

Emotionally Based School Non- Attendance (EBSNA)

Matrix of support: examples of universal, targeted and specialist provision for Warwickshire schools and settings.



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Introduction

This document outlines examples of provision that could be implemented by schools and settings for children and young people (CYP) experiencing Emotionally Based School Non-Attendance (EBSNA)/barriers to school attendance. It covers support at universal, targeted and specialist levels.

Using the matrix

The EBSNA matrix of support is a tool providing support ideas for schools that can be personalised and introduced in a way that meets the specific needs of the CYP.

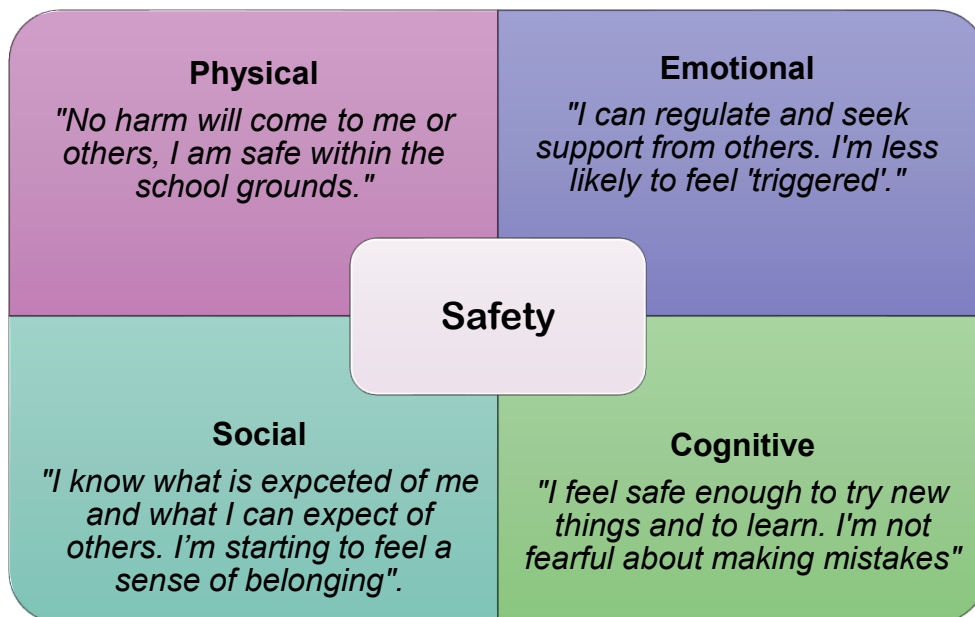
These ideas should form part of a [graduated approach of support](#).

It's important to bear in mind that the matrix is not intended to be an exhaustive list or a checklist for schools to work through.

In promoting greater school attendance, settings are supporting a CYP's readiness to attend and engage in learning, by focusing on underlying wellbeing needs, most notably their sense of safety.

Safety

When thinking about supporting a CYP's school attendance, we must first and foremost focus on supporting their emotional wellbeing and their sense of **safety** in school. This is about ensuring that school feels like a **secure base** for all CYP. There are four forms of safety that should be considered:



Emotional safety is the foundation for all other areas of development. It means helping a CYP feel calm and secure both inside themselves and in their environment. In school, this looks like predictable routines, calming spaces, and activities that are enjoyable and fulfilling. It also involves understanding what might trigger stress for a CYP and making changes to reduce those triggers. Most importantly, emotional safety is built through strong, trusting relationships with adults, which help CYP learn to manage their feelings and seek support when needed.

Physical safety means that CYP feel safe from harm and comfortable in their school environment. This includes safeguarding policies, anti-bullying measures, and access to quiet, calming spaces around the school. It also involves recognising and supporting CYP's sensory needs - like avoiding loud, busy areas that might cause overwhelm - and offering tools and strategies to help them feel physically settled and avoid burnout. Feeling physically safe helps CYP stay regulated and ready to learn.

Social safety is about helping CYP feel understood and that they belong. It starts with building one strong, trusted relationship with an adult, which can then lead to connections with other adults and peers. Social safety means CYP know what to expect from others and what is expected of them. This involves reassuring them that key people in school are aware of their needs and are available to support their attendance plan.

Cognitive safety is the final layer that supports learning. When CYP feel emotionally, physically, and socially safe, they have the mental space to engage with learning. This means tasks should be motivating, well-supported, and not overwhelming. Learning should be scaffolded in a way that feels achievable, with trusted adults guiding the process. Cognitive safety allows CYP to take risks in learning, try new things, and feel OK about making mistakes. Support here focuses on reconnecting with learning in a way that feels positive and possible.

