

PEO EBSA SUPPORT OFFER & PROCESS



UNIVERSAL EBSA Support Offer for Schools:

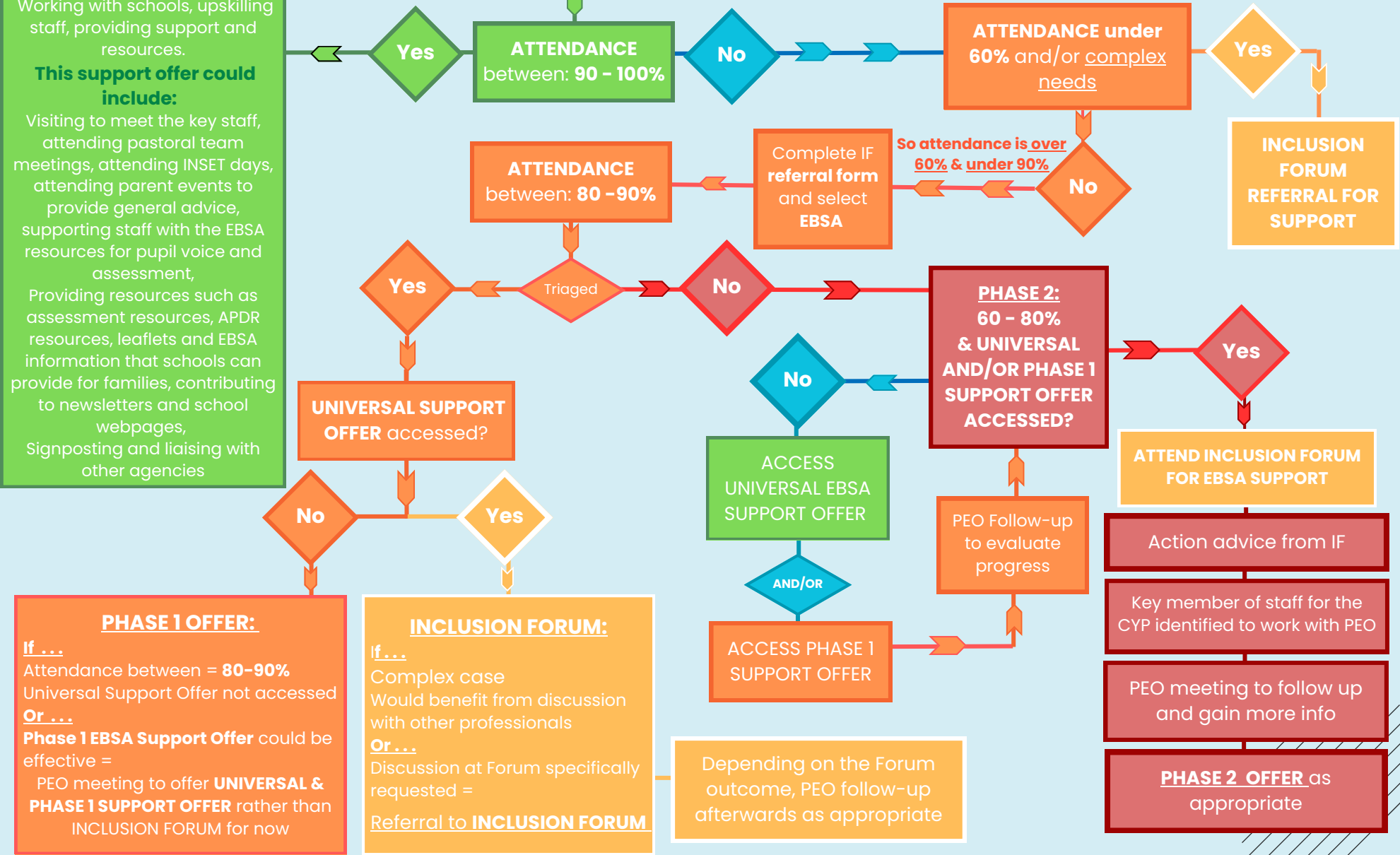
No criteria or referral process
Contact PEO directly
Working with schools, upskilling staff, providing support and resources.

This support offer could include:

- Visiting to meet the key staff, attending pastoral team meetings, attending INSET days, attending parent events to provide general advice, supporting staff with the EBSA resources for pupil voice and assessment,
- Providing resources such as assessment resources, APDR resources, leaflets and EBSA information that schools can provide for families, contributing to newsletters and school webpages,
- Signposting and liaising with other agencies

MAIN CRITERIA: ALL EBSA PEO REFERRALS
EBSA is presenting barrier to attendance
Preferably **YR 7 or 8** **Key person** in school identified
EBSA/anxiety **confirmed** by professional

Schools access the **UNIVERSAL SUPPORT OFFER** first



PHASE 1 OFFER:

If ... Attendance between = 80-90%
Universal Support Offer not accessed
Or ...
Phase 1 EBSA Support Offer could be effective =
PEO meeting to offer **UNIVERSAL & PHASE 1 SUPPORT OFFER** rather than **INCLUSION FORUM** for now

INCLUSION FORUM:

If ... Complex case
Would benefit from discussion with other professionals
Or ... Discussion at Forum specifically requested =
Referral to **INCLUSION FORUM**

Depending on the Forum outcome, PEO follow-up afterwards as appropriate

UNIVERSAL

EBSA support offer for schools

There is no criteria or referral process for this part of the offer. Contact PEO directly. Schools have been contacted with details.

