as they are: • In police detention • Remanded to youth detention, awaiting trial or sentencing, or Detained under a sentence of detention
Code	Definition	Scenario
Y6	Public health guidance or law	Pupil's travel to or attendance at the school would be prohibited under public health guidance or law
Y7	Any other unavoidable cause	To be used where an unavoidable cause is not covered by the other codes
Absent – unauthorised absence		
G	Holiday not granted by the school	Pupil is absent for the purpose of a holiday, not approved by the school
N	Reason for absence not yet established	Reason for absence has not been established before the register closes
O	Absent in other or unknown circumstances	No reason for absence has been established, or the school is not satisfied that the reason given would be recorded using one of the codes for authorised absence
U	Arrived in school after registration closed	Pupil has arrived late, after the register has closed but before the end of session
Administrative codes		
Z	Prospective pupil not on admission register	Pupil has not joined school yet but has been registered
#	Planned whole-school closure	Whole-school closures that are known and planned in advance, including school holidays

Appendix 3

Helping parents to understand the changes to fines for term time holidays

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for the Penalty Notice Fines issued for unauthorised holidays recorded by schools after 19th August 2024.

Who may be fined?

Penalty Notice Fines are issued to each parent who allows their child to be absent from school.

For example: 3 siblings absent for term time leave, would result in each parent who allowed the holiday receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for an unauthorised term time holiday the fine amount will be:

£80 per parent, per child if paid within 21 days.

Increasing to £160 if paid between 22-28 days.

National Threshold

There will be a single consistent national threshold for when a penalty notice must be considered by all schools in England of 10 sessions (usually equivalent to 5 school days) of unauthorised absence within a rolling 10 school week period.

These sessions do not have to be consecutive and can be made up of a combination of any type of unauthorised absence, including the U code (late after registers have closed).

For example: a 5-day holiday would meet the national threshold.

The 10-school week period can span different terms or school years.

Second Offence

(Within 3 years)

The Second time a Penalty Notice is issued for unauthorised absence the amount will be:

£160 per parent (who allowed the holiday) per child, payable within 28 days.

Third Offence and Any Further Offences (within 3 years)

The third time an offence is committed a Penalty Notice will not be issued and local authorities will need to consider other available measures to address the absence concerns. This may mean that cases are presented before a Magistrate's Court. Prosecution may result in criminal records and fines up to £2,500.

Cases found guilty in the Magistrate's Court can show on the parent's future DBS certificate due to 'failure to safeguard a child's education'.

Appendix 4

Working with cross border pupils

Early help or Supporting Families Plan		Assessing and putting in place any early help or multi-agency family support plan in cases where LA action is needed sits with the Home LA . Where schools are completing the single assessment or acting as the lead practitioner (but with LA involvement) the school will need to work together with the Home LA.
Children's Social Care		In line with usual processes, any assessment or plan under sections 17 or 47 of the Children Act 1989 sits with the Home LA. For looked-after children, local authorities have a statutory duty to promote the educational attainment of all children in their care, wherever they live or are educated. When a looked-after child is placed out of area, the Virtual School Head of the Home LA should work with Virtual School Heads from other local authorities to support their attendance and additional educational support needs.
Alternative Provision		Responsibility for arranging any alternative provision a pupil requires under section 19 of the Education Act 1996 sits with the Home LA .
Special Educational Needs and Disabilities (SEND)	SEN support	No specific provisions apply, so the expectations of each LA are the same as for a pupil who is not in receipt of SEN support.
	Education, health and care plans (EHCP)	Where a pupil has an EHCP, the School LA should alert the LA which maintains the EHCP about any significant issues emerging over attendance of which it becomes aware, so that the LA can consider whether needs continue to be adequately supported through the existing plan.
Transport		If the child is eligible for free home to school transport under section 508B of the Education Act 1996, responsibility for arranging that travel sits with the Home LA .
Attendance legal intervention	ESO	Either local authority can apply for an ESO, but it will usually be the Home LA that acts as the 'designated LA' and therefore both LAs should discuss and agree before proceeding.
	FPNs	A fixed penalty notice must be issued in line with the code of conduct for the area in which the child goes to school, and if issued by a local authority, it must be the School LA .
	Prosecution	Either local authority has the power to prosecute, but in general it should be the School LA that takes forward prosecutions under s.444(1) and (1A) of the Education Act 1996. It is, however, good practice for the School LA to inform the Home LA that legal action is being taken.