



Emotionally Based Setting Non-attendance (EBSNA) Pathway: Guidance for Post 16 Settings & Colleges

September 2025

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Developed by:

- Wolverhampton City Council Educational Psychology Service

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- City of Wolverhampton College (CoWC) who have supported by offering feedback and input.

Updates and Review:

We will be reviewing this guidance at regular intervals, therefore if you have any thoughts or reflections that you would like us to take into consideration please contact Elaine.Perry@wolverhampton.gov.uk (Senior Educational Psychologist) to share your feedback.

1 Introduction

1.1 Purpose of Guidance

This guidance document was developed based on the existence guidance ([Emotionally Based School Non-attendance \(EBSNA\) Pathway: Guidance for Schools](#)) in collaboration with the City of Wolverhampton Council Educational Psychology Service and the City of Wolverhampton Council Inclusion and Attendance Team. The purpose of this guidance is to support colleges/post-16 settings within the city to identify, monitor and respond to students whose setting attendance is a concern due to emotionally based factors. This may be linked to their individual emotional wellbeing and mental health needs, their home life, their experiences within the setting, or a combination of all of these.

This document should be used by post-16 settings in Wolverhampton as a guide to early intervention and prevention of emotionally based setting non-attendance (EBSNA). It should be used to aid and facilitate actions that are taken by settings to identify and respond to possible EBSNA as part of their efforts to prevent further non-attendance or intervene early to reduce escalation. The pathway outlined in this guidance takes a graduated approach to support intervention, and services, which includes stages of the i- Thrive Framework of Thriving, i) Getting Advice, ii) Getting Help and iii) Getting More Help. This pathway also aligns with the [SEND Code of Practice](#) which requires post-16 settings to take a graduated approach to SEND and [Wolverhampton's Graduated Approach Guidance](#). It is designed to complement and work alongside existing good practice and pathways of support that are already developed by other City of Wolverhampton Council services, and Public Health professionals.

Whilst a blanket approach cannot be taken, and all situations will require bespoke decision making, it is expected that the majority of young people presenting with EBSNA will experience a graduated approach, and evidence of earlier intervention will be required to inform decision making.

1.2 Emotionally Based Setting Non-Attendance (EBSNA)

Emotionally Based Setting Non-Attendance is an extension of the pre-existing term 'Emotionally Based School Non-Attendance'. Terminology referring to this cohort may be referred to as 'Emotionally Based School Avoidance' (EBSA) within literature (Babington, 2023), however, we recognise that the term 'avoidance' may be an inaccurate descriptor, as many young people may not attend their setting for a host of reasons.

This is the definition used when EBSNA is referred to within this pathway:

'a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending [the setting] due to emotional factors, often resulting in prolonged absences'

(West Sussex Guidance, 2018, pp. 3)

1.3 Legislation relating to attendance at a post-16 setting.

It is compulsory for young people to be in education or training until the age of 18. The options for pupils leaving school include:

- Staying in full-time education, e.g., at a college, completing A-Levels, T-Levels or other academic qualifications.

- Start an apprenticeship.
- Work or volunteer for 20 hours or more a week while in part-time education or training.

[Statutory guidance](#) published by the Department for Education (issued under sections 18 and 68(4) of the Education and Skills Act 2008, requires all young people in England to continue in education or training until at least their 18th birthday.

The Education and Skills Act (2008) Section 11 places a duty on further education providers to “*exercise their functions, where possible, so as to promote participation, through regular attendance to enable young people to meet their duty to participate*” (DfE, 2024, pp. 12). Attendance comprises an important aspect of the [Ofsted Further education and skills inspection handbook](#), for which post-16 settings are accountable.

1.4 Principles of the Guidance

The following principles have underpinned the development of this pathway:

- All young people, regardless of individual needs, have a right to access their full educational entitlement,
- The majority of young people will be able to access the right support, at the right time, in their local post-16 setting,
- The mental health needs of young people should be considered as being as important as their physical needs,
- A person-centred approach where young people, their parents/carers and all services work together is critical to positive outcomes for young people presenting with reduced attendance due to reasons related to emotional wellbeing and mental health,
- Early intervention is critical to positive outcomes for young people presenting with reduced attendance due to reasons related to emotional wellbeing and mental health,
- A holistic approach to planning should be taken that follows a graduated approach, in line with the SEND Code of Practice.
- An individuals’ development is influenced by a series of interconnected environmental systems, ranging from the immediate surroundings (e.g., family, and post-16 setting) to broad societal structures (e.g., culture). We work with the systems around a young person to support them, rather than just exploring things that they can change within themselves,
- It is important to avoid duplication of processes and so the EBSNA materials can be used alongside other processes such as SEND and EHA.

‘In developing a plan to implement reasonable adjustments to support attendance, staff should aim to involve parents/carers to support a [young person] who is anxious about attending from an early stage, making it clear that part of the aim of the plan is to maximise face-to-face attendance as much as possible. The Plan should have regular review points built into it and have been agreed in advance of implementation’

(DfE, 2023, pp. 6)

1.5 DfE Guidance Relating to Attendance

In February 2023 the Department for Education published Guidance where mental health issues affect a student's attendance: [Summary of responsibilities where a mental health issue is affecting attendance](#).

This guidance aligns with the EBSNA Pathway in Wolverhampton and promotes working closely with students and their families and providing support through a graduated approach.

