**School EBSA Plan** template

(Emotionally Based School Avoidance)

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| **Pupil’s name** |  | d.o.b. |  |
| School |  | Year group |  |
| Date of plan and version # |  | Review date |  |

|  |  |
| --- | --- |
| **KEY INFORMATION** |  |
| EHCP and date? EHCP review date? |  |
| Any diagnosis (e.g. Autism, ADHD…)?  |  |
| Known to CAMHS pathway? |  |
| Current attendance |  |
| Other known factors affecting attendance |  |
|  |  |
| If the pupil is currently not in school, is regular contact being made with the family?\* |  |
| If the pupil is currently not in school, is learning being sent home (if absences are authorised)? |  |
| If the pupil is currently not in school, are school arranging weekly safeguarding visits? |  |
| Has your EWO been made aware of this pupil?If the pupil has been absent for 15 days + (not necessarily consecutively), your EWO may be in touch for further information.  |  |
|  |  |
| **Main barriers to attendance** | **Strategies to address barriers** |
|  |  |
| **Current plan – timetable - what does the pupil’s day look like?** **(plan to be regularly reviewed and amended) – please attach** |
|  |
| **ACTIONS** | **Who / By when?** |
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|  |  |
|  |  |
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| --- |
| Who is \_\_\_\_? |
| Background |
|  |
| Likes/strengths | Dislikes/difficulties |
|  |  |
| How you can help \_\_\_\_ feel safe in school |
|  |
| Scripted language to help \_\_\_\_\_ feel safe in school |
|  |
| What are \_\_\_\_’s triggers? |
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| How \_\_\_ may present in school when triggered/anxious/upset |
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| Scripted language to help if \_\_\_\_\_ is anxious/upset/dysregulated in school |
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| Agreed strategies for school staff to use |
|  |

**Reminder: Key EBSA approaches**:

 