Reasonable adjustments and ways to create these types of safety for a CYP can include, but are not limited to, the following actions:



Physical Safety

- Policies addressing CYP safety
- Good communication between home and school
- Believing and validating the CYP's concerns
- Addressing instances of harm
- Providing safe spaces for calming breaks
- Pre-emptive and reactive sensory support

Emotional Safety

- Safe places
- Calming tools and resources
- Key adults to provide/be available for check-ins
- Teaching calming skills
- Adults remaining curious
- Exploring triggers and adapting environment and support required

Social Safety

- Agreeing plans before each visit
- Small steps of progress and adjustment
- Agreeing arrival routines
- Explaining any changes in good time
- Opportunities to explore and make friendships
- Engage in shared social clubs
- Restorative work, if relationships breakdown

Cognitive Safety

- Adaptive teaching
- Praising small steps of progress
- Small steps to reconnecting with learning
- Utilising interests
- Targeted learning interventions
- Assistive technology to enable access to the curriculum

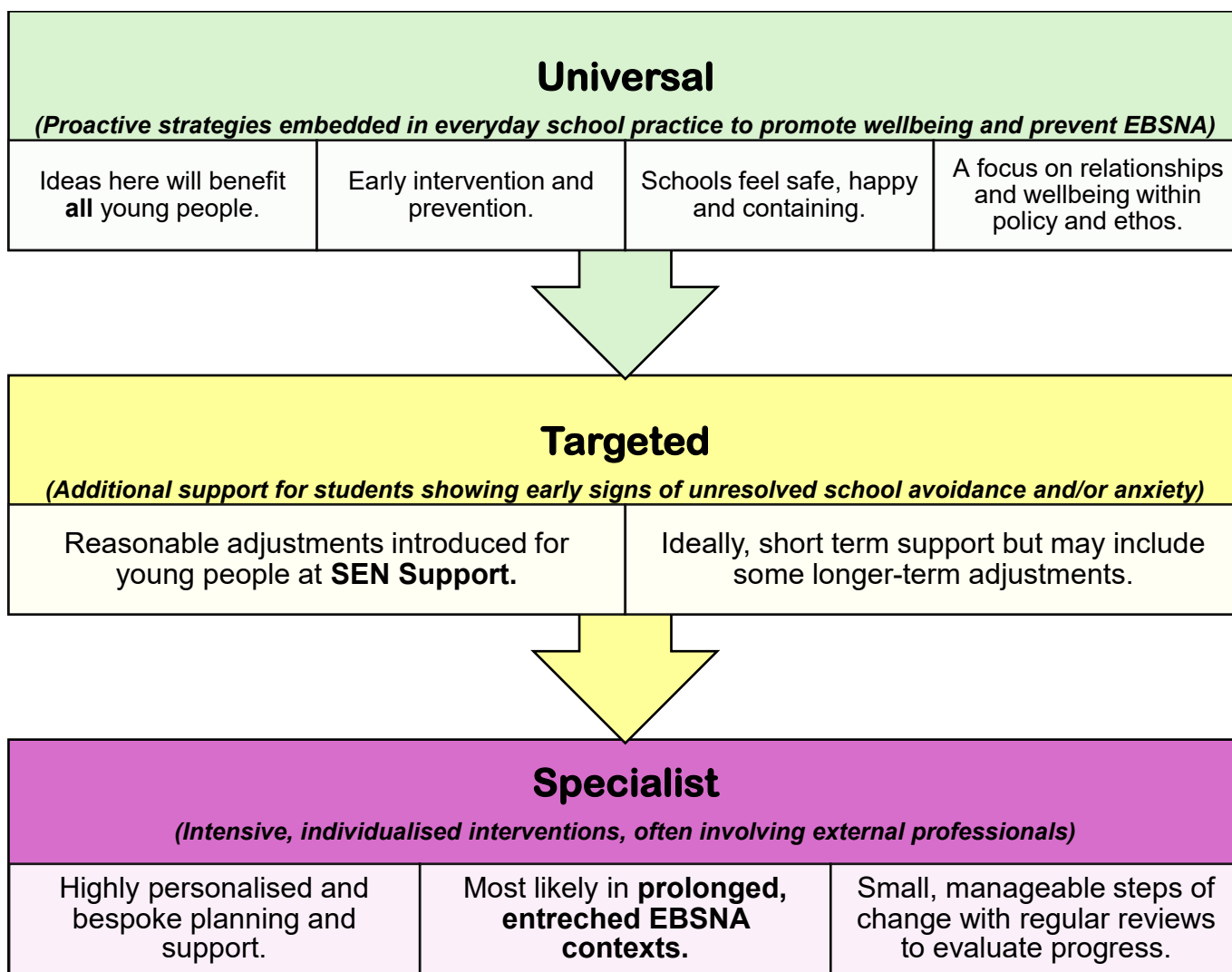
When planning strategies and reasonable adjustments using the matrix, it is important that these are chosen with the aim of increasing the CYP's wellbeing and sense of safety first and foremost. Only with increased feelings of safety will a CYP be in a better position to reengage in learning (in whatever form this learning and broader education may take).

