AV1 Impact Whitepaper: Reducing School Non-Attendance and Supporting Reintegration

Executive Summary

Background

AV1 is No Isolation's answer to the societal issue of school absence. Evidence shows that AV1 helps children and young people maintain learning, social connection and belonging at school when they cannot attend in person. In many cases, it is also pivotal in successful reintegration back to school.

An Evidence-Backed Solution

The AV1 Impact Whitepaper summarises the most up-to-date evidence of AV1's impact, falling under three categories:

1. Survey results from 3,133 completed AV1 allocations in 2025
2. Structured AV1 deployments in schools and municipalities
3. 17 research studies about AV1

Document Highlights

This latest version published January 2026 presents:

- **77.9% success rate** - AV1 allocations achieve their intended purpose in 2025
- **77.6% reintegration rate** - in case where full or partial reintegration was the goal in 2025

Why this matters

Together, this evidence base shows that AV1 is a proven, scalable tool to mitigate the effects of school non-attendance. With proper implementation, it delivers repeatable results across education settings and student needs.

Introduction

No Isolation's mission is to help educators bring learning and belonging to every child. Tackling school absence is at the heart of this mission.

AV1 is No Isolation's telepresence robot, app, administrative software and knowledge base that work together to reduce the negative effects of school absence and support reintegration. It is proven effective for a broad range of student profiles with diverse needs, including:

- Students with prolonged/chronic somatic illness or injury;

- Students with Emotionally Based School Non-Attendance (EBSNA) challenges;

- Students with Social, Emotional, and Mental Health (SEMH) disorders;

- Students with Special Educational Needs and Disabilities (SEND);

- Students displaying disruptive or aggressive behaviors requiring temporary removal from classroom; and

- Gifted and Talented (G&T) students enrolled in higher level classes / other schools.

Sources

This effectiveness is examined in this document, and supported by findings from:

1. **Results from AV1 Administrator Surveys**
   Quantitative data from 3,133 completed allocations in 2025

2. **Findings from Key AV1 Deployments**
   Current structured deployments in leading school systems; and

3. **Results from Academic Research**
   An independent, pre-reviewed research study that draws on 17 separate studies dating from 2016-2024.

Together, these data sources provide insights into AV1's role in reducing school non-attendance, supporting reintegration, supporting special education needs, and enhancing overall well-being.

1. Results from AV1 Administrator Surveys

Overview

AV1 units are primarily allocated to students on a one-to-one basis, enabling customers to monitor the progress and impact of each AV1 deployment.

At the start of an allocation, administrators specify the reason for the allocation from predefined categories, though this step is optional.

Almost **7000 allocations have been completed** all-time with the AV1 solution as of January 2026.

When a student no longer requires AV1 support, administrators are prompted to answer two yes/no questions:

1. "Did you achieve your mission with this AV1?" (mandatory)

2. "Did AV1 help the student return to school and/or lessons in person? " (where applicable)

Between January 1st. 2025 and December 31st. 2025, a total of 3,133 AV1 allocations were completed, with the following responses:

- **"Reason for allocation":**
  38.3% cited medical reasons, 20.9% cited school non-attendance, 15.3% selected "Other", and 25,5% "choose not to provide".

- **"Did you achieve your mission with this AV1?":**
  3,133 responses (100%, mandatory to answer)

- **"Did AV1 help the student return to school and/or lessons in person? ":**
  1,724 "yes"/"no" responses (55% of all ended allocations).
 Remaining respondents selected "Not relevant in this case"

Survey responses report an **overall success rate of 77.9%**.

This signals that the majority of AV1 deployments achieved their intended goal of continued participation, facilitating reintegration, or addressing other needs.

Chart 1: Did you achieve your mission with this AV1? (n=3,133)
The success rate in the use of AV1 is consistently high across different types of interventions, with all categories reporting a success rate of at least 69%..