The key responsibilities for education settings are to:

- Take a holistic approach to promoting and supporting mental health and wellbeing, building emotional resilience through pastoral support and promoting a strong ethos and culture.
- Set and maintain high expectations for attendance for students with mental health concerns and work with students and parents/carers to maximise their attendance.
- Facilitate support for students experiencing mental health problems as well as for those experiencing normal but difficult emotions through sensitive conversations with students and parents/carers.
- Consider additional pastoral care inputs, where appropriate making referrals.
- Engage with parents at an early stage in conversations to support the student experiencing anxiety to ensure robust support for them.
- Support parents if they feel the young person needs to access specialist support in relation to a mental health concern. There is no need to routinely ask for medical evidence to support recording an absence as authorised. Parents should be encouraged to make appointments outside of planned tuition hours where possible.
- Only request medical evidence of a mental health-related absence where there is a genuine and reasonable doubt about the authenticity of the illness, whether the illness should constitute an absence or to inform any agreed actions to support attendance.

Alongside this summary of responsibilities, there is a useful document with [Effective Practice Examples](#).

1.6 Support for Families:

EBSNA is likely to cause families a great deal of stress and parents/carers often feel that professionals are assigning blame to them. Parents/carers may initially be defensive, and it is important that time is taken to understand and empathise with parents & carers, finding out how EBSNA is affecting their own and family lives. It is crucial to work to building trust and to reassure parents/carers that we are all working together and that they are not being blamed.

This guidance can be shared with families, and they can also access the following support:

- a Video Guide about the Pathway for families:
<http://www.educationalpsychologywolverhampton.co.uk/parents/emotionally-based-college-non-attendance.html>
- Wolverhampton Information, Advice and Support Service (IASS)
<https://wolvesiass.org>
- Parent/Carer Consultation Service from the Educational Psychology Service:
<http://www.educationalpsychologywolverhampton.co.uk/parents/remote-consultation-service/index.html>

1.7 Early Warning Signs:

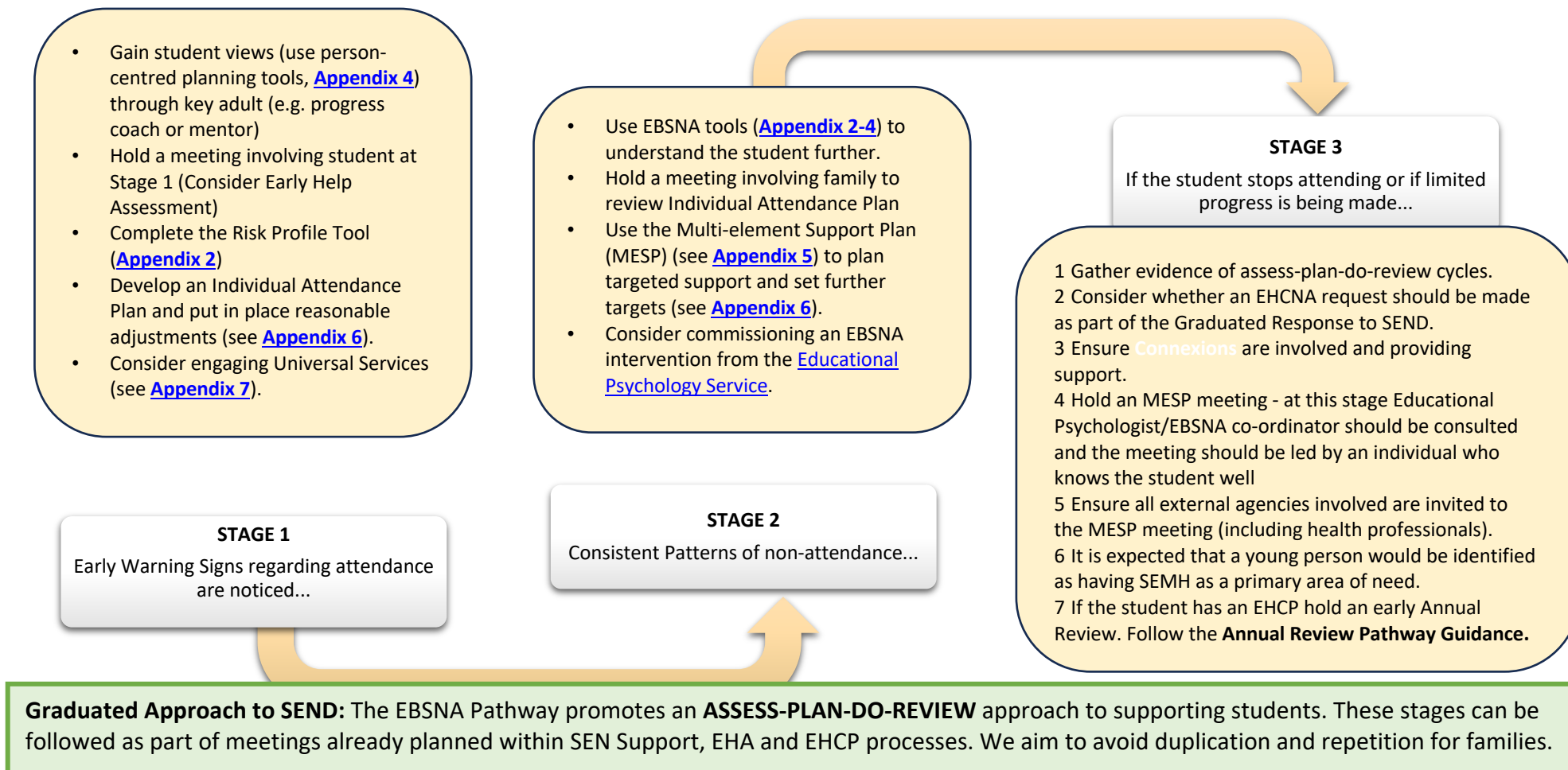
Early intervention is critical to positive outcomes for young people presenting with reduced attendance due to reasons related to emotional wellbeing and mental health. Noticing early warning signs and providing support can make a huge difference to the outcomes for that student. The table below shows some signs to be aware of but please note that this is not an exhaustive list and not every young person will show these

