



Providing support for children, young people and their families who are struggling to attend school due to social, emotional or unmet needs.



*Helping children and young people thrive*

# NESSIE

Helping Children & Young People Thrive

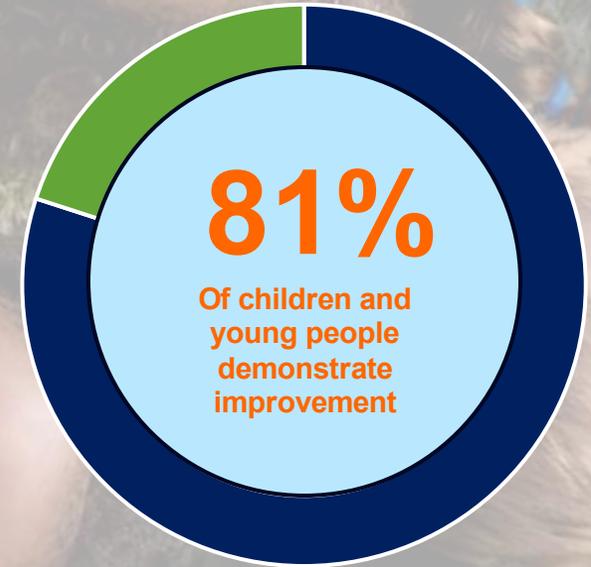
Supporting young people with complex needs through an evidence based, child led, Partnership approach.

Not for profit social enterprise working in schools and community organisations in Hertfordshire, Cambridgeshire and Peterborough

Community Interest Company Number 11719406

<https://Nessieined.com/>

Registered Office:  
KJAR Senior Site, Garden Walk, Royston, England, SG8 7JH



Helping children and young people thrive



Youth Support  
trusted Experienced  
community  
Evidence-based  
therapists child-led Parent  
strengths-focused Autism fun  
yrs. increase systemic  
flexible access Workers  
0-21 specialists  
Senco schools  
Support creative Arts  
partnerships



# What is the term 'EBSA'?

EBSA refers to reduced attendance or non-attendance at school where the difficulty is driven by emotional distress.

*(Lester and Michaelson, 2024)*

This is a contested Acronym and local feedback requests that we remember the systemic background to 'not managing school' rather than situating it with the child

*NB: The term EBSA has now been updated to EEBSA – Emotional and Environmental Barriers to School Attendance*



