

# Warwickshire's whole school EBSNA audit tool

Please use our audit tool to review your whole-school systems for promoting positive wellbeing and prevention of Emotionally Based School Non-Attendance (EBSNA).

Date of this audit:

School/setting staff:

External agencies:

Area of focus	Our rating: 1. Needs introducing 2. Developing 3. Secure	Things we do well: <i>Examples included.</i>	Are there actions that we need to take?	Priority next steps (by whom and when)
<b>School Readiness:</b>				
We have clear processes in place for staff to raise concerns about a child or young person's (CYP) wellbeing.		<i>E.g. to heads of department, SEND leaders, pastoral leads, SLT, school's mental health lead.</i>		
We have clear, consistent school policies on bullying and behaviour. These are trauma-informed and attachment aware. They promote a strong relational focus and the importance of relationships (for safety in school). They also clearly underline restorative approaches.		<i>E.g. Our bullying policy is available online and regularly reviewed. Parents and students contributed to this.</i>  <i>E.g. Our Behaviour and Relationships policy is underpinned by the Establish, Maintain, Restore (EMR) model, see: <a href="https://www.edpsyched.co.uk/b">https://www.edpsyched.co.uk/b</a></i>		



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		<a href="#"><u>log/EMR-model-building-relationships</u></a>		
We have interventions and programmes in place for teaching emotional coping skills to CYP.		<i>E.g. Zones of Regulation, The Incredible 5-point scale, Cognitive Behavioural Therapy (CBT) based ideas, Exploring Feelings, Starving the Anxiety Gremlin, Think Good Feel Good.</i>		
We have targeted support available as part of SEN Support, including mentoring support and counselling support.		<i>E.g. Learning mentor support, counselling support is prioritised.</i>		
Key members of staff have attended Warwickshire's 'Introduction to EBSNA' training.				
We have a good understanding of Warwickshire's EBSNA graduated approach.				
<b>Raising awareness of EBSNA needs:</b>				
All staff have been trained in the early warning signs of EBSNA.				



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All staff provide compassionate, understanding attitudes towards EBSNA (and attendance difficulties). Our staff treat parents' views with respect and understanding. We avoid parent-blame or judgement.				
Our staff use their EBSNA training to provide parents with support to understand their CYP's EBSNA needs.		<i>E.g. staff are talking about EBSNA models in conversations with families.</i>		
We look beyond simply raising attendance statistics for any given CYP. Our focus is on understanding barriers to attendance and agreeing reasonable adjustments that feel pertinent to all parties.		<i>E.g. differentiated morning arrival routine, safe space, trusted adult, etc. See <a href="#">EBSNA Matrix of Support</a> for reasonable adjustments/ideas.</i>		
All staff are aware of specific strategies and programmes in place to support those experiencing EBSNA.		<i>E.g. staff are following the graduated approach, using provision recommended within EBSNA training.</i>		
<b>Whole school systems and practice</b>				



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Our attendance policy references EBSNA and communicates compassion and understanding, recognising the need for personalised support strategies.		<i>E.g. school use the attendance policy examples provided by WCC.</i>		
Partnership working with parents/carers is essential and placed at the heart of all that we do/early support systems. Parental views are heard and valued; we use Early Support Assessments where appropriate.		<i>E.g. how are you capturing parental views?</i>		
We have clear support systems in place (individual or group) for supporting specific adults working with the most complex or vulnerable learners, including those experiencing EBSNA.		<i>E.g. access to peer support networks, access to line management.</i>		
All staff are clear on the channels of communication and with whom they should share any concerns regarding EBSNA.		<i>E.g. communication routes to EBSNA champion in school. Who records actions? Who coordinates team around the child?</i>		

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Our EBSNA support for CYP is structured around the graduated approach of assess, plan, do, review. We have well developed EBSNA support plans for individual CYP and these are regularly reviewed.				
We have systems of support in place for promoting the wellbeing of the entire family, as a means of supporting CYP wellbeing (and attendance).		<i>E.g. Early Help, Respite referrals, Young Carer referrals, Friendship Project, use of external professionals as appropriate. Using the <a href="#">EBSNA Additional Support Plan</a> template.</i>		
Transition - our SENCo communicates well with our feeder schools/settings, and we are aware of vulnerable learners (including EBSNA) due to transition to our school at an early stage.		<i>E.g. we have good transition meetings with feeder schools, we plan enhanced transition for the most vulnerable CYP.</i>		
Our transition preparations for new CYP focus on the reasonable adjustments we can use to ease them into our school/setting.		<i>E.g. SENCo liaises with primary school SENCo in good time, to raise awareness of reasonable adjustments needed in secondary.</i>		