early warning signs. A whole setting approach that allows adults to get to know young people well will help with spotting early warning signs.

Early EBSNA Warning Signs to be Aware of:	
Absence patterns/ reluctance to attend	Early patterns of absence (e.g. sporadic attendance and lateness)
	Patterns in absences, for example, particular days and/or subjects, after weekends and holidays
	A parent or carer reporting that the young person does not want to come into the setting
	Difficulties in getting out of bed and following morning routine to come into the setting
	Reluctance to attend trips, excursions or extra-curricular activities
	Anxiety on separation and unusual dependence on family members e.g., worry expressed about the safety of those at home
	Frequent absences for minor illnesses
	The young person expresses a desire to attend classes but is unable to do so
Physical Changes	Physical signs believed to be linked to stress (e.g. stomach ache, sickness, headache)
	The young person often complaining of feeling ill
	Physical changes i.e., sweating, sickness, aching limbs, headaches, panic attacks, abdominal pain, rapid weight loss or gain
Behavioural/Mood Changes	Behavioural changes or fluctuations e.g. interactions with others, reduced motivation and engagement in learning tasks.
	Evidence of under-achievement of learning potential
	Challenging behaviours
	Social isolation and avoidance of classmates or peer group e.g. in canteen or during group work
	Severe emotional upset with excessive fearfulness, outbursts of temper and complaints of feeling ill on college days
	Depression and sense of isolation resulting in low self-esteem and lack of confidence
	Confusion or extreme absent mindedness shown in the setting due to lack of concentration resulting in, lower attainments

Universal Offer: Whole-setting approaches should be adopted to reduce the likelihood of EBSNA (see [Appendix 1](#))

2 Emotionally Based Setting Non-Attendance (EBSNA) Pathway



Appendices

Appendix 1: Whole Setting Approaches

Educational settings should aim to create policies that adopt whole college evidence-based approaches to promote wellbeing to reduce the likelihood of EBSNA occurring.

Settings can take a preventative role around EBSNA through adopting whole college, relationship-based practices that promote wellbeing and positive mental health in CYP. These need to be embedded and promoted through college ethos and leadership practices. [Public Health England \(2015\)](#) highlighted eight principles to promoting whole setting approaches to emotional health and well-being:



The eight principles of a whole setting approach are key areas where colleges can take action to embed a whole setting approach to promoting emotional health and wellbeing. These actions are informed by evidence and practitioner's feedback about what works. They build on what many colleges are doing already but if applied

consistently and comprehensively will help protect and promote student emotional health and wellbeing.

These principles form the basis of the Senior Mental Health Lead Role. Further support can be given to them via the Wolverhampton Education Wellbeing Network (contact wellbeingtraining@wolverhampton.gov.uk) and the Reflexions Service.

For those CYP at risk of or experiencing EBSNA, settings can identify and support them by continuing whole-setting relational approaches, employing a thorough **assess, plan, do and review cycle**, placing the young person at the heart of the interventions and involving outside agencies where required.

Person centred strategies and interventions, developed through the Assess, Plan, Do, Review cycle can support a successful integration. Interventions may be needed at the level of the young person, the family, peer and setting and wider context. Educational settings should aim to create policies that adopt whole setting evidence-based approaches to promote wellbeing to reduce the likelihood of EBSNA occurring. For further information on intervention strategies/approaches available via the LA attendance core offer, please contact the team via email: attendance@wolverhampton.gov.uk or alternatively visit the [CWC Attendance webpage](#).

Appendix 2: Risk Profile for Emotionally Based Setting Non-Attendance

What is the Risk Profile?

The Risk Profile is a tool to try to explore factors that may be contributing to a student's emotionally based setting non-attendance. It consists of five key areas that we know are risk factors for EBSNA, with an additional section related to the impact of COVID-19. Each section contains a number of items that you are asked to consider in terms of their possible importance in influencing emotionally based attendance difficulties. It should be noted that this profile was adapted from the CARE Schedule.

The tool does not give a risk 'score', as the importance and impact of items can vary hugely between individuals. This tool should be used to begin a conversation about factors that are important to the individuals involved and to inform a graduated approach to responding to needs and supporting the student.

Completing the Risk Profile:

The Profile should be used at an early stage when you begin to have concerns about potential Emotionally Based Setting Non-Attendance.

It can be helpful to complete the Risk Profile with the student and their parent/carer. You should be as objective as possible when completing the schedule and base assessments on evidence.

