

Description of the Emotionally Based School Avoidance

(e.g., current rate of attendance, patterns in non-attendance, is the school avoidance new or just emerging, or has the CYP experienced similar difficulties in the past?)

Ashely's attendance is currently 59% with increasing patterns in non-attendance when his brother does not attend school, as well as on days with he has double History and following any conflicts with peers at school. Ashley previously experienced EBSA in Year 5 at Primary School and difficulties in attending school have continued throughout Year 7 and 8 at Secondary School.

Summary of Risk Factors, which will need to be targeted and reduced



Child

Described as a shy child; history of separation anxiety
 Speech & Language difficulties from early age
 Previous experience of EBSA/ found brother's transition to secondary school difficult
 Frequent reporting of tummy aches in Year 5; ongoing psychosomatic symptoms
 Finds making friends difficult



School

Three school changes in four-year period, including secondary transition
 Previous experience of EBSA; Patterns in non-attendance continued & escalated in Year 8
 Struggled in friendships in primary & secondary school; often teased by peers
 Struggles in lessons with higher language demand, e.g., history



Home

Parental separation, house move & move to new area
 Birth of new siblings, including birth of youngest sibling around time of secondary transfer
 Co-dependent relationship with older brother
 Younger siblings at home; staying home when brother off school & enjoys duvet days with siblings, watching TV/gaming

Functional Analysis – Identify Key Functions



Function 1 – To avoid situations that elicit negative affect or provoke high levels of anxiety, so avoiding school to avoid these unpleasant or uncomfortable feelings.



Function 2 – To escape aversive social situations or negative appraisals by others, so avoiding school to reduce social anxiety or social pressures.



Function 3 – To reduce separation anxiety, so avoiding school to spend time at home with a significant parent/carer or other family members.



Function 4 – To pursue rewarding experiences outside of school, so avoiding school in order to engage in pleasurable activities at home or in the community.



Action Planning (WORKED EXAMPLE)

Summary of Resilience Factors, which will need to be strengthened and harnessed



Child

Close relationship with older brother Josh
 Enjoys gaming & playing basketball
 Kind & caring towards younger siblings; enjoys helping out around the house
 Previously overcame EBSA in Year 5
 Has been able to make new friends e.g., Ben



School

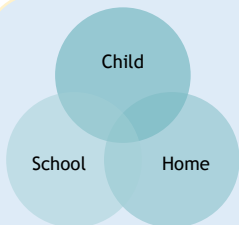
Positive end to Year 6
 Relative Strength and enjoyment in Art, Drama and PE
 New friendship with class-mate and fellow basketball player Ben
 Good relationship with PE Teacher & engaged well in mentoring session
 Part of the school Basketball club
 Still coming to school on days when he has PE or basketball.



Home

Active & sporty family
 Family does nice things together outside of school hours
 Home is seen as a safe space
 Close family
 Regular contact with Dad, once per month
 Family share concerns and are supportive of school
 Family talk positively about school/education

Formulation & Integration



Ashley is described as a shy child, with a history of speech and language difficulties and tends to find lessons with a higher language demand more challenging. He appears to hold some anxieties around school, as demonstrated by his reporting of psychosomatic symptoms, avoidance of school on days when he has subjects that he finds more challenging and/or following any peer-related difficulties. He has experienced much change over the past five years, with his parents separating and moving to a new home and a new school. He has a close relationship with his brother and is somewhat reliant on his brother in school to feel safe and secure. He has struggled to establish himself within a firm friendship group and reports that he often feels lonely.

Next Steps

- ✓ Draw & Talk sessions with Learning Mentor to explore recent changes in his life, relationship/contact with Dad, as well as opportunities to think about his goals and aspirations for the future.
- ✓ RAG – to review school timetable and explore areas of the curriculum that Ashley feels more/less confident in and to put additional support in place accordingly. Vigilance around subjects with higher language demand.
- ✓ Consultation with school SALT to explore additional provision for S&L needs at secondary school – perhaps vocabulary booster sessions in subjects requiring a greater breadth of vocabulary such as science & history.
- ✓ Explore opportunities to walk to school with Ben, or other members of basketball team
- ✓ Lunchtime basketball club on days when he does not have PE/after-school clubs to increase motivation to attend across wider array of days. Set up a coaching role, supporting new Year 7s.
- ✓ PE teacher to take the lead in following up any peer-related issues – use restorative justice approaches to develop social-problem solving skills. Targeted support to develop understanding around ‘teenage banter’ – could use comic strip conversations approach or a more structured programme e.g., Talk About for Teenagers.