Please see our [case studies](#) and [training videos](#) for further examples of how safety can be supported through reasonable adjustments.



Universal, targeted and specialist support

It's important to recognise that what can reasonably be put in place will depend on the CYP's level of need. A brief description is included below.



Each level of support is covered on the following pages in more detail including examples of provision, support and adjustments that could be made across:

- Teaching and learning
- Classroom environments
- The wider school environment
- Teaching and support staff
- Practical resources
- School policies
- School ethos

We will also link to other useful resources within the [EBSNA Toolkit](#).



Universal provision

Warwickshire schools will offer to all learners as required:

Teaching and learning

- Flexible teaching approaches, for example:
 - Differentiated instruction
 - Differentiated expectation/outcome
 - Reduced homework pressure
 - Check-ins throughout the lesson
 - Scaffolded learning techniques
 - Differentiated questioning
- Use of verbal and visual cues to communicate expectations and instructions.
- Social-emotional learning programmes are integrated into the curriculum.

Classroom environment

- Adjusted/flexible seating arrangements
- Organisation and labelling of teaching materials
- Consistent and meaningful use of a timetable that includes pictures (for the class in primary school; for the individual learner in secondary school).
- A positive classroom climate in which CYP generally receive more praise than correction and are given specific praise for appropriate behaviour, effort and engagement in tasks, as well as for achievement in academic work.
- Calm, low-stimulation environments, for example neutral colours, reduced noise/distractions.
- Movement break opportunities for sensory regulation.
- Inclusive classroom culture that normalises emotional expression and seeking help.

Wider school environment

- Regular, predictable, daily routines
- Routines that promote emotional wellbeing, for example staff routinely 'meeting and greeting' all learners on entry to the classroom or showing personal touches that foster belonging.
- Clear expectations and routines for transitions, for example, CYP are taught how they are expected to get changed for PE, come into school in the morning, or go to lunch.
- Safe spaces or quiet areas in school for self-regulation.
- Access to extended school provision, for example breakfast club, homework club, lunchtime clubs.
- Welcoming school entrances.
- Systems for CYP to support each other, for example playground buddies, 'bully buster' playground support, or peer mentoring.
- CYP witness 'kids like me' referenced in the school day, resources and displays.
- Whole-school mental health promotion, for example assemblies, wellbeing weeks etc.
- Whole-school promotion of neurodiversity awareness.



Teaching and support staff

- Show personal touches of holding the CYP in mind, such as remembering and asking about important aspects of their life.
- Commitment to establishing and building positive relationships between staff and CYP, fostering trust and safety.
- Staff who adopt psychologically informed approaches to building connection, for example PACE (playfulness, acceptance, curiosity, empathy), Emotion Coaching (connection before correction) and restorative practice.
- Effective communication between adults during the school day, for example between office staff, classroom staff, and lunchtime supervisors. Especially, where this concerns awareness of reasonable adaptations and personalised adjustments for specific CYP.
- Designated members of school staff to act as the face of the school for CYP and families, to promote regular communication between students, staff and parents.
- A consistent team of safe, trusted adults present within these safe spaces, for CYP to check-in with as needed.
- Targeted and planned support from Teaching Assistants/Learning Mentors in/outside of the classroom when needed.
- Clear systems of support and pastoral care, for CYP to check in as needed.
- Commitment to staff training on EBSNA, mental health awareness, trauma-informed and attachment aware practice.

Practical resources and strategies

- Teaching CYP self-soothing and calming skills at a whole school/class level.
- For younger CYP, consider using transitional objects (such as teddies, hair ties, personal items, that the child can take from home into school).
- Allocated calming, relaxation and sensory tools available within safe spaces to support emotional self-regulation, for example in the pastoral and/or SEND areas of school.
- Provide allowances to school uniform policy to accommodate sensory sensitivities.
- Short periods of specific extra support to help fill gaps in learning, for example by following one-off, structured programmes which have been shown to be effective.
- Classroom arrangements which ensure CYP have enough time to complete work.
- Opportunities to take on responsibilities in school, for example as school council representatives, prefects, or classroom monitors.