Ask about each item using phrases such as '*are you concerned about...?*' and '*do you have any worries related to....?*'

During the process of completing the schedule, it can be useful to note factors associated with particular items, such as:

- This has been an issue in the past but doesn't appear to be now.
- This has been an issue in the past and has persisted as an important item.

Analysing the Risk Profile:

Items on the scale are not rated numerically, like a typical rating scale, as one single item may have had a very significant impact (e.g. loss of someone close to them) and so it cannot be weighted in the same way other items. There is a summary chart to tally the level of concern for items in each area which can help to give an indication of the key areas of risk that may need to be addressed.

Use the information from the Risk Profile to identify the most influential aspect(s) of the young person's life (based on the five key areas), and any possible secondary areas that may also be contributing to their current circumstances. This should then be used to inform more focussed and detailed information gathering conversations. In-depth views of the young person, parent/carers and possibly key adults in the setting should be gained and used to inform a graduated approach to responding to needs and supporting the student. The information from all these sources should be used to inform the Multi-Element Support Planning Meeting.

Risk Profile for EBSNA:

	Level of Concern				
Social Personal	High	Med	Low	Not an Issue	Not known
Being bullied					
Few friends / friendship issues					
English as an additional language (EAL)					
Dislikes social times / unstructured times					
Few leisure interests					
Physical / additional needs barriers					
Difficulties in travelling to college/setting					
Other-					
Total					
Note on key items- How are things going with other people in college? Observations of interactions/ participation?					
Curriculum / Learning issues	High	Med	Low	Not an Issue	Not known
Low levels of progress / achievement					
General learning difficulties					
Subject specific difficulties					
Exam or test anxiety					
Difficulties with a particular teacher / tutor/ adult					
Problems keeping up with lessons					
Other SEN barriers e.g. sensory / neurological needs					
Difficulties with physical environment of college/setting					
Total					
Note on key items- What's going well and not so well with college work?					

	Level of Concern				
Loss and Change	High	Med	Low	Not an Issue	Not known
Moving house, college, area					
Loss of classmate					
Sudden traumatic event					
Death of pet					
Sudden separation from parent					
Parent, relative, friend illness					
Death of parent, relative, friend					
Other-					
Total					
Note on key items-Have there been any big things happen to you or your family or big changes lately?					

Family Dynamic	High	Med	Low	Not an Issue	Not known
Inappropriate parenting					
Birth of a new child					
Parents separated					
Parents arguing / fighting					
Practical problems coming to college (e.g. travelling to college, financial implications of coming to college)					
Problems with parental influence					
Jealous of siblings at home					
Caring role at home (i.e. young carer)					
Other-					
Total					
Note on key items- How is everyone getting on at home?					

	Level of Concern				
Psychological wellbeing	High	Med	Low	Not an Issue	Not known
Often seems tired					
Low self-esteem					
Appears depressed / low mood					
Appears anxious					
Keeps feelings to themselves					
Has a pessimistic outlook					
Issues around diet / eating					
Issues in relation to sleep					
Inappropriate / risky behaviours					
Substance misuse (e.g. drugs, alcohol)					
Issues related to identity (e.g. cultural, gender, sexuality)					
Other-					
Total					
Note on key items- How do you/he/she feel most of the time?					
Observations of general presentation?					
Impact of COVID	High	Med	Low	Not an Issue	Not known
Anxiety around returning to college					
Anxiety related to contracting virus					
Separation / social distancing from family and friends					
Social isolation					
Barriers to hobbies / leisure					

Mental health and wellbeing of parents / family members					
Safeguarding issues (e.g. Domestic Violence, abuse, neglect)					
Death of a close family member, friend, staff member					
Close family member, friend, staff member illness					
Other-					
Total					
Note on key items- How has COVID changed things for you and your family?					

Any other issues / concerns not captured in the above?

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Summary

Key area	Level of concern				
	High	Med	Low	Not an Issue	Not known
Social personal					
Curriculum / Learning issues					
Loss and Change					
Family dynamic					
Psychological wellbeing					
COVID-19					
Other					

Areas with the highest tally of concern or are not known can be used to inform further exploration, intervention and agreed actions as part of a Multi-Element Support Plan.

Appendix 3: Risk and Protective Factors & Push and Pull Factors

An important key to promoting young people's mental health is an understanding of the protective factors that enable young people to be resilient when they encounter problems and challenges. There is a complex interplay between risk factors in young people's lives and promoting their resilience. As social disadvantage and the number of stressful life events accumulate for young people, more factors that are protective are needed to act as a counterbalance.

Emotionally Based Setting Non-Attendance is most likely to occur when the risks are greater than resilience, when stress and anxiety exceeds support.

The tables below can help key adults around the young person to formulate key risk and protective factors and key push and pull factors present for an individual young person. To support the completion of the risk and protective factors table, the following questions could be considered for each section:

The young person

- What strengths and difficulties does the young person present with in the 4 areas of preparation for adulthood (PfA) (Education and employment, Friends, relationships and community, Independent living, Physical and Mental Health)
- Hope and aspirations of the young person
- Likes and interests of the young person
- Accomplishments of the young person

The family

- Family composition
- Recent changes in the family
- Family history of difficulties
- What strengths and difficulties does the young person present with at home?
- The young person's relationship with their parent / carers and siblings
- college
- What does the young person do when they do not go to college/setting? What do other family members do?
- Impact of EBSNA on family members?