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Our curriculum is appropriately differentiated according to individual needs.				
We identify a key worker for the families we support, to be the main point of regular contact.		<i>E.g. we agree the frequency with which this member of staff may meet with the family, and whether formally or informally.</i>		
Key worker staff have good communication with SLT, for sharing, resourcing and approving reasonable adjustments needed to support CYP's wellbeing (and attendance).		<i>E.g. staff are able to make the case for reasonable adjustments, and why these are a priority for the CYP's wellbeing/attendance.</i>		
We have a continuous professional development programme for all staff, which promotes positive emotional health as everyone's responsibility (including EBSNA).		<i>E.g. staff utilise WCC's EBSNA training videos, as well as accessing other SEMH-related training.</i>		
Our staff have a good understanding of burnout and how this affects CYP's wellbeing and in turn, their readiness for school/education.				

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<b>Our school's EBSNA assessment and intervention planning:</b>				
We have a clear EBSNA baseline assessment process.		<i>E.g. we use the ATTEND Framework and ATTEND Cards, to lead planning of support.</i>		
We are confident in using tools to capture CYP voice about their barriers to school attendance.		<i>E.g. School Wellbeing Cards, ATTEND Cards, Mapping the Landscape of Your School, Talking Mats.</i>		
We have identified staff who can lead on joint working and assessment with families, to explore EBSNA needs.		<i>E.g. trained staff, with an understanding of the baseline assessment process.</i>		
We promote early intervention and prevention for exploring EBSNA needs.		<i>E.g. What systems are in place? How is information shared with relevant members of staff?</i>		
We have clear mechanisms for seeking the views of several members of staff regarding CYP with EBSNA.		<i>E.g. <a href="#">Round robin template</a> to all staff, as needed.</i>		



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Our families feel able to contribute to planning support and reasonable adjustments for promoting wellbeing (and attendance).		<i>E.g. our EBSNA action plans for pupils/students are actively devised with parents.</i>		
Our CYP and their families feel safe to share their concerns, anxieties or circumstances without fear of judgement or blame.				
Our CYP feel central to the development of their support plans.				
We adapt our expectations of curriculum engagement/learning progress, to keep a focus on rebuilding composure and safety in school.				
Vulnerable CYP are provided with a named adult or 'team around the child', who they can check-in with as needed.				





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We have clear systems in place that enable CYP to self-exit lessons, as needed.		<i>E.g. time out card, anxiety wristbands, discreet gestures that staff are aware of in advance.</i>		
We have identified safe spaces in school for CYP to self-exit to, as needed.		<i>E.g. wellbeing hub, learning support department, student services, sensory room.</i>		
We have clear calming, soothing and sensory toolkits/resources for CYP to access in the safe spaces identified.		<i>E.g. sensory toolkit ideas, relaxation tools, 'A Therapeutic Treasure Deck of grounding, soothing, coping and regulating cards'.</i>		
We provide vulnerable CYP flexibility within the timing of their school day, to aid their composure.		<i>E.g. later morning arrival time, earlier transition between lessons to avoid crowds.</i>		
We feel confident with planning bespoke reintegration plans for CYP.		<i>E.g. gradual reintegration plans/reintegration ladders reviewed regularly (timescales agreed with family).</i>		
We set kind and fair expectations of gradual steps of progress, for CYP seeking to reintegrate into school.		<i>E.g. attending school after hours, small steps of going into school, small steps of learning at home, or in a quiet part of school prior to rejoining lessons, access to small-scale</i>		

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		<i>social times with trusted friends.</i>		
We understand that for some CYP, progress is broader than 'returning to school' and sometimes we need to plan for 'returning to education' in a more flexible sense.				
We have clearly agreed review arrangements with each CYP and their family.		<i>E.g. Who with? How often?</i>		
<b>The role our school's attendance officers in supporting EBSNA:</b>				
We have at least one designated attendance officer.				
Our attendance officer(s) have accessed Warwickshire's EBSNA training offer.				
Our attendance officers provide early detection of attendance patterns, which may indicate possible EBSNA.				



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Our attendance officer works with teachers and parents, to support the emotional wellbeing of CYP.				
Our attendance officers provide a supportive and non-judgmental approach for CYP and families, building trust and open communication to understand their shared emotional needs.				
Our attendance officers champion the CYP's voice/wishes, ensuring that their concerns are heard and supported. This creates a positive and supportive school environment.				
We have at least one named EBSNA champion in school, responsible for the oversight of early intervention for CYP who may be at risk of EBSNA.				
The EBSNA champion(s) has clear channels of				

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communication with SLT to promote best practice for EBSNA.				
The EBSNA champion has accessed Warwickshire's EBSNA training offer.				



### EBSNA Whole School Audit Review

Following this audit, our priorities for action include:	Next steps (what, by whom, when by?)	Date	Review comments

Our next audit review date is:

Who to include:

