

# Emotional Based School Avoidance; an interprofessional approach to support children, young people, families and professionals

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## BACKGROUND

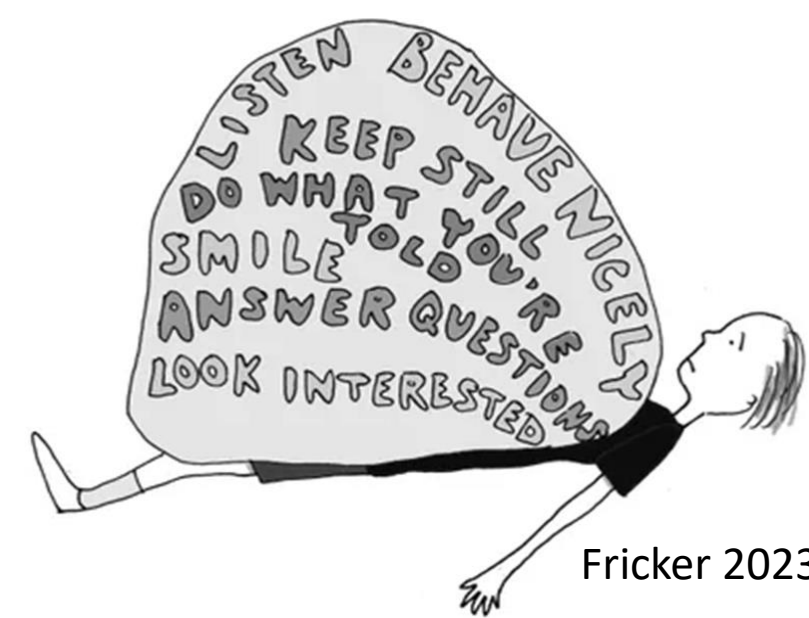
- DfE data indicates increasing numbers of children and young people being electively home educated and an increased persistent absence from school, both nationally and locally
- Information locally is poorly represented and difficult to access with information being held in silos by different professional groups.

Autumn Term Absences 23/24  
North Northants



■ Primary school overall absence ■ Primary school persistent absence  
■ Secondary school overall absence ■ Secondary school persistent absence  
■ Special school overall absence ■ Special school persistent absence

Autumn Term Absence 23/24  
West Northants



- Outwardly, a CYP may appear to be doing Ok
- Internally, they may feel just like the image

**EBSA DEFINITION:**  
Reduced or nonattendance at school  
Complex, rooted in emotional, mental health & wellbeing factors  
Not the same as truancy  
Can't rather than Won't  
Requires compassionate and sensitive response

## RESULTS

- Education sessions are being developed as part of a Local Offer for staff across all settings
- We are starting to see a common language and understanding between professionals
- Work from results of the questionnaires is ongoing around identifying themes to ensure training meets the identified needs of both children / young people and families and professionals
- We have found some challenges around different expectations between members of the working groups; with a focus of parental needs versus the needs and holistic approach to children and young people
- School nurses are developing their own one page profiles to share with young people
- Work is ongoing to use the NHS Health Trust virtual platform (iDiscover) for access to workshops and information sessions around EBSA for young people, families and professionals

## AIMS AND OBJECTIVES

- To provide resources and strategies for schools and communities to support children and young people as part of an interprofessional approach to promote wellbeing and understanding of EBSA
- For Children and Young People to feel understood and supported to access education and achieve their potential



## METHODS

- Bi-monthly interprofessional meetings are held with representatives from education, health, local support services, local authority
- Statistical demographic data was collected from education and public health around children's attendance
- Use of the SHEU survey and questionnaires to service users, schools and parents
- Focus groups both virtually and face to face with service users, parents and staff
- Development of Padlet / Google Drive to share information across services and professionals



NHFT iDiscover

## CONCLUSIONS

There is a need for Families to be supported to access consistent support and for schools to have a clear menu of options for support to allow children, young people and families to engage with education whilst still meeting their Emotional Health and Wellbeing Needs through a Local offer.