The Setting

- Early experiences at college and previous experiences at school.
- What is going well currently at the setting/college?
- Relationship with peers
- Relationship with teaching staff/tutors and support staff
- What support does the young person receive currently in college?
- Approaches / strategies that have been helpful in supporting the young person's needs

- What was different about the times when the young person was able to get to the setting/college?
- What support is needed to meet the current needs of the young person?

The community

- The young person's journey into the setting/college
- An exploration of socio-economic factors, wider supportive networks, standard of living, sports / leisure activities
- Cultural / religious factors

	RISK FACTORS Identify the risk factor and its potential impact on the young person <i>e.g. Overwhelmed in social situations (risk) and so struggles to maintain friendships which leads to social isolation in unstructured times (Impact)</i>		PROTECTIVE FACTORS Identify the protective factor and its potential impact on the young person <i>e.g. Good reading ability (Protective factor) and so engages confidently in English lessons (Impact)</i>	
	Risk factor	Impact	Protective factor	Impact
THE YOUNG PERSON				
THE FAMILY				
THE SETTING				
THE COMMUNITY				

Following the completion of this table, please use this and completed Risk Profile assessment to inform a graduated response to address the current needs of the young person.

Factors associated with the vulnerability of EBSNA

Setting factors	Family factors	Young Person factors
Bullying	Separation and divorce or change in family dynamic	Temperamental style – reluctance to interact and to withdraw from unfamiliar settings, people or objects
Difficulties in specific subject	Parent physical and mental health problems	Fear of failure and low self-confidence
Transition into college from secondary school or change of post 16/college setting	Overprotective parenting style	Physical illness
Structure of the college day	Dysfunctional family interactions	Engaging in risk taking behaviours e.g. drinking, drugs
Academic demands/high levels of pressure and performance-oriented classrooms	Being the youngest child in the family	Learning difficulties, developmental problems or Autistic Spectrum Condition (if unidentified or unsupported)
Transport or journey to college	Loss and bereavement	Separation Anxiety from parent/carer
Exams	High level of family stress	Traumatic events
Peer or staff relationship difficulties	Family history of EBSNA	
Issues relating to the physical environment of college setting e.g. large environment, loud areas	Young carer/Adult carer for family member	
	Young Person in Care	
	Alcohol/Drug Use	
	Jobs/Employability – wishing to work instead	
	Financial difficulties	

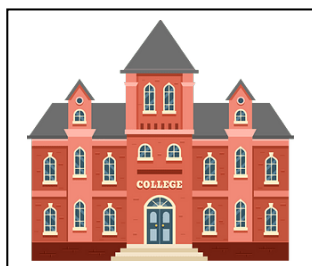
Push and Pull Factors

Contributory factors of 'risk and resilience' can also be divided, and understood, in terms of 'push' and 'pull' factors.

- 'Push' factors (i.e. those that push the young person towards attending the setting/college)
- 'Pull' factors (i.e. those pull the young person away from attending the setting/college)

It may be helpful to identify an individual young persons push and pull factors in order to better understand the motivations and functions of their behaviours and choices. The below visual has been provided as a prompt for this.

WHAT CAN LEAD YOU
TO **MISS** YOUR
SETTING/COLLEGE?



WHAT HELPS YOU WANT
TO **COME** TO YOUR
SETTING/COLLEGE?

Appendix 4: Person-Centred Planning Tools

The Special Educational Needs and Disability Code of Practice: 0 – 25 years provides the statutory guidance relating to part 3 of the Children and Families Act 2014. Embedded in its principles is the need for a stronger focus on the participation of, young people and their parents/carers in decision making at both individual and strategic levels. Please find the full document using this link to explore other PCP approaches that are not provided here:

The use of Person-Centred Approaches provides the opportunity to fulfil those principles. Working in this way ensures the Young Person and their parents/carers are at the centre of all decision making and future planning.

Please find below Person-Centred planning tools that can be used to elicit the views of the young person at each stage of the EBSNA pathway.

If key adults supporting the young person feel that tools highlighted in this document will be ineffective in capturing their views e.g. if they are not age appropriate or for any other reason that may limit their effectiveness, please refer to the ['SEND Guidance: Person Centred Planning Toolkit'](#) for more tools and options to elicit the young person's views more effectively.

Good Day / Bad Day

What is the activity?

- Good day/bad day is a person-centred thinking tool that is used to learn about what matters to someone and what support they need to have good days and avoid bad days. It asks students to describe what a good day looks like for them and what a bad day looks like for them. They also think about how things can be improved on bad days. We can use this information to plan support for them.

How to Deliver:

- Use the template on the following page (or create your own)
- Ask the student to think back to the last bad day they had.
- Ask them to describe what happened and why this was bad.
- Help them to think through their day: what happened when they woke up, when they left the house, when they got to the setting/college, at lunch time, during any lessons, after college, at bedtime etc?
- Discuss with them what could have helped to support them on this bad day. What would have made the bad day better?
- Now ask the student to describe what would make a good day?
- Some people cannot describe a good day or a bad day but can tell you about the last week in detail, so that you can gently ask which bits of the day were good and which not so good.
- If the student has not had good days for some time, they may be able to tell you about a good day from their past.
- If the student cannot tell you directly themselves, then family or support staff can help.
- Who helped to make this day good and what did they do?

What makes a good day?



What makes a bad day?



What can help to make a bad day better?