Allocation Success Rate 2025 (n=3133)
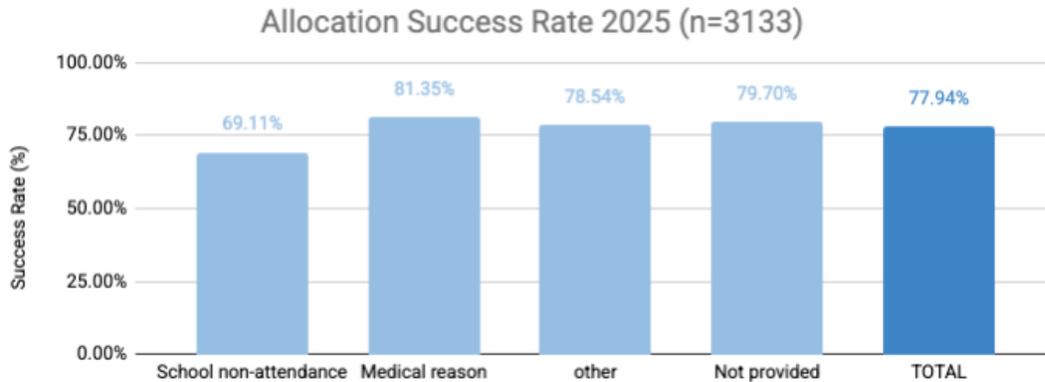
Survey responses report a **reintegration rate of 77.6%**.

This signals that for students where reintegration into in-person education was an objective AV1 played a significant role

Chart 2: Did AV1 help the student return to school and/or lessons in person? (n=1724)
For students categorised under "School non-attendance", typically used for children and young people with Emotionally Based School Non-Attendance (EBSNA), 63,7% of respondents stated that AV1 helped the student return to school and /or lessons in person.

Reintegration Success Rate 2025 (n=1724)
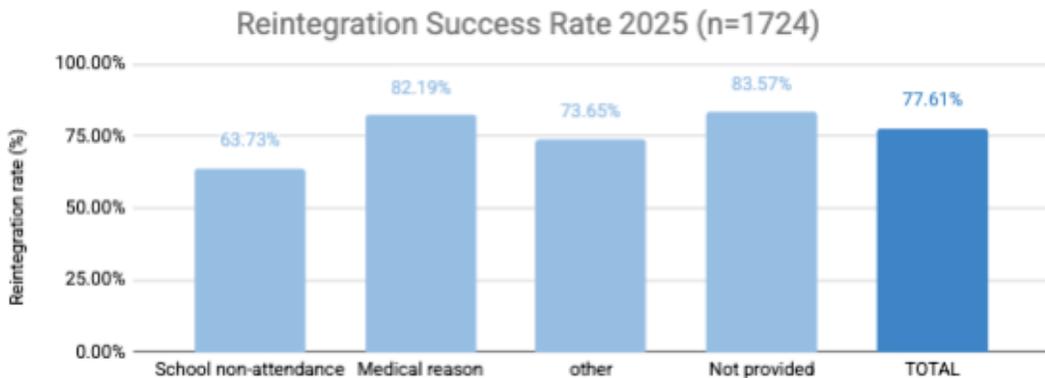
2. Findings from Key AV1 Deployments

AV1 in School System-wide Use

Wirral Council (UK), Linköping Municipality (Sweden), and Gothenburg Municipality (Sweden) are examples of school systems that have systematically integrated AV1 over several years, using the robots with hundreds of children and young people. Their continued investment in expanding AV1 fleets highlights the tangible impact of reducing non-attendance and its consequences.

Table 1 below highlights the impact of AV1 across these school systems, showcasing its effectiveness in improving attendance, lesson participation, social reintegration, and other key areas. The findings are from internal evaluations carried out by each respective school system.