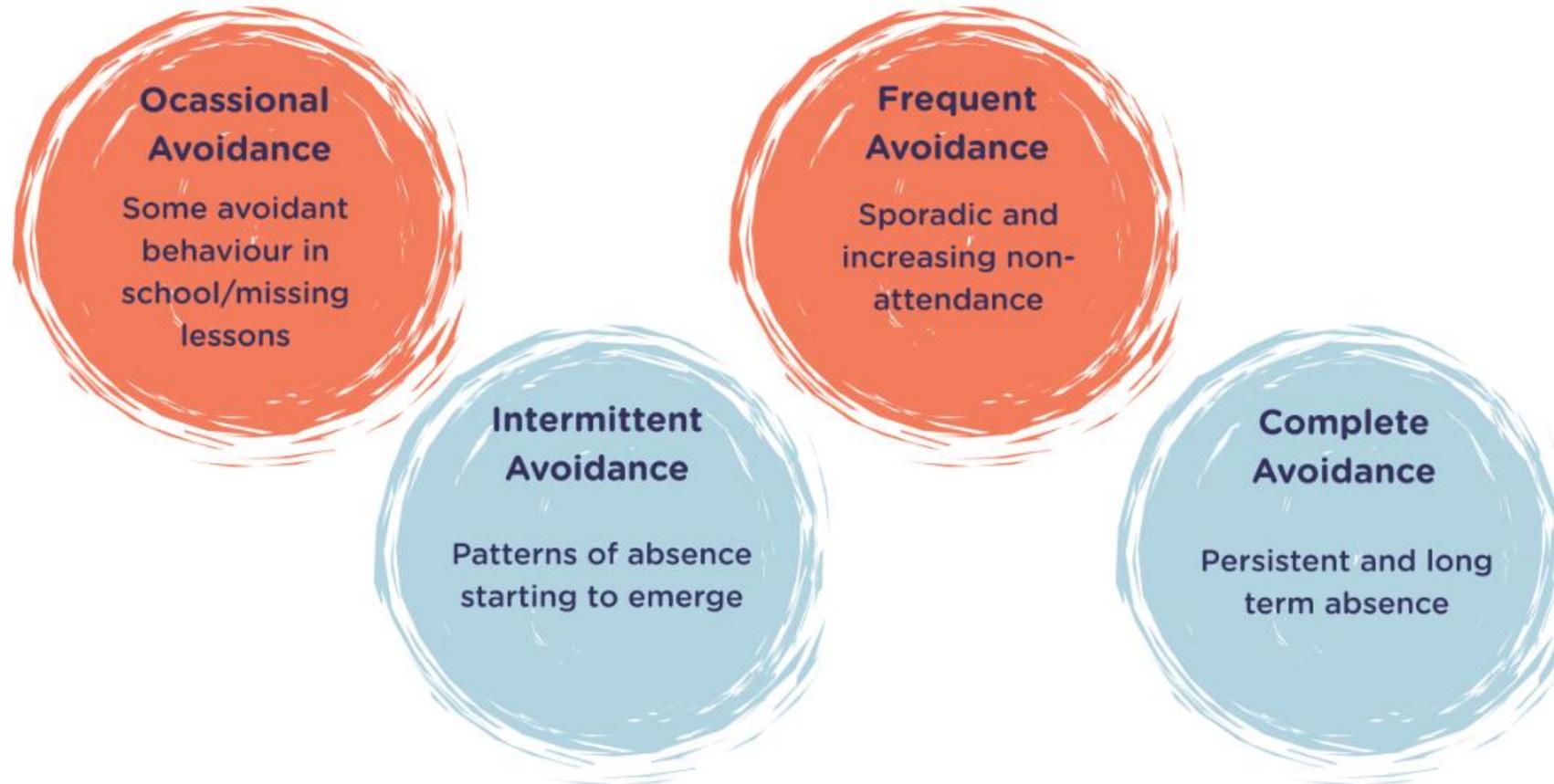
# Risk Factors

**Home/community:** Parent illness, bereavement, poverty, young carer, parent mental health, first or only child, attachment & trauma, need for parenting support

**School:** transitions, difficulties in accessing learning, friendship dynamics, academic demands, exams, relationship difficulties with staff

**Child specific:** sensitive nature, traumatic childhood – ACEs, illness, low confidence for learning, learning difficulties, ADHD, ASC or Learning difficulties, age in year, specific age, puberty – undiagnosed needs

## The Spectrum of EEBSA



## Aims:

Work with partners to build capacity and a shared language and approach across the county so that CYP can thrive

Focus on CYP and their families who are not accessing support to prevent, identify, and reduce mental ill health, social anxiety and resulting EBSA

Continue to encourage and support school settings to respond, identify and support CYP to improve attendance whilst developing a whole school culture of inclusion, safety and emotional regulation

Work with existing key services to strengthen and promote the wider offer, reducing mental ill health, promoting access and reducing EBSA

**Support families so that their children can thrive and access education**

## Objective

To help CYP access education, fulfil their potential, be emotionally healthy, supported by positive relationships.

# Nessie's revised Levels of Support – EEBSA programme

## Universal

- Work with a count led, multi-agency approach to support access to education
- Consultation & support for parents and schools
- Parent support, resourcing and ongoing participatory group

## Targeted

- SENCO support to implement person-centered CYP plans/profiles
- CYP holistic assessment
- CYP peer support targeting vulnerable groups (socially isolated, neurodivergent and with partners in the community)
- Parent Coaching

## Specialist

- CYP 1-1 Arts therapy
- Focus on post 16 YP who may NEET
- Gathering qualitative and quantitative data to support the JSNA

Purpose: To help CYP access education, fulfil their potential, be emotionally healthy, supported by positive relationships

### Problems

The rate of pupils who miss 50% or more school sessions (severe absences) has increased over the past 6 years in Cambridgeshire.

### Strategies

A tiered systemic approach aimed at developing a shared language and approach; upskilling and increasing capacity leading to increased wellbeing for CYP across both counties

### Outputs

Working alongside a MDT – Task Force  
Directly supporting CYP and their families with resources, training; support; community offer; schools consultation and therapy

### Outcomes

System strengthened  
Improved CYP wellbeing / attendance  
  
Improved wellbeing, capacity and confidence for parents/carers

Ultimate Impact: improve wellbeing and reduce levels anxiety of CYP

# Mobilisation plan August 2025

## August

Join Task group  
Review Resources  
Redefining the work  
Link with PSHE who  
are leading on  
school training  
Reach out statutory  
partners and  
community initiatives

