

Wolverhampton EBSNA Pathway:

Support for Education Settings, Professionals and Families

Wolverhampton EBSNA Pathway

Wolverhampton's Emotionally Based School Non-Attendance (EBSNA) Pathway guides the support for pupils whose attendance is a concern due to emotion-based factors. This may be linked to their individual emotional wellbeing and mental health needs, their home life, their educational experiences, or a combination of all of these.

The EBSNA Pathway should be used by education settings in Wolverhampton as a guide to early intervention and prevention of EBSNA. It should be used to aid and facilitate actions that are taken by education 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 the guidance takes a graduated approach to support, intervention and services. It is in line with national guidance including Working Together to Improve School Attendance and the [SEND Code of Practice](#) which requires education settings to take a graduated response to SEND and [Wolverhampton's Graduated Approach Guidance](#).

Support for Education Settings, Professionals and Families

There are a range of options on offer for education settings, professionals and families to support use of the EBSNA Pathway and develop knowledge and practice around EBSNA within Wolverhampton. The offer is organised into Universal, Targeted and Specialist and outlined within this document.

Level	Focus	EBSNA Coordinator Activity	Access Route
Universal	Prevention and early identification	Training, resources, pathway promotion, guidance, networks, workforce development	Open access
Targeted	Consultation and implementation support	Fortnightly consultations, enhanced consultations, support plan review, education settings systems review	Consultation booking or email
Specialist	Complex and persistent EBSNA	Signpost to traded specialist support, LA-directed involvement.	Traded services or LA allocation

EBSNA Coordinator

The Emotionally Based School Non-Attendance (EBSNA) Coordinator works within Wolverhampton Educational Psychology Service to coordinate and strengthen the city's graduated response to EBSNA. The role focuses on promoting consistent implementation of the Wolverhampton EBSNA Pathway, developing workforce knowledge and skills, supporting education settings to apply effective approaches, coordinating stakeholder feedback, and contributing to service development across the local area.

The EBSNA Coordinator does not replace the responsibilities of education settings to identify, assess and support pupils experiencing attendance difficulties. Instead, the role provides a structured framework of support to help education settings implement the EBSNA pathway effectively and access the right support at the right time.

The EBSNA Coordinator regularly reviews the support offers at the Universal, Targeted and Specialist Levels and welcomes ideas from stakeholders to continually strengthen this offer.

UNIVERSAL OFFER

Aim
To develop the confidence, knowledge and skills in preventing, identifying and responding to EBSNA at the earliest opportunity.
Who is it for?
All Wolverhampton families, education settings and professionals.
What is available and how to access?
Workforce Development - Regular EBSNA workshops focused on a range of topics including an introduction to the EBSNA Pathway, Multi Element Support Planning, working with families and supporting neurodivergent young people. Dates and booking information can be found in the SEND Training brochure. - Train-the-trainer resources that can be delivered to build capacity and understanding within education settings by attendance leads and other staff. - EBSNA Community of Practice to allow sharing of practice and problem-solving between education settings (more information coming soon). Wolverhampton Education Wellbeing Network Resources and Guidance Wolverhampton EBSNA Pathway: Guidance for Schools Wolverhampton EBSNA Pathway: Guidance for Post 16 Settings & Colleges Barriers to Education Guidance and Tools Support for Families - There are parent/carers coffee mornings and workshops that are free for families to attend and run by the Outreach Service, Wolverhampton IASS and the EBSNA Coordinator. Navigating Barriers to School Attendance: Parent/Carer Coffee Mornings Navigating Barriers to School Attendance: Parent/Carer Workshops
Expected Education Setting Actions
Education settings are expected to: - Access and engage with training and available resources. - Implement the Wolverhampton EBSNA Pathway within their setting. - Use the graduated response to identify and support pupils experiencing attendance difficulties. - Maintain appropriate records of support and outcomes.