School policies

- Policies meet all current national requirements, for example Safeguarding, Intimate Care needs, Behaviour, Anti Bullying, Health and Safety including manual handling, SEN information report.
- An effective whole-school behaviour and relationships policy, which emphasises the importance of safe and trusting relationships for CYP and staff.
- Whole-school wellbeing policies that promote inclusion, emotional literacy and mental health.
- A culture of acceptance and inclusivity for all - ensure that the school have a clear policy for the use of pronouns, toilets, uniform and changing arrangements.
- Provide education and guidance around what constitutes cyberbullying through social media or online gaming.



- Use of restorative justice approaches to support repairing of relationships/moving on.
- Up to date, accessible, transparent policies available on school website.
- Accessible support for menstrual health and self-care in school.

School ethos

- Sense of belonging created by greeting the CYP when entering school/class, if they feel comfortable with this.
- Promoting everyone's need for rest breaks within the school day as common practice, to regain composure as needed (staff and CYP).
- Prioritise calming before problem-solving - 'regulate before reason' - and model this approach as adults, using the [Four Rs framework](#).

Useful resources

- Use of the [EBSNA additional support plan](#) to capture the reasonable adjustments required by an individual learner. Regular review (timescales agreed by school, family, CYP) to ensure reasonable adjustments are monitored and further support is introduced when needed.
- [ATTEND Framework](#) – if there are signs of non-attendance emerging.



Targeted provision

Warwickshire schools will offer to all learners as required:

Teaching and learning

- Personalised visual schedules/task planners.
- Individual Education Plans (IEPs) or similar, to specify individual targets and support required in meeting these.
- Pastoral Support Plans (PSPs) or similar, tailored to the CYP's wellbeing and safety needs.
- Inclusion of targeted, small group interventions related to areas of learning/SEMH needs, for example phonics/literacy skills, anxiety management, social skills.
- Modified timetables.
- Reduced workloads or extended deadlines to reduce pressure.
- Modified participation expectations, for example not reading aloud.
- Check-ins at the start/end of the lesson.
- Assess core curriculum skills, target learning interventions accordingly. Seek support from external agencies such as Educational Psychology Service, Specialist Teaching Service, as required.
- Active, meaningful use of extra supports for learning in the classroom, for example laptop computers, Widgit symbols, adaptive technology (e.g. [Clicker](#) reader).
- Use of simplified language in the classroom supported by visual aids as necessary.
- Provide a relevant curriculum – consider less academic, more vocational and creative/practical subjects, where possible. Consider college placement opportunities into Years 10 and 11.
- Regular, structured teaching interventions which are given to a small group of learners by trained staff to help them meet clearly defined targets.
- This work is likely to follow programmes that have been shown to be effective, for example in the areas of social communication and interaction, problem-solving, language and communication, literacy, numeracy, or fine and gross motor skills.
- Individual support to access the curriculum using strategies known to be effective, for example teaching of vocabulary in advance of a lesson, precision teaching of literacy or numeracy skills, TEACCH approaches to organisation of work.
- Focus on activities that include the CYP's strengths or interests.
- Agree ways to reduce academic demands, for example reducing GCSE options to create extra timetable flexibility.
- Providing emotional literacy intervention to support CYP to manage feelings of anxiety or worry (known as psychoeducation), for example Social Emotional Aspects of Learning (SEAL), The Zones of Regulation (Kuypers) or Cognitive Behavioural Therapy based programmes, such as Exploring Feelings (Attwood).
- Teaching CYP about the notion of 'flipping their lid' as a means for understanding stress responses ([see link](#)).
- Access to calming toolkits to aid regulation. Resources linked to these strategies are referenced in the final section of this table. Access to calming breaks or sensory decompression breaks on a little-and-often basis and as often as needed.
- Providing CYP with means of registering and sharing their emotions, such as the [Incredible 5-Point Scale](#), The [Zones of Regulation](#), the [Catastrophe Scale](#) or the '[Size of the Problem](#)' scale.



- Changes to the school or classroom environment, for example access to an individual workstation or quiet area, reduction of sound/light/noise distractions, changes to lighting for CYP with visual impairment.
- Practical support to develop friendships, for example circle of friends, buddy systems, lunchtime clubs and structured afterschool clubs.