## Autumn Term

Review waiting lists  
and respond to  
parent/carer needs.  
Marketing and  
comms of offer.  
Refining pathways  
to avoid  
overwhelmed

## Spring Term

Build in NEET  
support and link  
with specialist  
provisions

## Summer Term

Review and refine

## Criteria of Support Offer in Peterborough

Nessie is funded to support families of children and young people who are struggling to attend school. We may be able to offer therapeutic support to children/young people who are experiencing the following:

Having difficulty attending school due to mental health or emotional concerns



Not currently receiving support from other therapists or counsellors (being on a wait list is acceptable)



Experiencing significant trauma, unmet needs and needing support



Previous support strategies have been tried, but haven't led to positive change

School attendance below 75% or unable to remain in lessons for full school days



Both family and child/young person want help, even when engaging with services feels challenging



# Environmental and Emotional Barriers to School Attendance (EEBSA)

EEBSA stands for Environmental and Emotional Barriers to School Attendance. It refers to the various challenges that prevent children and young people from attending school regularly, encompassing both environmental factors (such as school environment, transitions, or systemic issues) and emotional difficulties (including anxiety, low mood, trauma, or mental health concerns)

Families of Children/Young People struggling with EEBSA can access the following funded support:

## Parent Resources

- Webinars (live/recorded)
- Peer support groups
- Drop-ins
- Community support
- Single Session Thinking and Consultations

## Child/Young Person Therapeutic Support

- 1:1 Arts Therapy
- Autism Specialist Therapy
- IPTA Therapy
- Group My Feelings & Me EBSA programme
- Group My World & Me Autism/ADHD programme

## School Collaboration

- Consultations
- Mapping & training
- Group programmes for CYP
- Audits and Complex Case discussions

