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| **Return To School Questionnaire** | |
| **Return to School Planning – Summary and Action Plan** | |
| **Child or young person (CYP) name:** | **School:** |
| **About me Section**: *What things and people are important to the CYP?*  **Home:**  **School:** | **My home Section**: *How did they feel being at home? What did they do? How did they feel about home learning?*  **Things likes about being at home:** |
| **Return to School Section:** *How do they feel about returning to school? Are they looking forward to anything? What are their questions about returning to school? What would they like to get better/need support with?*  **Rating scale (feelings about coming back to school):**  **Things most looking forward to about returning to school:**  **Questions about school that need to be addressed in the Return to School plan:** | |
| **My Coping Toolkit/When I feel worried Section**: What activities were selected? Do they have preference for one type? | |
| **Push and pull factors discouraging attendance at school**  ***(use information above and pictures selected on pages 8&9 Version A and pages 7&8 in version B)*** | |
| **Push and pull factors keeping them away from school** | **Push and pull factors encouraging them towards home:** |
| Avoid situations which are negative, social pressures and health concerns. *(Pictures with border colours light green, grey, blue and purple.* ***These are areas to reduce through support.)***  Concerns/ worries:  Negative feelings linked to school:  School Refusal Assessment Scale indicated function\_\_\_\_\_as the main function of the EBSA. | Attention and time from parents, preferring to spend time more time out of school as it is more fun or stimulating. *(Pictures with border colours dark green and orange.* ***These are areas to reduce through support****.)*  [Embed School Refusal Assessment Scale PDFs] |
| **Push and pull factors encouraging them to attend school** | |
| **Factor to promote attendance that were selected** *(Pictures with yellow borders.* ***Find opportunities to promote these****)* | Factors to promote growth which were not selected and could be built upon to strengthen the push to school *(Pictures with yellow borders.* ***Find opportunities to develop these.)***  ***Other areas which could also be promoted to strength the push to school*** |
| **Agreed actions:**   * *See Core Approaches summary in Appendix 1.* | |
| **Date to Review:** | |

**Signed:**

**Copies to:**

A **recorded webinar** explaining how to use the recommended assessment and information gathering tools can be found here: <https://www.youtube.com/watch?v=igme69Avor0>

*This template and linked documents were initially devised by West Sussex Educational Psychology Service, who kindly gave Bury Council permission to adapt it to fit the needs of our Local Authority*

**Appendix 1 Core approaches:**