The key aims are to work with schools, alongside staff providing support to upskill and empower them to put as much in place themselves as is reasonably and realistically possible.

This support offer could include:

- Visiting schools to meet key staff; attending pastoral team meetings to introduce EBSA and the PEO role; attending INSET days to provide guidance for staff on EBSA; attending parent events such as coffee mornings to provide general advice; supporting staff using resources for EBSA, capturing pupil/family voice and assessment methods.
- Providing resources as needed, such as assessment resources, APDR resources, leaflets and EBSA information that schools can provide for families, contributing to newsletters and school webpages.
- Signposting and liaising with other agencies who may be able to offer additional support.

MAIN CRITERIA

All EBSA referrals

- **EBSA** is the presenting barrier/reason for non-attendance
- Ideally **year 7 or 8**
- **Key Person** for CYP identified in school
- **Medical advice** has ruled out other health/physical causes for symptoms (eg headaches, tummy ache, dizziness, being sick etc)
- Professional advice has been sought which **agrees anxiety** is the most likely cause of the avoidance

This does not need to be a formal diagnosis in writing, but the opinion of anxiety as the cause needs to have been sought from someone other than CYP or parent/carer.

PHASE 1 SUPPORT CRITERIA

- **MAIN CRITERIA +**
- Attendance between **90 - 80%**
- Ideally, the school will have engaged via the **"UNIVERSAL SUPPORT OFFER"** of an introductory meeting and utilised some of the resources and support provided as part of that offer, before referring for **PHASE 1 SUPPORT**

PHASE 2 SUPPORT CRITERIA

- **MAIN CRITERIA +**
- Attendance between **80-60%**
- School has accessed and engaged with the **"UNIVERSAL SUPPORT OFFER"** via an introductory meeting, and utilised the EBSA resources and support provided as part of that offer
- The case has been discussed at **INCLUSION FORUM** and school staff have acted on the support and advice received
- A **KEY STAFF MEMBER** for the CYP has been identified, who the PEO will work with and support through the APDR process

OFFER

- This support is specific case discussion, providing information, advice and guidance to school staff.
- Support for school staff by signposting and providing resources, including how to use them effectively.
- This could be via Surgeries, Inclusion Forums, arranged meetings etc.

*Case discussion can be anonymous if consent is not obtained but parental consent is required for **INCLUSION FORUM** referrals.*

PHASE 1 SUPPORT

REFERRAL & TRIAGE PROCESS

- Schools complete the **SLIP INCLUSION FORUM REFERRAL FORM** and select **EBSA**
- Referral forms with EBSA selected triaged by PEO
- If attendance is between **80 - 90%** and the **UNIVERSAL SUPPORT OFFER** has **not** been accessed, or the **PHASE 1 SUPPORT OFFER** may be effective, a meeting will be arranged to offer this, rather than **INCLUSION FORUM**
- However, if the case is complex or if discussion with other professionals in the forum would be beneficial, or has been specifically requested, the referral will be triaged to **INCLUSION FORUM**
- Depending on the outcome of the forum, follow-up afterwards, as appropriate

PHASE 1 SUPPORT

OFFER

- Supporting school staff with cases by signposting and providing resources, including how to use them effectively
- Arranged meetings to discuss cases, e.g. EBSA surgeries, Inclusion Forums, etc
*(Parental consent is required for **INCLUSION FORUM** referrals)*

Targeted, direct casework support which could include:

- Meeting with parent/carers to offer resources, information, advice and guidance
- Meeting with other professionals involved with the CYP to support and action plan
- Attending/leading meetings to facilitate a collaborative approach between school, other professionals and parent/carers
- Directly supporting a student if advice and support has been accessed and acted on, but progress has not been made or pupil voice not been captured, and where PEO direct work has been identified as appropriate

PHASE 2 SUPPORT

REFERRAL PROCESS & TRIAGE

- Referrals via the **SLIP REFERRAL FORM** and **EBSA** selected
- Attend **INCLUSION FORUM** and accept support and advice from professionals
- If appropriate following the forum, a PEO follow-up meeting will be arranged
- Meeting to gain more information and action plan how support and value can be added to best compliment what is already in place and what school can do themselves with support
- A collaborative **ACTION PLAN** will be agreed together, based on the outcome of the meeting

PEO direct, 1:1 casework:

- If appropriate adults are already available or involved, then whenever possible, they will be supported through the **APDR EBSA Targeted Intervention Process**
- It may **not** be appropriate to introduce another, short-term, support worker to the CYP and their family, who may be reluctant to engage with someone new
- Working collaboratively to identify where PEO input would be most effective and appropriate, the **SUPPORT OFFER** and a plan of action will be agreed
- The primary objective is always to **upskill, empower** and **enable** school staff, by working with and supporting them to put as much in place as they can realistically

PHASE 2 SUPPORT