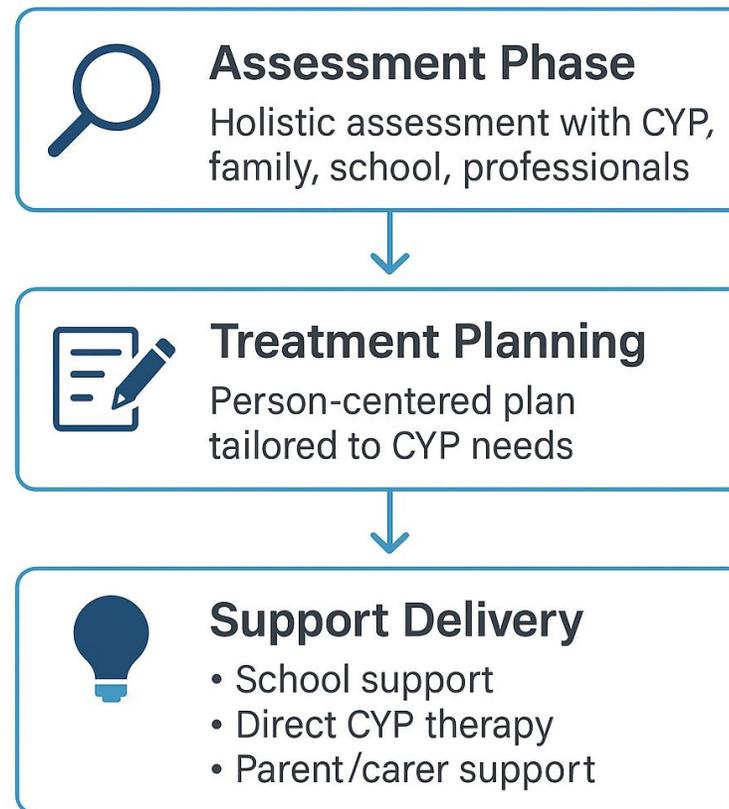


# Nessie EEBSA School Focus

## Emotional and Environmental Barriers to School Attendance

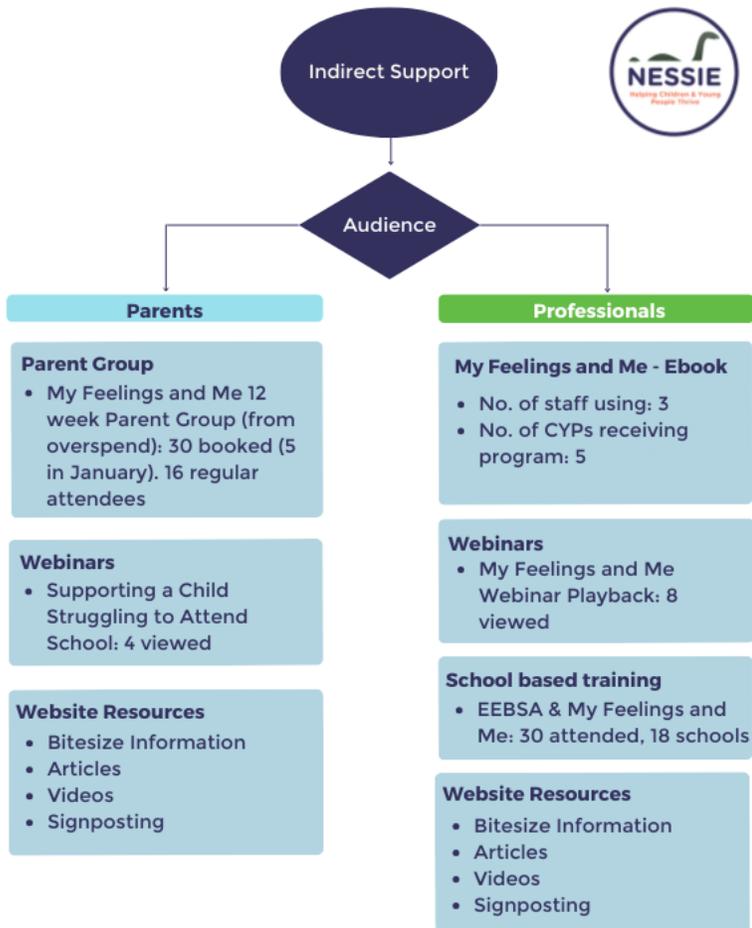


# The Offer – CYP Targeted Therapy





# Nessie's Peterborough Funded EEBSA Support January 2026



Referrals are child-focused; however, initial support is offered to the school setting (environment).

Where high needs are identified, targeted therapy support is provided to the child either on a one-to-one basis or within a small group.

Parent support group running this term (from an overspend) to ensure a joined-up, family-centred approach.

**School support Identified**

- Staff Supervision
- Solution Circles
- Training
- Support setting up school led My Feelings and Me groups

**Declined: 0**

Possible reasons:

- Not EEBSA
- No Mental Health Need
- Already receiving therapy

**Action**

- Email school/parent/carer with outcome and rationale
- Signpost to other services (as appropriate)

**Accepted: 13**

- EEBSA identified
- Mental Health Need Identified

- My Feelings and Me CYP Program: 1
- 1:1 Arts Therapy: 6 (waiting list)
- PAUSED: Identified SEND Specialist Need: 6

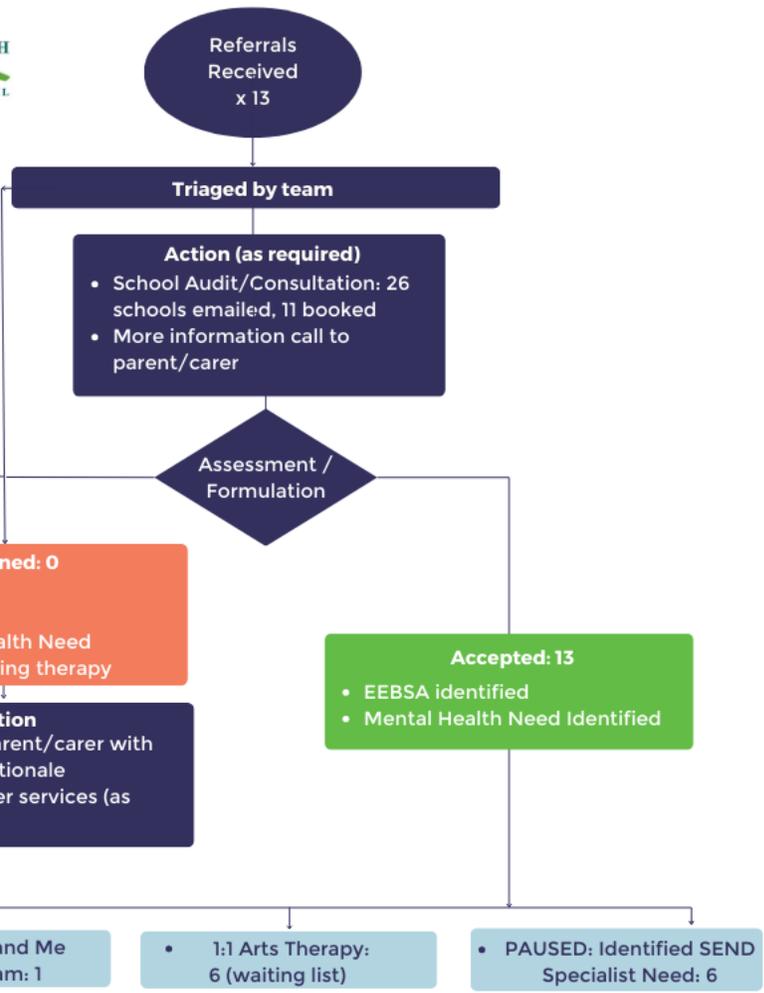
**Review**

**No further support needed**

- Successful outcome: email school/parent/carer with outcome and rationale
- Signposting
- Access to resources

