



# The EBSNA Champion's Checklist

This checklist offers practical ideas to help EBSNA Champion(s) plan a whole school, graduated approach to supporting children and young people (CYP) experiencing barriers to attendance.

Key action	Considerations	Due date or ✓ for complete
School has appointed an EBSNA Champion	<ul style="list-style-type: none"> <li>Has the school appointed an EBSNA Champion(s) (<i>ideally at least two in a secondary setting</i>)?</li> <li>As Champion, do you have protected time for the role (weekly)?</li> <li>Is attendance training and support prioritised in your school, as with any other statutory duty, in line with DfE expectations? (Gov.uk - <a href="#">Working Together to Improve School Attendance</a>).</li> </ul>	
School has booked introductory half-day EBSNA training	<ul style="list-style-type: none"> <li>Have you booked your introductory half-day EBSNA training?</li> <li>Who is due to attend? School senior leaders, attendance officers, EBSNA champions, wider support staff (form tutors, heads of year, pastoral leads) are encouraged to attend to facilitate greater shared understanding and consistency of implementation.</li> </ul>	
Agreed support team for EBSNA Champion	<ul style="list-style-type: none"> <li>As Champion, do you have a support team around you, for sharing of assessment and intervention planning with families? E.g. SEND support assistants, pastoral support staff, teaching assistants.</li> <li>Has this team accessed:               <ul style="list-style-type: none"> <li>The initial half-day training?</li> <li>The <a href="#">introduction to EBSNA</a> training video?</li> <li>The <a href="#">baseline assessment materials training video</a>?</li> </ul> </li> </ul> <p> Find information on Warwickshire's EBSNA training offer <a href="#">here</a>.</p>	



<b>Booked a whole-school EBSNA audit</b>	<ul style="list-style-type: none"> <li>• Have you downloaded our <a href="#">EBSNA Whole School Audit</a>?</li> <li>• Who will you undertake your baseline audit with? It is recommended that the audit is collaboratively undertaken by at least the school senior leaders, attendance officers, EBSNA Champions.</li> <li>• Have you set an initial three targets? How often will you review this?</li> </ul>	
<b>Arranged an initial planning discussion with your link SEND and Inclusion staff</b>	<ul style="list-style-type: none"> <li>• Linked to the above, have you held an initial planning discussion with your link Educational Psychologist, Specialist Teacher, Early Help Officer and Warwickshire Attendance Service (WAS) officer, so that they can support you on this journey?</li> </ul>	
<b>Developed your school EBSNA assessment toolkit</b>	<ul style="list-style-type: none"> <li>• Have you used the <a href="#">EBSNA tools provided</a>, to build a toolkit for working with CYP and families?</li> </ul> <p> See the <a href="#">baseline assessment materials training video</a>.</p>	
<b>Introduced the EBSNA Additional Support plan for each CYP</b>	<ul style="list-style-type: none"> <li>• Have you introduced the <a href="#">EBSNA additional support plan</a> to capture the graduated approach and identified support for all CYP experiencing barriers to attendance?</li> <li>• Who will review the plan for each CYP?</li> <li>• How often will they be reviewed? How will time be protected to prioritise these reviews?</li> </ul> <p><i>(Please note: <a href="#">WAS</a> and DfE will seek mandatory evidence of reviewing progress over time).</i></p>	
<b>School has considered latest DfE guidance, to support you in this area</b>	<ul style="list-style-type: none"> <li>• Is your school prioritising attendance as much as any other statutory duty, in line with DfE expectations set out in <a href="#">Working Together to Improve School Attendance</a>?</li> <li>• Have you accessed our training video on <a href="#">Understanding EBSNA and attendance law, guidance and coding</a>?</li> </ul>	



	<ul style="list-style-type: none"> <li>• Have you shared this video and key messages with school senior leaders and attendance officers to ensure consistency in their understanding of the law and guidance?</li> </ul>	
Using our EBSNA case studies to inform your practice	<ul style="list-style-type: none"> <li>• Have you accessed our <a href="#">training video sharing case studies</a> that demonstrate how to turn assessment information into personalised support plans?</li> <li>• Have you shared this video with school senior leaders and attendance officers so that they are offering consistent and supportive messages to families?</li> </ul>	
Enlist the support of school senior leadership and your attendance officer(s)	<ul style="list-style-type: none"> <li>• Do you have clear support from the school senior leadership team and school's attendance officers?</li> <li>• Do CYP and families receive consistent and supportive messages from all parties?</li> <li>• Does the school tailor its attendance letters to families, to be considerate, supportive and empathetic towards the unique challenges they face?</li> </ul> <p><i>We know that punitively worded letters lead to distance and a sense of disconnection between schools and families. See <a href="#">our suggested letter wording in the CATS assessment tool</a>.</i></p>	
Planning the use of EBSNA training videos within your school	<ul style="list-style-type: none"> <li>• Are you planning to access our free training videos as part of your CPD? Please see <a href="#">our overview</a>.</li> <li>• Are you deciding who needs access to each video? Which staff are needed to support you on this journey?</li> <li>• Are you prioritising and protecting time for staff to access this training? Do you have a working group in school? Or could this be part of staff meetings/twilight/INSET days? When can this be planned in?</li> </ul>	



**Changing  
conversations  
around EBSNA  
in your school**

- Are you achieving this through conversations with individual families?
- Can you use our suggested wording, to capture EBSNA support needs in your [school attendance policy](#)?
- Do you need a means of communicating your school's approach to attendance/EBSNA to families? How can you ensure you work with families to develop support? Could you offer a coffee evening/drop-in session or a recorded video? When can this be planned?

Our video focusing on [EBSNA Whole-school and preventative approaches](#) introduces lessons learned from research with schools and Local Authorities, to help you with this whole school planning.