Classroom environment

- Adjusted transitions to ease anxiety, for example arriving earlier/later than many peers.
- RAG rating the timetable and/or school environment with the CYP. Ask them to identify particular areas of difficulty or their personal priority areas for support.
- Build CYP's self-worth through roles and responsibilities in school.
- Access to personalised sensory resources and accommodations, for example fiddle toys, ear defenders, sensory toolkit.
- Low-key strategies for the CYP to subtly or non-verbally indicate their need for support or a break.

Wider school environment

- Access to a nurture group provision run by two members of staff who are trained and accredited by the Nurture Group Network.
- Access to quieter spaces/sensory resources, particularly during unstructured times of the day.
- Flexible start and finish times for any school day/school visit.
- Alternative entry and exit points to avoid busy periods in the corridors.
- Targeted and planned support to help manage transitions during the school day. Allocated staff member to meet and greet, daily. Ensuring removal of any sanctions for lateness. Flexibility around transitions between lessons, for example enabling the CYP to leave a few minutes early to avoid busier lesson changeovers.
- Clearly agreed differentiated arrival routines – where can the CYP go to, if they are on-site but don't feel ready for lessons. Agree 'plan A' routines, for example going to form time and 'plan B' routines for difficult days, for example starting the day in the pastoral support area.
- Give CYP access to extracurricular opportunities that tie in with their passions, or their possible future areas of training or employment.
- Regular access to supervised areas at unstructured times of the day, for example a safe place to go to when breaktimes or lunchtimes are a challenge.
- Appropriate environment for medical interventions or meeting personal hygiene needs.
- Appropriate environment for changing, for example during PE lessons.

Teaching and support staff

- Key adult(s) support to provide check-ins throughout the day – ad hoc as well as formerly scheduled into the timetable.
- Mentoring opportunities/access to learning/pastoral support worker to explore emotional literacy skills and relationships, to support with social problem-solving.
- Ensure that key members of school staff have a good understanding of the CYP's specific needs and current situation. Brief all teaching staff.
- Information about the CYP's support strategies is shared with all relevant staff, including supply and non-teaching staff.



- Consider what the CYP may have already experienced that morning before reaching the school entrance. Front line staff such as the reception or office team may be the first faces they see so ensure these staff are involved in the support plan and understand the importance of their role.
- Extra arrangements for communication and/or transitions between home and school, for example meet and greet, emotional check-ins, use of a home-school book or Class Dojo (or similar), face to face updates between parent/carer and teacher or teaching assistant at regular, agreed intervals. Ensure that the CYP sees positive interactions and communication between family and school.
- Through trusted adult support, practise scripts or coping strategies for tricky social situations.
- Access to a key member of school staff in the classroom with relevant training and/or experience who is emotionally available to the learner, able to remain attentive and tune in to their emotional and safety needs.
- Access to a trusted adult at break and lunchtimes to enable and support social interaction with peers, for example through the provision of structured activities that develop the learner's social skills/experience.
- Using accessible explanations and language, to support the CYP to understand their own barriers to attendance (EBSNA) in a way that promotes self-kindness and compassion.

Practical resources and strategies

- Gathering CYP views wherever possible, using our recommended [EBSNA assessment tools](#).
- Develop a [one-page profile](#) describing the CYP's difficulties and helpful strategies, ensure that this is circulated to and used by all staff.
- Agree with the CYP exactly what they are happy for teachers to ask of them, ensure all staff are aware, for example avoiding reading aloud or answer questions in class.
- Consider learning environment concerns, for example placement in the seating plan, anxieties about specific lessons, class groupings, teachers.
- Start and end the school day with protected quality time with a safe, consistent adult for brief periods.
- Enable CYP to subtly request a break from lessons, and/or to access named quiet and safe spaces in school, for example time out card.
- Access to pastoral base within school where a member of staff trained in emotional, calming and sensory regulation techniques is always on duty.
- Use a robust measure to gain an overview of a CYP's sensory sensitivities, for example [The Sensory Profile](#). Explore these preferences with the CYP and their parents/carers. The provision of sensory diet support, with both pre-scheduled and reactive (as needed) sensory and decompression breaks. The CYP should be clear on what these breaks can involve.
- Agreed sensory adaptations to the school day, to aid the CYP's composure, for example earbuds, the use of white/noise music in headphones to aid calming.
- Support CYP to manage their own sensory triggers. The [Just Right Programme](#) is useful for this.
- Be aware of personal circumstances that may be difficult or triggering for any CYP, for example Mother's Day/Father's Day celebrations, festive holidays, contact with birth family, contact with separated parents.
- Provide opportunities for CYP to prioritise calming or engaging activities that capture their 'flow state' and provide relaxation, fun and down time.



