

SEEMIS Codes Feedback

Collaborative HT/HoC Event - Attendance

29 November 2023

SEEMIS CODES SCENARIOS ACTIVITY FEEDBACK

Scenario		Suggested Answer	Feedback Answers from Groups				Comments from Groups
			a	b	c	d	
1	Anne is 13 and lives at home with her mum and younger sister Kate who is 7. Anne's mum has recently started having seizures she is taking medication that is making her tired especially in the morning. Anne takes Kate to school and has not been going to school as she is worried about mum and has jobs to do at home.	DCA-Q	Q	DCA	DCA short term	DCA	
2	Anne's mum has had an assessment of needs by Health and Social care services and mum has been offered support which she has declined. Her medication is now regulated, and mum is having less seizures. Anne's non-attendance at school is becoming more long term as she is reluctant to leave mum.	DCU-R	R	DCU	UNA	DCU	

3	Sophie has not been attending school as she is anxious and does not like the noise and busy corridors. Staff in school have offered a part - timetable to try and build routines and she is now coming to school and working with staff in the support base in the mornings. This is being reviewed every 6 weeks.	PTH=	=	SCH	PTH SEP OAT	PTH	
4	Sarah is 15 and leaves school at lunchtime each day to visit her dad who is in Hospice care.	DCA-Q	Q	DCA/PER	DCA ABS DCU	ABS	
5	James is 8 and lives with his mum, dad and younger sister Jane. Their house has recently been flooded and they are living in temporary accommodation in a neighbouring town. Dad is working shifts and mum is unable to get James and Jane to school as money is limited.	DCA-Q	T	DCA	DCA DCU	DCA	T=More info required
6	Oscar is 10 has complex health needs and he is often tired he starts school at 10am each day to give him more time in the morning to take medication and come to school.	PTH=	=	OAT	PTH	PTH	
7	Ben is 12 and has been excluded from school on three occasions as he has become dysregulated and been fighting in the playground. Following his third exclusion it has been agreed Ben will attend school morning only for the next week and go home before lunchtime	OUN-N	Y	OAT p.m.	PTX	PTX	When should PTX be used?
8	Charlie is 13 and was in a fight at school he was injured and attended hospital he has stitches in his	OUN-N	U	UA	OUA	-	

	head. Charlie's mum is unhappy that he was hurt and wants a full investigation she has spoken with the head teacher. Charlie's mum does not want him to return to school until there is an outcome from the investigation.						
9	Oscar is 5 and lives with his mum there has been a TICC alert received by school and Oscar is not arrived the next day.	DCA-Q	DCU	R	DCU EXC	DCA	R=Depends what is in report & if family have reported it. DCU/EXC-unauthorised until absence reason confirmed. scenario 9 - would want to know that he is safe, we still want him in
10	Oscar is 10 has complex health needs and he is often tired he starts school at 10am each day to give him more time in the morning to take medication and come to school.	PTH=	-	F	PTHTT	NIM YH NIS	F=Has start time been approved. PTHTT=agreed with Health.
11	Sarah is 8 and has reported bullying at school and does not want to go back, her dad has said he will not send her back until he is confident the bullying will stop. The Head teacher is investigating the concerns and is in dialogue with Sarah's family while he investigates.	OUN	ABS	N	U	OUA	
12	Jane is 11 and has anxiety and attachment difficulties her child's plan states that she attends school in the	COH	PTH	F D or H	PTHTT	ATH	

	morning. Learning is then set for her to complete at home in the afternoons.						
13	Kayden attends college on Tuesday and Thursday afternoons. The college has been in touch to inform the school that Kayden hasn't turned up.	OAT	TBC OUA	U	U	2 codes 1 x a.m. OUA p.m.	
14	Katie is 14 years old, her mother rang the school this morning to say she was keeping Katie off today as the family had not much sleep the night before. Katie's grandfather was taken to hospital late yesterday evening and they had been awake waiting for news on his condition.	DCA	DCA If one off	-	DCA	-	
15	Alex is 10 and Sam is 8 they live with their parents. Dad is in the army and spends large amounts of time away from home on deployment. The family are going to Tenerife when Dad is home on leave.	PHL	DCA	-	UPH	-	Armed Forces APH-is it school discretion? Same for police/army?
16	Alice 15 was in school for registration, she has not turned up for her Period 3 class. Her whereabouts are unknown but a search and calls home are underway.	MIS(M)	UNA	-	Truancy?	-	Truancy-EBA's entering codes.

FEEDBACK FROM EVENT AND SURVEY ABOUT SEEMIS CODES

Schools reported that there is a lack of consistency between schools and staff when using the codes, and a lack of clarity around what each code means. Some specific codes mentioned that need clarification are:

SEL	Medically certified absence	TICC	PTH	RES	Other authorised absence
Parental holiday code	SEP	OAT	SNA	TBC	UNA

There were certain situations that schools felt needed greater guidance around how to code:

- Part-time timetables
- If a child is receiving home schooling or is absent long-term due to anxiety
- If it has been agreed that a child should go home for a behavioural reason but this is not an official exclusion
- If a child is in school but not in class
- The transition from primary to secondary
- For children of armed forces

Other challenges reported by schools were:

- There are too many codes – this can be time-consuming and confusing.
- There were issues surrounding the people who impute the codes, for example:
 - Teaching staff inputting codes often who not know reason for absence
 - Clearer guidance and training are needed for those making the decision regarding codes (e.g., EBA staff)
- A few stakeholders wondered whether there were differences between primary and secondary schools' use of the codes.
- Some concerns were raised about the current support provided for young carers. For example:
 - More accountability of other services to support young carers is needed.
 - More clarity is needed about the length of time a young carer is absent before alerting services.
- Specific codes might be used in some areas, e.g., islands.

Possible Next Steps

Develop clearer guidance for using the SEEMIS codes, focusing on specific codes or situations that stakeholders have feedback can be confusing or difficult to record.