Ideal / Non-ideal Setting

This approach seeks to explore a young persons' important or core constructs about themselves and how they view the world. Young people (and adults) behave in a way that makes sense to them according to their own view of the world. We are likely to understand students (and the sort of provision that is most likely to help them) more fully if they are able to express these core constructs to us.

How to deliver

1. Equipment needed: a black pen and two sheets of plain A4 or A3 sized paper
2. Allow about an hour to complete the activity, perhaps with a short break if necessary
3. Explain to the student that you are going to be doing the writing today, acting as scribe. This is to take the pressure off the student and keep the process moving
4. The student is asked to make quick drawings or sketches (rather than detailed drawings). Reassure the student that it doesn't matter if an error is made
5. It is important to record exactly what the student says using their own words
6. If the student is overly anxious about drawing, either model stick people drawings first or just record the student's verbal responses
7. Allow time for the student to process the requests – repeat/reword/simplify the questions if not understood
8. Provide reassurance that there are no right or wrong answers or responses
9. Provide encouragement and praise for the student's involvement with the activity
10. Be sensitive about sharing the drawings with others, ask the student's permission and ensure that other adults understand that the student has trusted you in revealing such views, which must be respected
11. Talk to other colleagues about planning any follow-up work that might be indicated

Part 1: Drawing the kind of setting, you would not like:

**The
setting/college**

- Think about the kind of setting you **would not** like to go to. This is not a real setting.
- Make a quick drawing of this college in the middle of a piece paper.
- Tell me three things about this setting. What kind of setting is this?

**The learning
environment**

Think about the sort of learning environment you would not like to be in.
Make a quick drawing of this learning environment in the setting.
Draw some of the things in this learning environment.

The students

Think about some of the students at the setting you would not like to go to.
Make a quick drawing of some of these students
What are the students doing? Tell me three things about these students.

The adults

Think about some of the adults at the setting you would not like to go to.
Make a quick drawing of some of these adults.
What are the adults doing? Tell me three things about these adults.

Me

Think about the kind of setting you would not like to go to.
Make a quick drawing of what you would be doing at this setting.
Tell me three things about the way you feel at this setting.

Part 2: Drawing the kind of setting you would like

The setting/college	• Think about the kind of setting you would like to go to. This is not a real. • Make a quick drawing of this setting in the middle of a piece paper. • Tell me three things about this setting. What kind of setting is this?
The learning environment	Think about the sort of learning environment you would like to be in. Make a quick drawing of this learning environment in the setting. Draw some of the things in this learning environment.
The students	Think about some of the students at the setting you would like to go to. Make a quick drawing of some of these students. What are the students doing? Tell me three things about these students.
The adults	Think about some of the adults at the setting you would like to go to. Make a quick drawing of some of these adults. What are the adults doing? Tell me three things about these adults.
Me	Think about the kind of setting you would like to go to. Make a quick drawing of what you would be doing at this setting. Tell me three things about the way you feel at this setting

Appendix 5: EBSNA Multi-Element Support Plan

EBSNA Multi Element Support Plan

Primary area of need:		SEN Support (K) ☐	EHCP (E) ☐	Attendance %
Secondary area(s) of need:		Stage of EBSNA Pathway		
Other plans:	Young Person in care ☐	Young Person has an Individual Health Care Plan (IHCP) ☐		
Social Care Status:	Universal ☐	Early Support Plan/Family Help ☐		
	Child In Need ☐	Child Protection ☐		
	Young person has a Young Person Advisor (YPA) ☐	Adult Social Care ☐		
Plan start date:		Plan no.		
Planned review date:		Actual review date:		

Details of any specialist support professionals who are actively involved:

Name	Role

What has led to the MESP being completed (overview of current concerns)?

(include dated updates from reviews in this section)

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Please use the completed EBSNA tools to help guide discussion and form an action plan to address the current needs of the young person. You must complete Risk Profile for EBSNA and may wish to also use the Risk and Protective table, Push and Pull Factors tool, Good Day/Bad Day activity and Ideal/Non-Ideal College Activity. The targets set should reflect information gathered from these.

Rate areas of concern based on Risk Profile			
Curriculum/ Learning		Family Dynamic	
Social Personal		Psychological Well Being	

Loss and Change		COVID 19	
Other		Other	

List Key Risk and Protective Factors	
<i>This section should be reviewed and updated at each MESP review meeting.</i>	
Risk Factors <i>(think about things that may prevent or discourage attendance)</i>	Protective Factors <i>(think about things that may help or encourage attendance and the young person's strengths)</i>

Student Views	
What would you like to achieve?	
What would you like help with?	
Is there anything that you are worried about?	
Parent/Carer Views	
What are your hopes/hopes for your child?	
Do you have any concerns? If so, what are they?	

Agreed Targets:

Target 1

Rating:	1	2	3	4	5	6	7	8	9	10
T - Target (Where would we realistically expect to be with this target by the next review?) B - Baseline (Where is the YP now with this target?): A - Achieved (Review - How much progress have they made towards target?):										
Provision to support outcomes: (Consider Environmental Strategies, Skills Development, Motivators and Responding to Difficulties: Use the EBSNA Strategies document to support)										
Support	How often						Delivered by			

Target 2

Rating: 1 2 3 4 5 6 7 8 9 10

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T - Target (Where would we realistically expect to be with this target by the next review?)