Table 1: Impact of AV1 across three school systems

School System	Attendance & Engagement Impact	Reintegration (EBSNA students) Impact	Other Impact
Wirral, UK	21% increase in attendance (from 47.1% to 56.9%); 42% increase in hours of lesson engagement (from 3.8 to 5.4 hours per week)	Not a key focus yet	AV1 to be used again by 100% of participants; average experience rating of 4.4/5
Linköping, Sweden	Maintained coursework and social connections for 90% of students with physical illnesses	School connections gradually rebuilt for 60% students with EBSNA challenges[1]	N/A
Gothenburg, Sweden	Uninterrupted learning for 90% of students with medical conditions	60-65% of students with EBSNA challenges benefited from AV1, easing reintegration anxiety	N/A

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[1] Either through virtual participation or steps toward in-person attendance

Moulsham High School

The case of Moulsham High School highlights the transformative impact of AV1 when deployed systematically. As Assistant Headteacher Rory Johnson puts it: "We know nothing replaces face-to-face, but the next best option, in my experience, has been these robots."

Building on that belief, the school launched a fleet of 20 AV1s in 2022 – equivalent to more than one robot per 100 students. Whenever a student is absent from the classroom *for any reason*, they are enabled and encouraged to join via AV1.

School leaders and students have shared ample anecdotal evidence of the ongoing success and impact of this systematic approach (See table 2).

Table 2: First-hand perspectives on AV1 at Moulsham High School

Stakeholder	Quote	Impact Highlight
Harvey, Year 13 student	"When I logged on, I was surprised by how easy it was. It allowed me to continue feeling like I was in the lessons, so it meant I wasn't behind. I didn't have any extra stress without having to worry about missing lessons and having to do extra work when I came back to school. I just felt like I was in the classroom with everyone else. It was really good."	Maintained academic progress, reduced stress
George, Year 11 student	"When first using [AV1], obviously, I was quite nervous about it, but it helped me to realise once I did go on to it that the lessons weren't actually that bad, and that it did help me to integrate back into class. I'm attending school every day due to AV1."	Confidence-building, daily reintegration
Jackie Thomas, Inclusion Manager	"If you take young people in a really delicate time of their brain development in their teenagehood, and then you don't have them in school for a long period of time, the anxiety and the mental health concerns that that brings about have made it really, really difficult to get	Reintegration support, reduced mental health barriers

them back. Without doubt, we have really managed to get on top of that."

Jackie Thomas, Inclusion Manager	"We had nine Year 11s that we were really concerned wouldn't be able to get in for their GCSEs, and all nine of them sat every single exam. I've got no doubt that it was thanks to the support in their learning that they got through using the AV1s."	Exam readiness, prevented academic derailment
Jackie Thomas, Inclusion Manager	"People know that we have the AV1s. The students expect to see them in the lessons… I just think it shows that we really do have a focus here on making sure that every student is included."	Normalisation, inclusion culture
Rory Johnson, Assistant Headteacher	"We know nothing replaces face-to-face, but the next best option, in my experience, has been these robots. Attendance is key. They could be the brightest students in the classroom, but if their attendance is not where it needs to be, they're always going to fall behind, and there's always going to be gaps in their learning."	Leadership endorsement, systemic adoption

3. Results from Academic Research

The most recent [peer-reviewed scoping review (Neumann, Skoubo & Wamsler, 2025)](#) provides the most comprehensive synthesis to date of international research on the AV1 classroom robot. Drawing on 17 studies from 2016-2024 with focus on the AV1 telepresence robot, the review examined students, teachers, and institutional experiences across contexts, including chronic illness, EBSNA, and anxiety-related absence.

The review highlights three consistent impact areas:

- **Social inclusion and belonging**: AV1 helps students maintain friendships, stay visible in the classroom, and experience a sense of belonging even during prolonged absence. Concepts such as "being apart together" capture how AV1 bridges the gap between home and school, reducing isolation while supporting gradual reintegration.

- **Educational engagement**: Students using AV1 reported improved access to lessons and reduced fear of missing out on learning. Teachers described AV1 as enabling flexible, hybrid participation, although integration required planning and support.

- **Implementation conditions**: Success depended not only on the technology, but also on school staff's attitudes, classroom placement, and available infrastructure. Supportive teachers, reliable connectivity, and thoughtful integration strategies consistently strengthened outcomes.

The evidence consistently highlights AV1's role as a promising inclusion tool that extends learning environments beyond physical boundaries, enabling both academic participation and social connectedness.