



Nicky Clooney

Partnership Engagement Officer



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Education Quality & Inclusion
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during term time
Hinckley & Bosworth Education Partnership
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Who am I?

- **BSc (Hons) Human Psychology Degree**
- **Post Graduate Certificate of Education (*Specialism: Educational Psychology*)**
- **Level 6 (Previously Level 4) NVQ in Learning, Development and Support Services for Children, Young People and Those Who Care for Them**
- **Teaching: Class teacher South London & Leicestershire. Supply teacher across Central London**
- **Guidance Counsellor: 4 summers in USA, residential support for CYP**
- **Connexions Leicestershire Advisor – Supporting various schools and colleges across Leicestershire. NEET and vulnerable CYP**
- **Manager/Registered Person - Out of School Clubs, Designated Safeguarding Lead (Charity registered, Ofsted regulated & inspected)**

Partnership Engagement Officer

What are
the
PEOs?

Local Authority and SEIPS


Inclusion and attendance

Early intervention and prevention

EBSA – Emotionally Based School
Avoidance

What is EBSA? (Emotionally Based School Avoidance/ Absence)

Emotionally Based School Avoidance/Absence:

- Children and young people who experience challenges with attending school due to heightened and distressing emotional and physical factors, commonly linked to **anxiety**.
 - These CYP may also have additional needs, which can further impact their school attendance.
 - Absence as a result of the emotional distress experienced around attending school, rather than absence from school due to behaviour alone (truanting)
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“What does it mean if a child is persistently or severely absent?”

- Children who are registered at a school but regularly fail to turn up are **officially referred to as being ‘persistently’ or ‘severely’ absent.**
- The school day is split into two sessions – one session counts as a morning or afternoon spent in school.
- Pupils who have **missed more than 10% of school sessions are considered persistently absent**, while children who have missed **more than 50% of school sessions are referred to as severely absent”**



Persistently absent: under 90%

Severely absent: under 50%

BUT!!!!

Using a percentage figure alone won't give us the whole story!



60% attendance could mean: They have improved from 10% or it could mean they have declined from 90% - The percentage is the same, but the scenarios are hugely different.



Pattern of absence is important, e.g., "**broken weeks**" and "**escalation and deterioration**"



Therefore, we recognise that it is important to consider each scenario on a case-by-case basis

PEO Offer of Support

Phase 1

School drop-in sessions/visits

90% - 80% attendance

Advice based support

Anonymous Caseload discussion/surgeries

Toolkit and resources

Phase 2

Inclusion Forum

80% - 60% attendance

EBSA Checklist

Direct support

** Working with school/staff within school will be embedded throughout support in both Phases 1 & 2. (e.g., signposting, reasonable adjustments, reflecting - e.g., what has happened/been tried/what can yet be done-APDR.*

What is the referral criteria?

PEO Referrals must meet the following criteria:

In order to target early intervention and prevention

- ❑ Specifically include anxiety and SEMH as the presenting barrier to attendance (EBSA)
- ❑ Confirmed by input from a GP or other relevant agency, ruling out other medical causes
- ❑ Attendance threshold between 80-60%
- ❑ Ideally year 7 and 8 (Early intervention)

- *Expectation: Schools manage 95-80% attendance decline themselves, with PEO general support and input available.*

- *50% or lower (severely absent) = Inclusion*



MORE INFORMATION
COMING SOON



I WILL BE IN TOUCH WITH
ALL SCHOOLS WITH DETAILS



THANK YOU