

# Lived Experience - EBSA

8.2.24 This is a summary of the discussions:

## Areas discussed



Noticing EBSA/Triggers

Experiences of working with schools/other professionals

Missing Support

Communication

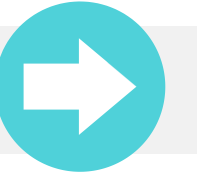
Neurodiversity

## Themes identified



- Parents having to deal with pre & post school fall out.
- Masking in school - Parents not being believed 'They're fine in school'.
- Minimisation of concerns of parents.
- Parents being offered parenting courses rather than support for EBSA.
- Children/YP not being heard & their feelings not validated.
- Lack of early interventions and schools slowing down early help/referrals.
- Poor communication between Attendance Officers & SENCO's.
- Common theme of neurodivergence in the children that can't cope.
- Transitions & sensory needs are common triggers and are often not supported.
- Professionals not understanding early signs of EBSA.
- Schools using techniques to get children in school that negatively impact children who are already in a high states of anxiety.
- Poor understanding of Alexithymia.
- Support often comes too late and the impact of EBSA has often become significant/entrenched.

## Follow up



### Actions to be taken:

#### The Bexley Educational Psychologists will:

- Establish a parent/carer support group.
- Gather CYP perspectives & experiences
- Establish a multi-agency working party for EBSA with key professionals identified as EBSA champions.
- Create a training programme for EBSA champions.
- Develop a toolkit and training that is rolled out to all education settings.
- Developing parent/carer guidance.

**The first parent/carer support group forum is planned for May 2024.**