A blue hexagon with a white outline of a head with a brain inside

Description automatically generated

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Name** |  | | | **Date of Birth** |  |
| **Year Group** |  | | | **Key adult/s** |  |
| **Agencies involved** |  | | | | |
| **Date of Plan** |  | **Review Date** |  |

**EBSA Support Plan/Review**

**Young person’s hopes and aspirations….**

**These are the first steps we are working on:**

**1.**

**2.**

**3.**

|  |  |  |
| --- | --- | --- |
| **Summary key provision** | | |
| **Key Adult** (their role and when they will be available) | **Safe Place** (and agreed procedures for accessing this) | **Communication Protocols** (e.g. for absences/ concerns/positive feedback) |
|  |  |  |

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| --- | --- | --- |
| Current situation (risk and resilience factors) | Our goals/Next steps | What needs to be in place for this to happen |
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| --- | --- |
| Any agreed adjustments to timetable (Give full description) | Review date |
| Different start/ end times (describe)  Full school attendance (with some agreed time out of mainstream lessons)  Reduced timetable as part of graded reintegration (when student is not currently attending school) \* |  |

\* School should follow guidance on modified timetables and complete necessary paperwork [Modified / Part-Time Timetables | Bradford Schools Online](https://bso.bradford.gov.uk/content/modified-part-time-timetables)

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| --- |
| **Plan agreed by** |
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|  |  |
| --- | --- |
| **Review Date** |  |
| **Present** |  |
| **What is working** |  |
| **What is not working?** |  |
| **Next steps?** |  |