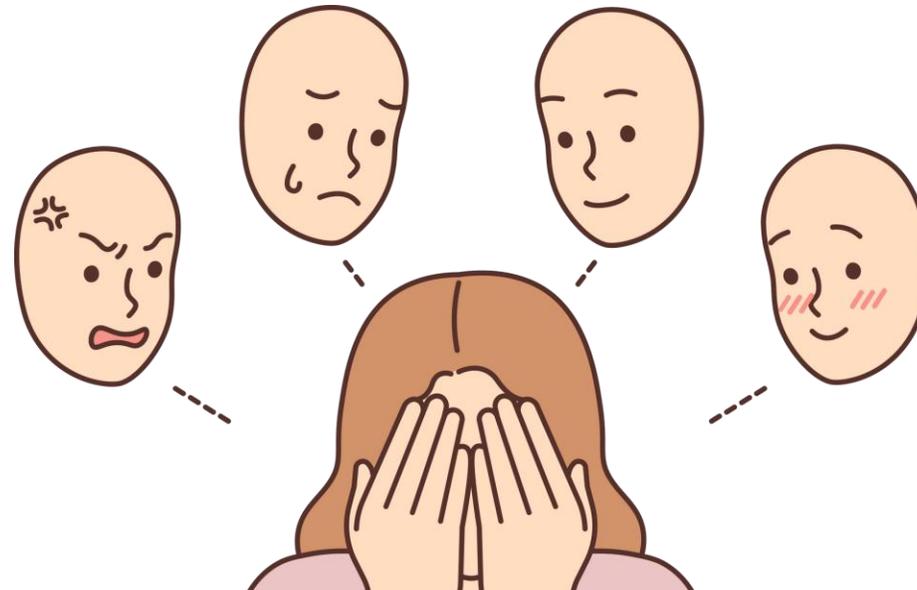
**Further Support Needed**

- Referral to CAMHS or other specialist services

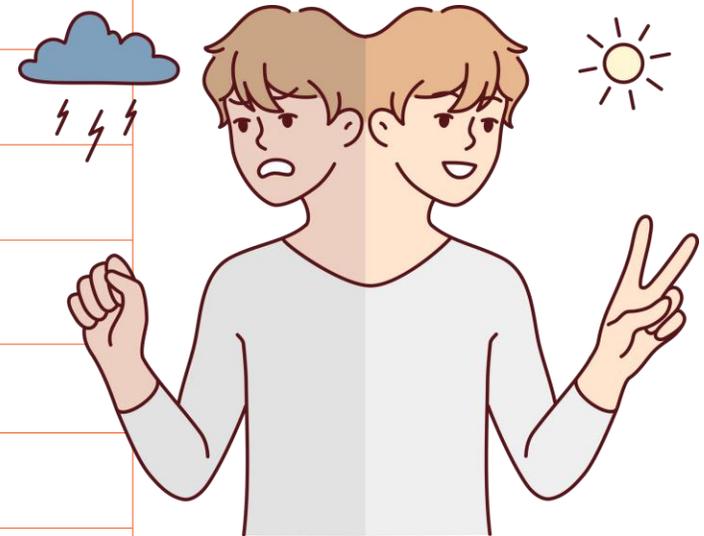


# MY FEELINGS & ME

Supporting children & young people who are  
struggling to attend school



Week	Topic
1	Getting to Know You
2	Goals and Network
3	Understanding Me
4	Our Incredible Brains
5	My Feelings, thoughts and Me
6	Discovering My Early Warning Signs
7	My School Day
8	Reasonable Adjustments
9	Knowing My Strengths
10	Managing Friendships and Building Resilience
11	How To Help Me
12	Putting it all Together – My Toolkit





"The service provided and the speed to accessing the service has been exceptional. The improvement in our Sons ability to deal with his challenges has been great to see".

[rlambie@nessieined.com](mailto:rlambie@nessieined.com) - CEO