School policies

- Attendance processes and procedures – monitoring patterns emerging, collating data and acting as early as possible. Good liaison between school attendance officers and key staff (EBSNA Champion, SENCo, Head of Year, Pastoral leads etc).
- EBSNA reflected in school's attendance policy (please see our [example wording](#)).
- Allow CYP to text or phone home during the school day as needed, where this may offer emotional attachment, containment and reassurance.
- Reasonable adjustments regarding school uniform that ensure that the CYP is comfortable, as this will in turn aid their composure.
- Health/medical plans if appropriate: ensure any personal adaptations are captured within the CYP's health plan, shared with and used by all staff.
- Consider accessibility to the school environment (physical, visual, auditory barriers). Seek external guidance and advice as required, such as via [Warwickshire Integrated Disability Service](#) (IDS).
- Consider elements of the CYP's condition that may cause embarrassment and consider means of protecting their privacy.
- Allow the CYP to change in a separate area for PE/similar or allow them to come into school in PE kit on certain days.

School ethos

- Collaborative working – involving the CYP and their family as early as possible in joint planning. Using the [recommended assessment materials](#) to promote the views and wishes of the CYP and their family. Working together to identify the CYP's strengths and areas where support is needed.
- Inclusive practice, a commitment to bringing key professionals together – led by the school SENCo or other key school staff as appropriate.
- Providing information evenings for parents around EBSNA. Providing families with reassurance around how your school supports attendance difficulties.
- Regular, scheduled, solution-focussed meetings with parents/carers as part of a personalised plan of support for the CYP, working towards clear goals.
- Agree means of regular communication with families, this may include daily/weekly contact via phone calls, emails or meetings (in school or at home). Use this contact to build trust, to understand the issues, to celebrate successes, to hear concerns and to plan support strategies together.

Multi-agency partners

- Use the Early Help Framework to bring together multiple professionals who are working with the CYP, or child protection procedures to support the family.
- Consider [Early Support](#).
- Set up multidisciplinary groups to bring professional services, school and family together (Team Around the Child, TAC).
- Signpost parents/carers to local parent advice groups for support, for example [Warwickshire SENDIASS](#).
- Signpost to external support, such as [Not Fine In School](#), a peer support group for parents of CYP with attendance difficulties.
- Provide counselling support for CYP and families who have experienced bereavement and loss, such as via [Winston's Wish](#).



- Provide in-school counselling support for supporting the broader wellbeing needs of CYP.
- Refer to local support for young carers: www.warwickshireyoungcarers.org.uk
- If a CYP is in care and has an allocated social worker, the social worker should be included in assessment and intervention planning, alongside the Designated Teacher in school. Attendance data and action plans should be added to the termly PEPs that are completed for Children in Care.
- Similarly, if the CYP is adopted and has a post-adoption social worker, they should be included in assessment and intervention planning.
- Liaise with Warwickshire's Virtual School and the school's link Education Advisor if you have concerns or queries.

Useful resources

- Use the [EBSNA additional support plan](#) to capture the reasonable adjustments required for the CYP. Regular review (timescales agreed by school, family, CYP) to ensure reasonable adjustments are monitored and further support is introduced when needed.
- Working with the CYP to pinpoint specific challenges within their school day or week, using the [Mapping the Landscape of Your School](#) (primary school and secondary school versions).
- RAG rating (Red, Amber, Green) a child's school timetable can help identify which lessons feel safe, manageable, or challenging, enabling targeted support that may reduce anxiety and improve attendance.
- Use of the [additional EBSNA assessment materials](#) for capturing CYP voice, as needed.
- Direct teaching of calming and relaxation techniques, using resources such as:
 - [A Therapeutic Treasure Deck of Grounding, Soothing, Coping and Regulating Cards](#);
 - [Calming Prompt Cards](#)
 - [Brainstem Calmer Activities](#)



Specialist support

Warwickshire schools will offer individualised support to some CYP who are experiencing significant challenges attending school and extended periods of non-attendance:

