**Gathering Information from Parents: Initial meeting**

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| Areas to Cover | Possible Questions |
| Developmental and educational history | What were they like as a young child? Can you tell me about their early experiences at school? The primary school, at the start of secondary school? |
| Strengths, interests and aspirations | What are they good at? What do they like doing? Do they have any hopes for the future? Do they know what they want their life to be like when they are an adult? |
| Any potential changes or losses within the family or child’s life | Can you tell me about your family? Who is in it, who is like whom. Who are they closest to? Have there been any changes within the family recently? (You could ask them to draw a family tree/ genogram). |
| Relationships | Do they talk about any other children? What do they say? Do they talk about any adults within school? What doe they say? Who do they get on with…who don’t they get on with? |
| Academic progress/SEN needs | School should be aware if the young person has identified SEN needs and should ask about these needs and the support in place. If there is no identified SEN school should ask if they have any concerns, or if the child has spoken about difficulties. |
| The child’s view what are their specific fears/worries | Have they spoken to you about what they finds difficult about school? What do they say? |
| The child’s views, what is going well in school | Have they mentioned anything that is going well in school? (e.g. teachers, lessons, friends) |
| Behaviour and symptoms of anxiety | When they are worried what does it look like? What do they say they are feeling? |
| Typical day – when they go to school and when they don’t go to school | Describe a typical day when they go to school from the moment they…gets up until they goes to bed……. and when they don’t go to school? What does they do when they do not go to school? What do other family members do? |
| Impact on various members of the family | How does their non-attendance impact on you? And on other family members? Who is better at dealing with the situation? Why? |
| Parental views on the reasons for the EBSA | Why do you think they has difficulty attending school? (ask each parent separately)  If (other parent/ sibling/Grandparent) were here what would they say? Are there any differences of views about the reasons and what should be done within the family? |
| Exceptions to the problem | Have there been times when they managed to get into school? What was different about those times? |
| Previous attempts to address the problem | What has been the most helpful thing that someone else has done in dealing with the problem so far? What has helped in the past when things have been difficult? What strategies have been most helpful so far in managing their anxiety? |