B - Baseline (Where is the YP now with this target?):

A - Achieved (Review - How much progress have they made towards target?):

Provision to support outcomes: (Consider Environmental Strategies, Skills Development, Motivators and Responding to Difficulties: Use the EBSNA Strategies document to support)

Support	How often	Delivered by

Review: *(insert date)*

Comments: (Consider, *what have we tried, what has worked well, what has not worked and what are the next steps?*)

Parent/carer	Young person	Setting/College	External Agencies <i>(list contributors)</i>

Summary of Next Steps:

If attendance is still a concern, consider whether any of the following are needed:

- Invite an Educational Psychologist to chair a MESP meeting
- Commission an EBSNA Intervention from the EP Service
- Seek support from the EBSNA Co-ordinator/Connexions
- Collate all assess-plan-do-review information and invite EBSNA Co-ordinator to a MESP review
- Follow the Annual Review Pathway to call an early Annual Review if the student has an EHCP
- An EHCNA request as part of the Graduated Response to SEND.

Appendix 6: Ideas for EBSNA support and interventions

Environmental Strategies <i>(e.g. access to activities, sensory breaks, use of language at the right level, routines within the setting).</i>	Skill Development <i>(e.g. strategies for managing anxiety, skills to start and maintain friendships, literacy skills).</i>	Motivators <i>(e.g. timetabled activities of interest).</i>	Responding to difficulties <i>(If things don't go to plan, how can we intervene early and move things forward as quickly and safely as possible e.g. diversion, redirection, de-escalation, keeping safe, recovery, repairing harm).</i>
*The setting/college has in place a well-trained, dedicated Mental Health team. *A warm, friendly, and well-planned arrival and welcome to setting/college. If students are anxious, their first contact with college is very important. Support the young person so that they experience a sense of welcome and belonging. Front line staff (such as the reception 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. *Provide quiet or safe spaces and time out cards for students to access if they are experiencing intense emotions.	*Students can on a short-term basis access and do work on emotional regulation, to build their resilience and alleviate anxiety about attending the setting/ college. *Young people with sensory difficulties are considered as part of courses uniform policies/PPE, such as allowing alternative when appropriate to alleviate anxiety about attending. *Ear defenders/ear buds/headphones can be provided to students who are particularly sensitive to noise. They wear these in and out of lessons as needed. *Students can be paired up with tutors or mental health first aiders who have received specific training to support. *Students can access a pastoral/safeguarding drop-in chat team e.g., Maths/English Hub, 1-1 with tutors.	*Offer course adaptations, adapt timetables and online learning when able and applicable. *Students are encouraged to take part in extra curricular clubs, to help to build confidence about attending. *Students are offered 1-1 or group sessions with a pastoral coach using sport, which can be an escape from the pressures of college life and help the student with any feelings of anxiousness they are experiencing. *Making time for the young person to do the thing that they enjoy the most every day. *Meeting with the young person and supporting them to select some realistic and achievable	*Students are made aware that they can speak with anyone they have confidence in, and staff know that, where they need help, they should contact a member of the trained mental health team. *Regular contact and communication between the young person, family, and college, including the use of virtual or telephone check-ins. *The ideal setting technique: Understand the young person's unique perspective on life through the careful use of questions and extremely sensitive note of the young person's answers. (Moran 2001). *Work with the young person and family to ensure there is a

*Students can pre-order lunch and it is collected by the staff and distributed to them to eat in solace or option to leave class earlier to collect their lunch. *Students are supported by staff members to integrate into the canteen to build their confidence with eating in the assigned area. This gives them the confidence to meet friends and make friendships that ease their anxiety. *Seating at breaks and lunches can be provided to support with anxiety. *Students can be provided with "Early Leave" cards, that will allow them to avoid main transition times in corridors between classes. *Where required, a short period of phased timetabling to allow a transition back into the setting/college and to attend full-time, where the young person is in college but does not attend all lessons, working with the student to support with any anxiety they are experiencing during time not spent in class. *Some students will sit exams in smaller examination venues e.g. smaller rooms of 10 or 12 students.	*Students are offered 1-1 coach support to "catch-up" on core content for English/Maths. Often a barrier to returning as students overwhelmed with content they have missed. *Checking in regularly with students to see whether any agreed adaptations or strategies are working and useful and adjusting if not. *Some CYP find mindfulness helpful in helping them to relax. *Practising different breathing exercises, including 5 finger breathing, star breathing, box and belly breathing, 7-11 breathing (in for 7 seconds and out for 11). *Grounding exercises can be helpful during anxiety or a panic attack by helping to ground the person in the present. For example: the 5-4-3-2-1 exercise (counting backwards). They name 5 things they can see, 4 things they can touch, 3 things they can hear, 2 things they can smell and one thing they can taste. *Mindfulness techniques such as the Body scan: Sit or Lie down somewhere comfortable, close your eyes, tightly squeeze every muscle in your body, squish your toes and feet, fingers, and hands, after a few minutes release all your muscles and relax. *Visualisation is another powerful technique that can help people unwind and relieve	goals for the week. What will support you to achieve these goals? What things might make it difficult? What could the reward be if you achieve this? *Sessions with mentors could include psychoeducation about Growth Mindset (Dweck, 2006).	plan in place for arrival in to ; including what activities they will engage in and how the transition to the setting/college can be eased. Involve the young person, talk to them about how the start of the college day could be changed to reduce their worries and anxieties. *Ensure that the young person feels that their feelings around the difficulties in getting to the setting/college are believed by the adults around them. *Ensuring home learning is shared, marked and that feedback is provided so that the young person knows that they still belong and are a valued part of the setting/college community.
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*Working to reduce everyday stressors in the classroom for students who easily become overwhelmed. *Ensuring a sense of normality and consistency when the young person is in setting and avoid asking where they have been.	stress. Visualisation uses mental imagery to reach a more relaxed state of mind. For example: support the young person to imagine: A funny image, a happy place, a calming place, throwing their worries away. *Distraction techniques: (but first consider the following: 1. Have I had enough sleep? 2. Have I had something to eat today? 3. Have I had something to drink)? Make a to do list for the week, learn the lyrics to a new song, mindfulness colouring, play with a stress toy, burn energy (running or dancing). *Travel training can be offered to students who may find it difficult to travel into their setting		
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Appendix 7: Post 16 Universal Support and Signposting to Support Services in Wolverhampton and Nationally

