**Whole-school Audit**

Adapted from Lancashire County Council Educational Psychology Service EBSA Guidance and Camden EBSA guidance.

Please refer to the ATTEND Framework to use alongside this resource, which details specific strategies once the individual need has been identified.

Research has found that the features of a whole-school approach are key to supporting pupils at risk of and who are experiencing EBSNA. For example, school ethos and how safe, accepted, valued and respected pupils feel has been found to be connected to school attendance (e.g. Kearney, 2008).

Communication between staff and support from school leadership team has been found as key to supporting pupils re-integrate into school after a period of non-school attendance (Nuttall and Woods, 2013).

To support settings to develop their whole-school approach, a whole-school audit specific to EBSNA is available in the Resource Toolkit. The audit tool will help you consider what is currently in place and areas for development.

Please read through each criterion and consider if your school environment encompasses each feature. Critically consider how this is implemented and how you know this criterion has been met.

The first section of the audit considers universal tools that support the prevention of EBSNA.

The second section supports early identification and support of children who’s attending is beginning to drop near to 90%.

The final section incorporates Derby City Council’s graduated response to implement targeted support for a child with below 90% attendance.

Universal: Whole school systems for promotion of emotional well-being and prevention of EBSNA

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| School Culture and Ethos | | | |
|  | Whole School Provision currently available | In need of development | Comments/next steps |
| Committed and inclusive senior management team – values all students and allows them to feel a sense of belonging |  |  |  |
| All staff working within school are valued. Clear protocols regarding emotional support and stress management for staff including supervision |  |  |  |
| Continuous professional development for all staff which makes clear the promotion of positive emotional health and wellbeing is everybody’s responsibility |  |  |  |
| The importance of pupil voice and viewing the child holistically are approaches which are embedded within the culture of the school |  |  |  |
| Recognition of the importance and partnership working with parents and external agencies |  |  |  |

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| School Systems, Policy and Practice | | | |
|  | Whole school provision currently available | In need of development | Comments/next steps |
| Clear policies on attendance, behaviour, bullying, equality and transition which sets out the responsibilities for all the support in place |  |  |  |
| Curriculum appropriately differentiated according to individual need |  |  |  |
| Curriculum includes the teaching of resilience, coping with anxiety, regulation and social skills. |  |  |  |
| Promotion of supportive literature regarding emotional well-being and mental health for young people and parents |  |  |  |
| Clear roles and responsibilities for SENDCo and emotional wellbeing leads |  |  |  |
| A member of senior staff is responsible for over-seeing arrangements for EBSNA students |  |  |  |
| Nominated member of staff who has a responsibility to investigate and act on concerns |  |  |  |
| Staff are aware as to whom they should convey any concerns regarding EBSNA.  Consider: how is this conveyed? |  |  |  |
| Clear systems in place for the early identification of school avoidance:  What systems are in place?  How is information shared with relevant members of staff? |  |  |  |
| Clear understanding, use and application of the ATTEND Framework to support students to increase their attendance. |  |  |  |

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| Promotion of Emotional Wellbeing and Prevention of EBSNA | | | |
|  | Whole school provision currently available | In need of development | Comments/next steps |
| Access to evidence-based provision to support with EBSA |  |  |  |
| Provision of interventions with a graduated response – assess, plan, do and review |  |  |  |
| Staff are aware of the role of other agencies and local arrangements with regard to assessing and supporting students experiencing EBSNA.  Consider:  -(Is there a central list of partner agencies who link with school to support EBSA cases, e.g., ‘My School Contacts’ on Schools Portal? Is this list readily accessible for school staff? Who maintains this list (i.e., can it be updated?) |  |  |  |
| All staff are appropriately trained on EBSNA and are aware of specific strategies and programmes in place to support those experiencing EBSNA. |  |  |  |

Early identification and support:

