**How can attendance difficulties be supported?**

**Meeting Recording June 12, 2023, 3:36PM**

How can attendance difficulties be supported?

Now, with the knowledge of emotionally based barriers to school attendance epsa and why it can happen, schools and services can create an Epson support system, an Epson support system is a relational, holistic approach to proactively identify barriers to education and support. Successful engagement with learning. It's done with the child, not to them using a person centred approach.  
The apps are support team was a fully funded project by Public Health England for the academic year 20/22/23. The team supported schools to become Epsom aware and provided consultation and coaching for school teams to develop and embed an Epson support system focusing on early identification and prevention, the team created the Absa support system in collaboration with Children, families, schools and services.  
At the beginning of the document on the screen you can see those change in attitudes towards school, student and our family sharing distress around attendance. The school noticing it, M students distress around attendance or noticing that distress when they're at school and attendance may have reduced.  
But they're just some of their.  
Early warning signs that you may have noticed that have made you think right? We need to, um, begin using our absolute support system. So becoming aware so you can become EPS, are aware at any point. It doesn't have to be because you have young people in your school or setting that are experiencing upset. It would be most beneficial if you could become aware prior to that and then you may start to notice things or take a different.  
Approach or look at things a little bit differently. Once you have become EPS, are aware to expand your knowledge and understanding of Absa and you have already done this and are doing this by watching the EPS are awareness videos and you can continue to develop your knowledge by reading the documents in the Bcos section on the episode web page.  
The second part is to ask what's going on here rather than how do we get you back to school, that small change in the question, it just changes the way that you might look at things and to take a blame free approach using the attendance attend framework which is a document that the majority of schools in our area have got already through the project that was funded for 20/22/23.  
If you haven't got your document and would like more, then there are the links on the Absa web page where you can access those. So use this attend framework to identify all the contributing factors when there are barriers and problems so they attend framework is a way to frame a conversation or a series of conversations with a family within a trusting and collaborative relationship and then also being part of being curious is to summarise.  
It's Emilia, once factors unto the Epson support Action Plan, which is available on the ECHO website or into another form that suits your school and your setting. Also within there is to really make sure that you gather.  
Everybody's views and opinions, but most importantly, the young person's voice and further on in this video we will show you some really interesting and useful ways to have those conversations and to be curious.  
And the third part is to be responsive. So facilitate a person centred planning meeting where the interplay of factors are shared and attendees are supported to understand the risk and resilience factors. So create those next steps together with the child, Family, School and partner agencies aiming to reduce those risks factors and strengthen those resilience factors. Consider the suggested activities from the attend framework support strategies. Also, there's other resources on the episode.  
The page and the SMH graduated response toolkit available on the North East Lincolnshire Council website and also sign posted on the website web page and be reflective and review the action plan with everyone after a mutually agreed time period and keep tweaking and keep reviewing and keep gathering those views as things will change over time.  
The NE Lincolnshire Children's services, including social care, early help, the education team and the virtual school have access some really high quality ebsite training from Ed Psych Horizons.  
They these teams in the North East English Council are able to support an advocate for the ebbs, a support system and also have knowledge of the attend framework, Ofsted and the Department for Education are supportive of the EPSRC support system and the project that happened this year with the EBSA support team.  
And having all of that embedded for children, families, schools and services in North East Lincolnshire, the EPS, a support system approach reinforces the Department for Education's guidance working together to improve school attendance. That guidance for maintained schools, academies, independent schools and local authorities which applied from September 2022 and it also reinforces the summary of responsibilities where a mental health issue is affecting attendance.  
Published in February 2023.  
So here is a photograph of the attend framework, which is an evidence based tool that's used to identify the underlying reasons for absence and low attendance. It helps to identify specific issues in each individual case to help professionals put together an effective support plan. It is aimed at five age 5 to 16 year olds and is best used as part of an early intervention programme. It facilitates communication by gathering views of pupils families.  
And staff professionals, which then supports action planning and developing intervention in a solution orientated way. It provides a structure to start those initial conversations with families and include the following and attend forum for professionals and attend forum for parents and carers and attend form for students aimed at those year five and above. It includes some pictorial cards which you can use to gather the young person's.  