Mental Health and Wellbeing Support:

1. Base 25

- Base 25 provides various services for young people, including counselling, mental health support, and emotional wellbeing sessions. They offer advice and one-to-one support for individuals up to 25 years old and are based within Wolverhampton. Referrals can be made by individuals or families on their website: (<https://www.base25.org/>)

2. Kooth

- Kooth is a free, anonymous, online counselling service for young people. It offers a safe space to talk about mental health issues, with access to professional counsellors: (<https://www.kooth.com/>)

3. WYSA App

- Wysa is a clinically validated mental health app which provides an effective, scalable, solution. WYSA is completely anonymous, available on virtually any smartphone and provides unlimited support 24 hours a day, 7 days a week. WYSA reduces stigma and barriers around accessing traditional services and support with a range of difficulties young people might be experiencing around their mental health and offers strategies and support. Download the app to your smartphone or device, or visit: <https://www.wysa.com>.

4. Child and Adolescent Mental Health Services (CAMHS)

- CAMHS supports young people up to the age of 18 with mental health challenges. The service provides assessment and treatment for a range of mental health needs. Speak to your GP to explore referral.

5. Daylio Journal (App)

- A daily journal diary and mood tracker. Helps to identify triggers for changes in mood and steps to support with this. Download to your smartphone or device.

6. Thrive (App)

- NHS digitally compliant app to support the treatment of a range of mental health and wellbeing difficulties. Download to your smartphone or device.

Social Inclusion:

1. Wolverhampton Social Prescribing Service

- This service has 'Link Workers' who work with young people aged 18+ and two young peoples' Link Workers working with young people aged 13-17 years. Their role is to spend time finding out what is important to you and then linking you with organisations and activities that might be helpful: <https://www.wvca.org.uk/social-prescribing/>

2. The Way Youth Zone

- A youth centre for people aged 8 to 19 (or up to 25 with additional needs), The Way Youth Zone offers activities aimed at improving social skills, fostering confidence, and providing a safe space for making friends: <https://www.thewayyouthzone.org/>

Financial needs:

1. Citizen's Advice Wolverhampton

- Citizen's Advice offers advice on managing financial difficulties, including debt advice, help with benefits, and housing support: <https://www.citizensadvice.org.uk/local/wolverhampton/>

2. Wolverhampton Homes Money Smart Team

- This team provides practical advice for young people facing financial challenges, offering support with budgeting, benefits, and housing matters: <https://www.wolverhamptonhomes.org.uk/money-smart/>

LGBTQ+ and Gender Identity Support:

1. Young Pride in Herts

- Although based in Hertfordshire, this service provides support to LGBTQ+ young people across the UK, including those in Wolverhampton, focusing on identity and wellbeing: <https://www.youngprideinherts.org/>

2. Umbrella Health - Wolverhampton Sexual Health

- Umbrella Health provides support to LGBTQ+ young people in Wolverhampton, offering services related to sexual health and gender identity: <https://umbrellahealth.co.uk/>

3. Gender Identity Research & Education Society (GIRES)

- GIRES provides information and support for individuals experiencing gender identity issues and may be a useful resource for young people in Wolverhampton: <https://www.gires.org.uk/>

4. x2y (LGBT Youth Group)

- Provide group sessions for 11-17- and 18–25-year-olds, supporting young people in Wolverhampton and surrounding areas who are Lesbian, Gay, Bisexual, Trans or Questioning their sexuality or gender identity (LGBTQ+): [X2Y LGBT Youth | Facebook](#)

Substance Misuse:

1. Recovery Near You - Wolverhampton Drug & Alcohol Services

- Recovery Near You offers advice, support, and treatment for young people dealing with substance misuse, including drugs and alcohol. This service supports young people who may be worried about a parent's drinking, gambling or drug use; or whom may have difficulties of their own: <https://www.recoverynearyou.org.uk/>

2. Aquarius Young People

- Aquarius provides support for young people struggling with substance misuse, as well as those affected by someone else's substance use: <https://aquarius.org.uk/>

Others:

1. Wolves Workbox

- Offers job search support, CV writing, and advice on apprenticeships and traineeships for young people looking to enter the workforce: <https://www.wolvesworkbox.com/>

2. Connexions Wolverhampton

- Offers careers advice, support with further education, apprenticeships, and employment guidance for young people post-16: <https://www.wolvesworkbox.com/directory/organisations/connexions.html>