TARGETED SUPPORT

Aim
To provide consultation and implementation support where education settings or professionals require additional assistance to implement the EBSNA Pathway effectively.
Who is it for?
➤ Education settings who are: • supporting pupils who are showing early signs of EBSNA. • supporting pupils who are progressing through the early stages of the pathway. • requiring support with existing support plans. • requiring support in implementing the EBSNA Pathway. ➤ Professionals who are working with young people and families experiencing EBSNA and who would like to reflect on practice and how they may support with the EBSNA Pathway.
What is available and how to access?
Fortnightly EBSNA Consultation Sessions: The EBSNA Coordinator will offer free scheduled online individual consultation sessions that education settings and professionals can book onto. The confidential consultations may include: • Case discussion and exploration. • Solution-focused problem-solving. • Advice regarding pathway implementation. • Support with planning next steps and target setting. • Signposting to appropriate services and resources. The purpose of these consultations is to empower education settings to move forward support within their setting and also to reflect on when to engage external agencies. These are bookable via wves (https://www.wves.wolverhampton.gov.uk/Page/9487) for education settings and by emailing Joshua.Franklin@wolverhampton.gov.uk for other professionals. Enhanced EBSNA Consultation: Following an EBSNA Consultation session, the EBSNA Coordinator can offer an Enhanced EBSNA Consultation where a more in-depth discussion is required. This may include: • Review of EBSNA documentation. • Review of multi-element support plans. • Consultation around barriers and solutions. • Advice regarding graduated response planning. • Support to identify strengths, needs and next steps. Enhanced EBSNA Consultations are intended for situations where schools require more in-depth support than can be provided through a standard consultation session. Education Setting Systems and Practice Support: The EBSNA Coordinator can work with individual education settings to strengthen their EBSNA processes. This may include: • Reviewing existing systems for attendance and EBSNA. • Supporting education settings to evaluate pathway implementation.

- Identifying good practice and areas for development.
- Helping settings to embed effective organisational procedures and systems.
- Supporting with the induction of new school based EBSNA leads
- Supporting attendance leads and inclusion leads to build confidence and capacity across their setting.

To request this level of support please email Joshua.Franklin@wolverhampton.gov.uk. Requests will be triaged by the EBSNA Coordinator to determine the most appropriate response.

Psychological Intervention for Individual pupils:

A 6-week 'Managing Anxiety related to EBSNA' Psychological Intervention can be purchased from the Educational Psychology Service to support young people where anxiety is a key contributor to their EBSNA. This is suitable for young people at stage 1-2 of the EBSNA Pathway. The suitability can be discussed with your link EP or the EBSNA Coordinator. For more information and booking see here: [Psychological Interventions](#).

Expected Education Setting Actions

Education settings should:

- Have engaged with the universal offer.
- Be actively implementing the EBSNA Pathway.
- Attend consultations with relevant information available.
- Take ownership of agreed actions following consultation.

SPECIALIST SUPPORT

Aim
To provide access to more intensive and specialist support where needs are complex and cannot be met through universal and targeted provision alone.
Who is it for?
Children and young people who are experiencing significant and persistent EBSNA where more specialist involvement is required.
What is available?
Traded Specialist Support Education settings will usually access specialist support through their traded services, such as the Educational Psychology Service. At Stage 3 and 4 of the EBNSA pathway, it is expected that an Educational Psychologist is involved in the Multi-Element Support Plan (MESP). A specific package of EBSNA Pathway Support that includes an initial consultation and attendance at up to 3 MESP meetings is available for purchase from the Educational Psychology Service (an existing contract is not required). More information about this can be found here: https://www.educationalpsychologywolverhampton.co.uk/schools/ebsna.html The EBSNA Coordinator will: • Signpost settings to available traded services. • Support settings to identify when specialist support may be appropriate. • Provide information regarding referral routes. Local Authority Directed Involvement In exceptional circumstances, the EBSNA Coordinator may provide more direct involvement with children, young people and families. Direct specialist involvement from the EBSNA Coordinator will be determined through local authority processes.
Expected Education Setting Actions
Education settings accessing specialist support should: • Demonstrate that a graduated approach to EBSNA following the EBSNA Pathway and making use of universal and targeted support has been implemented and reviewed. • Continue to lead and coordinate support for the pupil within the setting. • Share relevant information and documentation with services involved. • Attend and contribute to multi-agency meetings and planning processes ensuring that holistic support is well co-ordinated and joined up (e.g. aligning SEN Support, social care/family support and EBSNA planning where there are links). • Implement and review agreed actions and recommendations. • Work collaboratively with families and professionals to support positive outcomes.