

How should school help a child experiencing EBSA?

“Schools have an important role to play in supporting the mental health and wellbeing of their pupils, by developing approaches tailored to the particular needs of their pupils. All schools are under a statutory duty to promote the welfare of their pupils, which includes: preventing impairment of children’s health or development, and taking action to enable all children to have the best outcomes.” [1.1 DfE Mental health and Behaviour in schools guidance](#)

“Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting’s own assessment and information on how the pupil is developing.” [6.45 SEND Code of Practice](#)

Assess the child for SEND & offer support in accordance with the SEND Code of Practice

Schools must use their “best endeavours” (Section 66 CAFA 2014) to ensure any child with SEN gets the support they need and must make “reasonable adjustments” (Section 20 EqA 2010) to support a disabled child in accessing education. There is no legal requirement to meet a specific number of criteria to access support. School’s SEN support should take the form of a “**Four-Part Cycle**”: **Assess, Plan, Do, Review**

Details for what is available at each school is in their SEN Information Report, which must be published on their website. If the school is unable to offer suitable provision to meet the child’s needs, school should apply to the LA for an EHC needs assessment. (The first step towards an Education, Health and Care Plan)

To find out more about the broad areas of SEN and the form that SEN Support must take, please see our

[SEN Support information and resources](#)

Reintegrating the child back into school

- **Alert the Local Authority (LA)**
If the child is absent for more than 15 days, whether consecutive or cumulative, the school is required to inform the LA medical needs officer who should arrange alternative full-time educational provision and should do so at the latest by the sixth day of the absence.
- **Provide schoolwork to do at home**
Provide homework whilst the student is unable to attend - their duty to educate does not stop because a student does not attend due to showing traits of SEN (diagnosed or not).
- **Tailored support plan**
Put in place a support plan which has been shared with parents to identify a structured way forward including the strategies in place to phase back in full attendance when appropriate and a backup plan if this fails.
- **Keeping the family informed**
Making sure the child and family are kept informed about school events and clubs and encourage contact with other pupils

Make a referral to outside services for assessment and support

Education Welfare Service/Officer (EWO)

The service tries to find out what is causing a pupil not to attend school, and offer advice and guidance to school and strategies to support.

Educational Psychologist (EP)

Helps children achieve their full potential and improve their experiences of learning. They assess difficulties children may be having with their learning.

Mental Health in Schools Team (MHST)

Provides short term low intensity CBT for pupils with anxiety, low mood and OCD. Gives training to school to support the mental health of individual students.

Child Adolescent Mental Health Service (CAMHS)

NHS service that assesses and treats young people with emotional, behavioural or mental health difficulties. They also provide diagnostic assessments.

Specialist Teacher (Outreach)

Teachers from special schools who provide an outreach service to mainstream schools to support areas of inclusion for pupils with SEND.

Multi Agency Support Team (MAST)

A variety of professionals form a team around the child to offer all the necessary support for them and their family. Can include strategies for attendance difficulties.