

# Effective EBSA Intervention

What Does the Research Say?



## Intervene Early and Quickly



Once a CYP has been identified as experiencing EBSA, intervene quickly to address barriers to school attendance and wellbeing. Schools and families should not wait until a CYP shows excessive distress, or a complete school withdrawal.

## Return to School at Earliest Opportunity



Try to maintain connection and belonging during periods of absence, planning for a return to school at the earliest opportunity. Whilst some time away from school can provide respite and recovery, the return to school can often feel even more daunting after a period of absence.

## Capturing the Voice of the CYP



There should be a strong focus on the CYP's voice and developing a shared understanding of the EBSA - this allows those around the CYP to better understand the CYP's needs and to ensure that the CYP's voice is at the heart of any return to school plans.

## Match Support to Need



Support plans should be matched to identified strengths and needs. When intervention does not work, it is often because the drivers of a child's EBSA have not been properly understood and so there is a mismatch with support offered.

## Close Home School Liaison



Parents and carers have a wealth of information on their child's needs and so offer expertise when producing a bespoke plan for supporting their CYP's return to school.

## Strength and Protective Factors



Harnessing and building on strength and protective factors can be vital in supporting CYP to increase their resilience to maintain their attendance. Equal attention should be given to risk and protective factors.

