



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	Current attendance rate (%) 80% - CYP is attending school on a part-time timetable. Has historically experienced separation anxiety which has worsened since transitioning to year 3. Emotional regulation – CYP appears heightened for the majority of the school day. Believes that peers are laughing at them. Will at times attempt to Peer interactions – CYP finds it challenging to detect social cues and boundaries, appears to seek “control” of interactions which has led to peer conflict. Academic attainment – CYP is working below age-related expectations and has difficulties sustaining focus within lessons. Has a reduced interest in learning and will seek to abscond from the classroom.	
The parent/carer has signed consent and will be present at the consultation	X	Purposes of the consultation process were explained to parents. They agreed to attend within school for the consultation during CYP's school day.	
School have sought parental views about the attendance difficulties	X	Family support worker has gathered parental views.	



		Parents have shared that CYP feels like other people are looking at them within the classroom. Parents expressed that CYP has said that they find the academic work boring and too difficult. Parents expressed that CYP prefers practical or hands on learning such as PE and Art. Parents shared that CYP has experienced difficulties settling for sleep which can further impact their mood and wellbeing.
Pupil views have been gathered and acted upon	X	RAG rating of timetable undertaken by Family Support Worker- core subjects rated red, whilst PE and Art rated green- have modified timetable where CYP is provided incentivising activities related to interests after core subjects e.g. drawing or doodling pads My School Timeline – CYP rated Nursery as a 10, sharing they enjoyed being able to play, they rated Reception as an 8, Year 1 and Year 2 as a 5 and Year 3 as a 0. Incredible 5 point scale- to build CYP’s emotional literacy. Ideal School Activity- CYP’s answers reflect a focus on opportunities for play and to engage in practical based subjects such as PE, Art. CYP also identified a small building with a large playground to “run around in,” with peers who will “play all the same games CYP enjoys.” CYP identified Reception teacher as only teacher within school.



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'		Soft starts involving meeting family support worker and an incentivising activity (parents initially would stay for 20 minutes which has gradually been scaled back). Modified timetable – Core subjects followed by incentivising activities. Emotional Literacy work – Zones of Regulation and Incredible 5 point scale for CYP during check-ins. Comic Strip Conversations – to support social situation understanding of situations. Designated safe space- Family Support Worker's office.
	Detail in 4a of the consent form	X	
	EBSA formulation sheet		
	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		Family Support Worker
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).