Views about school like a sorting activity and it also comes with a booklet to explain how it can be used and also a number of suggested activities and interventions and sign posts are different.  
And resolve resources and teams that may be able to help those specific areas that are identified.  
So.  
At the time of recording, 42 schools and colleges in North East Lincolnshire have become absurd aware they have received their training either online through the webinars in person or through these videos.  
And they have then engaged with attend framework coaching and coaching on creating an Epson support system using the attend framework and here is some of the feedback that we have had from those sessions. We need to use the attend framework resources early on when we notice those early signs and when parents tell us what's going on in the mornings, we've got to get better at doing that so we can prevent the situation escalating.  
We have invited Jodie to our monthly attendance meetings where we use the attend framework for any learners below 93%. It has been a great addition to our toolkit.  
You can see on the top right hand corner the Epsra aware logo which after a school or something has has engaged with all of the aspects to become absurd aware they have the use of the Absur aware logo to display on their resources and also they are awarded with.  
I am a certificate of awareness as well.  
Here's a range of resources for all age groups that can be used to provide a platform for discussion. So these.  
Encourage and value invaluable insights into how the young person's views.  
Ah, and make sense of their experience of school. It places the child's voice at the centre of any planning, and there are also quite fun to use as well.  
I don't feel like people understand me, but they do. They've helped me understand myself more and helped me share my thoughts with others. When I get overwhelmed and can't speak in meetings.  
And that's what was told to our team from a child in a local mainstream setting.  
And it isn't that the three people that formed the Epsa support team over the year 20/22/23.  
Did anything unique and special other than listen and give that empathy and that time and use some of the more creative resources to champion and advocate for that young person's thoughts and feelings? Because as we can only imagine, being in meetings with professionals at school can be overwhelming. And for us as adults as well as young people and children, and so.  
Having those creative tools that are played with before any meetings happen means that the young person can feel more supported to have their views shared or to share their views themselves. Using photographs of the activities that they've done with a trusted adult.  
The school Wellbeing, College and college well-being cards are a fantastic resource. They're grounded in resilience research and the decks of 40 picture cards, which have been developed to reflect key risk factors associated with school avoidance or unhappiness at school, as well as strength and protective factors that promote school attendance and wellbeing through a card sorting activity, the young person is empowered to share their experiences of school and any worries or concerns.  
That they may have the school will being cards are designed to be used by education, health and social care colleagues and are suitable for children aged 7 plus. There's also college well-being cards which are designed to support children and young people aged 14 plus who may be feeling anxious about transitions to college as well as children and young people of college age. But finding the college environment challenging to navigate.  
You can see some photographs here of times when the cards have been used and taking photos at different points means you have that record to look back at with the young person and to share with them or on their behalf to others. In those discussions, those collaborative discussions and it really takes that relational, that person centred using an active listening approach in a playful way.  
And here is another quote that was gathered that M through the project our child has not been able to talk about school to us school staff and people from other services, but he has been able to talk about school to the EBSA support team. I'm shocked.  
Half planning alternative tomorrows with hope is a creative planning tool that draws on people's ability to visualise different futures and plan backwards from a future vision or dream and tell stories about how that vision can come into being.  
This has been a really useful tool to use with children and young people, helping them to create a vision for a positive future, commit to invest in moving forwards to this future, and have a sense of how to do this. Please contact the NE Lincolnshire education psychologist team For more information on this tool.  
And another quote from people this year, it was the first time I felt really listened to and believed by someone who wasn't family or a friend. They were kind, flexible, took time to get to know my child and didn't judge us.  
They have been a fantastic advocate for the young person when we have our sessions, they speak so positively about the support they are getting.  
I don't know what we would have done without the absent support theme to help us mediate and advocate for the child at meetings with the school. I was very worried about this young person and still am, but I sleep easier knowing the EBSA support team are helping him and his family.  
I'm so happy my daughter seems brighter and has been to school for four days in a row now. We were at crisis point in our family and their help was much needed.  
I don't want to think about what would have happened if the ECB support team hadn't been there to help us. He's opened up to them and they've really listened.  
As you can see from the viewpoints from local people who have experienced the Absa support system, adopting the system in your setting has the potential to have a positive impact on the wellbeing of children, young people and families in North East Lincolnshire, enabling them to thrive and learn.

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