Teaching and learning

- A plan is developed with the CYP, within which considerate, manageable steps of personalised progress are agreed – based on a target monitoring evaluation (TME) approach. The CYP is involved in setting and monitoring their targets.
- A personalised timetable introduced in partnership with the CYP, parents/carers and staff. This may take the form of a progressive reintegration plan, aimed towards gradually rebuilding attendance and composure. This may include temporary withdrawal from some activities (such as assembly and non-core lessons) and offsite opportunities that focus on developing the CYP's resilience and ability to engage in learning. In Years 10 and 11, this may include access to alternative curriculum opportunities such as vocational/college placements. The timetable is reviewed and monitored half-termly to ensure progress towards specified outcomes. See clause 65 onwards of [Working Together to Improve School Attendance](#) (2024).
- Highly personalised curriculum, which is reviewed and monitored each half term. To be used if CYP is working one key stage or more below typically developing peers.
- Highly flexible curriculum access, for example project-based learning, reduced number of subjects. Reduced demand and expectations, focusing on areas of strength and interest, and promoting cognitive safety.
- Regular, active, daily access to curriculum resources and materials, including the use of off-site or online learning, including learning from home, to enable CYP to reconnect with the curriculum.
- Access to augmentative technology support to enable CYP to reconnect with school and the classroom, whilst working remotely/learning from home, for example video links, or the use of AV1 robot support.
- Access to outreach learning support, provided by school and/or external professionals. This includes collaboration around reintegration planning into school for the CYP, where appropriate.
- Access to catch-up tutoring and pre-teaching (online or face-to-face) so that the CYP feels more confident re-entering the classroom or reconnecting with the curriculum.
- High level of additional adult support in class to facilitate engagement in learning tasks/during transition points.
- Access to ongoing, 1:1 therapeutic support from suitably trained and supervised staff, such as art therapy, play therapy, or work focussed on links between thoughts, feelings and behaviour.
- A focus on therapeutic support and interventions integrated into the school day, for example CBT (Cognitive Behaviour Therapy); play therapy; drawing and talking; art therapy; family therapy.
- Proactive plans for non-attendance days and ways to continue supporting access to learning.
- Consider local options for the provision of home-based tuition and learning, where a medical condition may prevent the CYP from accessing school for prolonged periods.
- Supporting the CYP to prepare a script that they can use when others ask why they have not been attending school.



Classroom environment

- Individualised learning plans.
- Adaptations to the classroom environment that account for the CYP's sensory processing needs.
- Adaptations to the classroom environment that account for the CYP's sensory needs (hearing impairment, visual impairment).
- School-led planning or curriculum access arrangements and augmentative technology for CYP with additional learning needs.

Wider school environment

- As described, remote/hybrid learning options – as part of a structured reintegration plan. This may extend beyond the physical school environment and could include support from Alternative Providers (AP) or personalised learning packages off-site, where appropriate.
- Transport support to reduce travel-related anxiety, subject to eligibility criteria.
- A tailor-made environment at break and lunchtimes. This could include zoning off areas of space, or access to structured play areas inside the school building.
- Access to private spaces in school for sensory decompression breaks and stimming, whilst maintaining privacy and dignity.

Teaching and support staff

- Consistency of support from key adult(s) who have formed positive working relationship with the CYP and their family.
- Individualised support with a CYP to explore their emotional wellbeing support needs, such as exploring their [stress bucket](#) and/or what [Spoons Theory](#) may mean for them.
- Support the CYP to practise messages of self-kindness regarding progress and what may be considered 'good enough'. A target monitoring evaluation (TME) approach is recommended.
- Encourage and positively affirm the CYP when they go to school, for example 'I'm really happy that you've come into school today', if the CYP feels comfortable with this.

Practical resources and strategies

- Reintegration plans – gradual exposure with small steps and regular reviews planned. Planning steps of reintegration that start at home to begin with, as needed. For example wearing an item of uniform at home, practising the route to school after hours, focusing on attempting some learning at home first. The learner is supported to develop a personalised ladder of reintegration, focused on steps of gradual exposure, towards reconnecting with school. This is targeted towards activities that feel safe and achievable for the CYP, for example small-scale break time, within a quiet area of school. Mutually agreeing (school, CYP, family, professionals) that this plan is led by the CYP's pace/readiness.
- Targeting this reintegration plan towards 'engagement only' as needed, for example visiting school after hours, or entering the school site for a short period, before returning home.
- Support to identify positive aspects of school, for example favoured lessons/teachers, which could provide a basis for reintegration.