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| Area | Questions to consider… Can any of these be adapted? | Yes/No |
| Nurturing Physiological Needs | To what extent:   * Does the structure of the school day allow adequate time to rest, regulate and take toilet breaks? * Do pupils have appropriate and comfortable uniforms? * Do pupils have access to (free) school meals, breakfast clubs and after school clubs? Do they feel comfortable accessing this provision? |  |
| Supporting Feelings of Safety | * Is a person-centered approach to bullying in place? (i.e. are the pupil’s perceptions listened to, taken seriously and accepted as their reality?) * What safe spaces are there for pupils to access at lunch (i.e. small rooms supervised by adults/segregated areas for pupils in different year groups?) |  |
| Encouraging Relationship and a Sense of Belonging | * Do pupils have trusting and positive interpersonal relationships with key adults in school? * Are these key adults available throughout the day and do pupils know where to find them? * Are there opportunities for pupils to be able to provide their views/participate in decision making? * Does the structure of the school day to provide sufficient opportunities for pupils to interact with friends? Are pupils seated next to friends in lessons? * Have positive home-school relationships been established, and a range of opportunities offered to help parents maintain their involvement? |  |
| Identifying high-risk EBSNA students | * Is the student Reception/year 1, year7/8 or year 11? Are they experiencing any transitions in their life? * Does the pupil have SEND needs? Does the student have any additional barriers such as English as an additional language? Are they accessing Ordinarily Available Provision? * Does the student have a diagnosis of autism or is on the autism diagnosis pathway? * Has the student experienced EBSNA at their previous setting? Were they aiming to avoid the school setting, escape from aversive social situations, displaying separation anxiety behaviour or seeking rewarding experiences outside of school? What previously worked or did not work to support increasing attendance? * Does the pupil have a sibling experiencing EBSNA? * Has the student had a recent bereavement or loss or traumatic event? * Is the student a young carer? * Does the student’s parents/carer have physical or mental health problems? * Does the student have low self-confidence, self-esteem or a fear of failure? About what and why? |  |
| Meeting Individual Needs | * How are pupils of school non-attendance understood? * Do staff understand students’ triggers for anxiety? Do they understand the functions of behaviour? Are they experiencing fight, flight or freeze in school? Is this different at home? * What factors are currently supporting pupils’ attendance? Have they got positive friendships or preferred subjects? * Are pupils who have arrived late warmly welcomed and supported by asking if there are any barriers to being on time that the school can help them address? * Are pupils’ individual strengths and needs understood? Are pupils needs understood by all key adults in school? Are their strengths being nurtured? * Are you meeting their learning needs by providing OAP? Are sensory needs being met? * Have adaptations been made to school rules and expectations in line with the above? * Does the student need additional strategies, such as visual timetables, technology to support learning or communication, regular check ins, regulation spaces, transitional objects? * Are there any conditions in the classroom, canteen or other school areas that might impact on their wellbeing or trigger anxiety (e.g. noise, lighting, busy spaces, smells, transitions). * Are there flexible schedules, alternative learning environments and safe spaces to support regulation available? * Can a one-page profile be completed and shared? * Can the student have access to ELSA or social skills groups? |  |
| Transitions | * Does the student need a transition plan? * Are they transitioning to the setting from another provision or back into school following non-school attendance or prolonged illness, a traumatic event or after the holidays? * Is the student struggling with a specific transition? E.g. from the car into school, from lesson to lesson, from lesson to lunch? * Does the student need a phased return into school? How will this look? Can you slowly increment the time in school each week? How will measure the impact of success? * Has the student had a transition timetable before and has it worked? How can you include the parent and pupil voice in this input? * Does the student need time to meet their key person/people? How can a positive relationship be facilitated? What will this regular communication look like? * Does the student need visual documentation? A visual timetable? A photobook of teachers or key people and school environment? * Can the student have access to social stories, transitional objects, meet and greets, ‘all about me’ sessions to discuss anxieties and build rapport? |  |
| Promoting School Enjoyment | * Does the curriculum account for and support pupils’ individual interests, strengths and needs? * Do pupils have sufficient opportunities to work in pairs and small groups? * Does the canteen provide a range of food choices? Will they adapt to sensory needs? * Does the structure of the day provide balance of work and leisure time? * Are there any clubs, programmes or resource during the school day and after school that might facilitate engagement? * Do the pupils have a wellbeing plan or targets that focuses on their hopes, interests and strengths? |  |

Targeted Intervention

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| Stages of Targeted intervention | Questions to consider… Has all this been implemented? | Yes/no |
| Check DCC criteria for phase 1 (universal support) | * Have you read and utilised the ATTEND framework? * Have staff attended EBSNA training? Or any other training relevant to the young person who requires support e.g. ‘good autism practice’. * Has there been an identification of an additional need? * Have you provided sufficient time for families to share concerns and agree support? * Have you communication with the staff team, including the mental health lead and key adults working with the young person? |  |
| Check DCC criteria for phase 2 (early identification) | * Have you begun the assess-plan-do-review processes? * Have you gathered information using resources such as the Attend Toolkit? * Have you arranged a meeting between family and school to agree a plan of action? * Have you reviewed the progress and updated the plan after no longer than 6 weeks? * Have you maintained communication with wider school staff? * Have you maintained communication with the pupils, parents and relevant agencies? |  |
| Action 1 | Make contact with specialist practitioners to request support.   * For example, DCC’s STePS team. |  |
| Action 2 | Continue the assess-plan-do-review processes.   * Have you documented evidence of these processes? |  |
| Action 3 | Share information gathered using resources such as the Attend Toolkit.   * Have you included the parents, SENDCo, key teachers, specialist practitioners and the young person? |  |
| Action 4 | Arrange a meeting between family and school to agree a plan of action.   * Where will this meeting take place? How will this meeting be documented? Who will action what strategies? |  |
| Action 5 | Work collaboratively with external agencies/practitioners to implement support.   * Who is implementing the specialist practitioner’s advice? * Who is and how is this being monitored and recorded? * Who will communication progress? |  |
| Action 6 | Maintain communication with wider school staff. |  |
| Action 7 | Maintain communication with the pupil, parents and relevant agencies. |  |
| Action 8 | Does this young person need an EHC assessment?  Follow the guidance for referral processes. |  |