



An EBSA consultation is an opportunity to help clarify concerns about a young person's attendance difficulties and consider what next steps might be helpful to support them. There is an expectation that school staff are familiar with the [EBSA guidance](#) and have undertaken initial assessment/information gathering with the family and child which they have used to inform support.

Please ensure you are able to confirm the steps below before requesting a consultation:

Completed by:		Role:	
Steps to consultation	Please confirm with 'x' in the box below	Please provide details/ any barriers <i>E.g. Struggle with Finds it challenging to...</i>	
The child / young person (CYP) experiences difficulties in attending school or engaging with their education.	X	<i>Current attendance rate (%)</i> <i>CYP stopped attending school after the first half-term. Appeared to transition smoothly to year 7 with no reported difficulties. Home visits have been undertaken by outreach worker which CYP has responded positively to.</i> <i>CYP attempted to re-engage with school on a part-time timetable but has struggled to go into school building.</i> Information gathered during discussion with parents: Sensory differences – experiences sensory aversions to loud and crowded environments- particularly finds transitions between lessons challenging. Academic demands – has stated that schoolwork is “boring” and that CYP finds it difficult to focus. (Potentially has reduced confidence as a learner which may be further exacerbated by missed learning opportunities). Emotional literacy – appears to internalise or ‘mask’ difficulties which can lead to burnout and emotional dysregulation upon returning home.	



The parent/carer has signed consent and will be present at the consultation	X	Discussed the consultation process with parents, have also signposted parent to the BSO website on EBSA.
School have sought parental views about the attendance difficulties	X	Daily home visits to the CYP's home have provided opportunities to seek their views; Parents share that CYP has shared feeling that the CYP "can breathe" at home. They noted a reduction in emotional dysregulation, with CYP appearing more settled since they stopped attending school. However, CYP can become distressed at the mention of school by their parents. They shared it's been best to capture their views when CYP is also engaged in an incentivising activity e.g. Lego building. However this is not always consistent, with CYP at times disengaging from activity completely. Parents have shared CYP dislikes certain teachers' approaches e.g. using a loud voice- (CYP feels like they're being shouted at). Parents share that CYP struggled with separation anxiety at Reception.
Pupil views have been gathered and acted upon		Attempt to gather pupil views has been initiated during home visits. CYP has found it difficult to engage with home staff, often retreating to their bedroom. School staff attempted to build connection initially through attempting to discuss or partake in CYP's activities, however CYP has yet to respond to this. When parents have attempted to utilise pupil voice resources on the BSO website (e.g. pupil voice toolkit), CYP has not responded. CYP has only



		given brief answers during incentivising activities (as described above).
The contributing factor(s) (including home, school, individual) have been identified and previous strategies have been implemented. Use section 4a of the consent form to describe this or attach one of the following: EBSA formulation sheet, EBSA support plan.	Please indicate one attachment with 'x'	
	Detail in 4a of the consent form	
	EBSA formulation sheet	
	EBSA support plan	
		Completed a sensory profile to inform sensory differences and put in adjustments e.g. offered opportunities to access a safe space for check-ins with an adult during transition times. Offered soft starts- meet and greet with outreach worker. Offered check-ins during natural transition points. Round Robin with all of CYP's teachers to identify their views. Incorporating pupil, parent and child feedback in the EBSA support plan. Worked with parents and CYP (indirectly) to put together a support plan. CYP has found it difficult to contribute towards and engage with EBSA support plan.
There is a key adult who has been identified to coordinate support for the young person who will attend the consultation (please state name)	X	Outreach worker who has undertaken the home visits and gathered pupil voice (though this is currently indirectly via parental views).
Any other comments:		

When is an EBSA consultation not appropriate?

- When a link EP is already undertaking a piece of work and providing support and guidance to school and the family.



- When the aim of school or family is to request an Education Health and Care Assessment. (Whilst consultations can evidence a graduated approach, a specific process is used during the EBSA consultation to clarify concerns, understand barriers and protective factors and use this understanding to plan immediate actions).