- Ensure the start and end points to each school visit are agreed in advance and kept to. Do not increase on the day, simply because the CYP is having a good day.
- Regular, frequent access to a calm place when needed, for example when the CYP is overwhelmed by noise or distractions. This is called a Low Arousal Area.
- Enhanced transition arrangements between home and school, for example hand to hand transfer at beginning and end of day.
- Extra planning and support for changes of school or key stage transitions, on 1:1 or small-group basis. Using resources such as [‘Success into Secondary: Supporting Transition with Circle Time \(Lucky Duck Books\)’](#) and secondary [transition packs](#). Plan discussions of [what feels different/the same](#). Explore the school site, at quieter times of the school day, [using a treasure hunt](#). Use maps of the school site, practising finding your way between areas of the school site at quieter times. Support CYP with planning for [tricky situations in your new school](#).
- For vulnerable CYP, include a personalised transition plan from Years 9 to 14 which is updated at least annually.
- Support a CYP’s emotional wellbeing with [Using Energy Accounting to Support School Attendance](#). Considering: 1) Identifying their peak energy times during the school day; 2) noting which activities require the most energy; 3) finding natural breaks where recharging can occur; 4) planning ahead for particularly demanding periods; 5) recognising early warning signs of low battery.
- Care plan arrangements for meeting individualised medical and physical needs, including the administration of any medication.

School policies

- EBSNA reflected in school’s attendance policy (please see our [example wording](#)), including reference to how school support those CYP experiencing severe rates of absence.
- A school safeguarding policy which reflects the need for safe and well checks for supporting CYP experiencing severe rates of absence, as per the latest version of [‘Keeping Children Safe in Education’](#) (DfE).

School ethos

- A school ethos that places child-centred planning over and above attendance-centric planning. That is, reasonable adjustments and support to aid the CYP’s wellbeing, over seeking to raise attendance as the priority. Please see our [training video](#) underlining this support (supported by latest DfE guidance, as of September 2025).
- Enhanced home-school liaison, for example an ongoing home-school diary which is completed daily, use of email or school learning platforms to ensure regular communication.

Multi-agency partners

- Use of further external professional support and advice for exploring EBSNA needs. Use of a ‘Team around the Child’ approach, with joint planning of support and next steps (school, CYP, family, external professionals). For example, Educational Psychology Service and/or Specialist Teaching Service support, for exploring CYP wellbeing and learning support needs, reasonable adjustments and support addressing barriers to school attendance/education.



- Referral for Social Care support, if appropriate.
- Referral to targeted youth worker support, for supporting the CYP's broader wellbeing, independence and access to the community, if appropriate.
- **Warwickshire Flexible Learning Team:** Schools should contact FLT when a student has missed 15 days of school due to medical reasons, initiating the process by completing the Sickness Return Form and considering Section 19 support. For a referral to be appropriate, the CYP must have ongoing medical involvement, evidenced by a completed medical form from a GP or specialist, and a referral to CAMHS or a relevant medical service. Referrals for neurodiversity assessments alone are not sufficient. FLT may accept alternative evidence in some cases and encourages schools to seek clarification if needed. Schools must also provide a record of prior support and interventions. FLT offers tailored support, including regular home visits by an Inclusion Mentor, and may also include access to online lessons, and attendance at FLT hubs. If appropriate, AV1 robots may be used to maintain school engagement. Exit from FLT support is guided by medical advice, with reintegration into school supported once the CYP is deemed fit to return.
- **Warwickshire Attendance Service:** If a school has provided significant support for a CYP with attendance issues, it can submit a Notification for Attendance Intervention (NAI) regardless of whether the CYP's attendance has reached the Persistent Absence (PA) threshold, for example 80%. The Attendance Adviser (AA) will review the case to decide if formal intervention should begin or if further support (between school, family and support agencies) is needed first. Our overarching aim is to foster collaborative partnerships between schools and families, ensuring that all interventions are grounded in empathy and a deep understanding of the challenges faced by each CYP.
- If the level of support required is above 'SEN Support', then a referral for an Education, Health, Care Needs Assessment can be made, and school should lead on this. [See here for more information](#).
- Accessing specialist support services, for example CAMHS, RISE, play therapist.
- Wider family-level support, for example Respite, Child in Need, Child protection support.

Useful Resources

- Use of the [EBSNA additional support plan](#) to capture the reasonable adjustments required. Regular review (timescales agreed by school, family, CYP) to ensure reasonable adjustments are monitored and further support is introduced when needed.
- Reintegration Plans – emphasis on small steps and a gradual exposure, with support in place.
- The use of AV1 Robot Support, as appropriate for maintaining contact with school and as part of a planned reintegration into school/education. **Please note:** Schools will be expected to evidence a graduated approach of support for any CYP, at the point of making an application for AV1 support. This should have included the use of the [EBSNA baseline assessment tools](#), to try and explore barriers to attendance with CYP and families. The application form for AV1 assessment can be found [here](#).

