



W[&]ASS Summary report:

Children and Young Peoples' responses to

W[&]ASS Consultations workshops held in Wandsworth Secondary Education settings and the Local College

February 2016 – May 2017

Background:

Local Authorities (LA) **must** arrange information, advice and support for children and young people (aged 0-25) with *SEND whom they are responsible for, in matters relating to their SEN or disability (including matters relating to their health and social care.) Local authorities must have regard to the importance of providing children, their parents and young people with the information and support necessary to participate in decisions.

LAs should involve children, young people and their parents/carers in the design or commissioning of services that provide information, advice and support in order to ensure that they meet local needs.

Context:

Wandsworth Information, Advice and Support Service (W[&]ASS) consulted children and young people from February 2016–May 2017 to obtain their views on how and the type of information, advice and support they wanted:

The main themes discussed with children and young people who were consulted were:

- Their thoughts on becoming an adult(aspirations)
- What they felt they needed to reach their aspirations
- What they understood Information, Advice and Support meant to them
- If they would use an Information, Advice and Support service?
- If yes -how they would like to access this service?
- What type of qualities and skills a member of staff should have when working with them?
- Their views on W[&]ASS Services' leaflets for Children and Young people(obtained in 2017)



Pre-consultation work:

- All consultation materials were adapted and agreed by a children and young people focus group at Southfields Academy prior to starting the formal consultation.
- All Wandsworth mainstream secondary schools and the South Thames College (Wandsworth and Merton site) were invited to take part in the consultation.
- Permission was sought from children/ young people and their parents/carers to take part in the consultation sessions.

Consultations:

- The consultation sessions were delivered between one or two/three workshops at participating schools and South Thames college(Wandsworth site)
- Where possible children and young people voluntarily attended the consultation sessions
- The majority of children and young people consulted did not want us to refer to them being identified with SEND- instead preferring to be known as needing additional /extra help or learning differently
- W&IASS staff delivered the workshops(mainly without school/college staff present)
- The consultation workshop/s were split into two parts:
 - Introduction**- Explanation of W&IASSs' role and why we were carrying out the consultation
 - Consultation questions**
- The workshop/s were interactive- children and young people agreed on how they wanted W&IASS to present each question and how they would respond(i.e., verbally, in writing , as a group or individually)
- Children and young people were informed about how W&IASS would use their responses



- The majority of the children and young people were asked to provide feedback on the workshop/s including potential ways WIAS&S could improve them
- All children and young people were presented with a Consultation Certificate or Thank you letter
- A follow up Summary Report of the children and young peoples' responses were written up and sent to the school or college to go through with those who had participated.



Consultation Summary:

Number of education settings who took part: *8

- Ark Academy
- Bolingbroke
- Ernest Bevin
- Francis Barber Pupil Referral Unit(Tooting site)
- Saint Cecilia's
- Saint John Bosco mainstream and ASD base
- Southfields (Rowen Hearing Resource centre)
- South Thames College(Wandsworth site)

*Two schools had to drop out because of issues with availability

*A focus group of children and young people from Southfields mainstream and speech and communication base approved the consultation materials:

Number of children and young people who took part in the formal consultation workshops: 53

W&ASS Service Leaflet:

21 children and young people provided feedback outside of the formal consultation sessions on the two W&ASS Service Leaflets:

At a Get Set Go event organised by Wandsworth Council and at one to one meetings with them.

Total Number of children and young people who took part in the formal (about W&ASS) and service leaflet consultations was: 81

Age Range:

Formal Consultation Sessions:

Gender:

Female: 25

Male: 35



12-22(mainly 13-17)

SEN Stage of Support:

Combination of

- Special Educational Needs(SEN)Support,
- Statements of SEN
- Education, Health and Care(EHC)Plan

Summary: Children and young peoples' responses:

Question1: What comes to your mind when you think of getting ready for year 9, 11, 6th form/college or becoming an adult?

Most of the children and young people had already thought about this – their responses mainly fitted into one of the three categories below.

Responses		
Academic	Emotions/Feelings	Jobs/Practicalities
Exams	Freedom	Food
Revision	Maturity	Transport
Place to study and revise	Becoming an adult	Support with transport
Support/help academically	Pressure	Rent/Tax
GCSES	The New World	Jobs/Work
To go back to mainstream school	Responsibilities	Help with getting a job
	Becoming Independent	Information about jobs
	Stress	Buying a house
Go to college/college place	Exam stress	I have a job lined up for me at Wandsworth Council Post Room, after I complete Level 3 course.
	Frustration	Paying for car tax, MOT
	Confidence	
Grades needed for	Growing up	Being rich(will make it easier to



<p>university</p> <p>Year11: Getting C grades or higher in English, Maths and Science.</p> <p>Levels of attainment</p> <p>Paper work</p> <p>UCAS</p> <p>University</p> <p>Grades for university</p> <p>Receiving the right support at Uni such as from a Teaching Assistant</p> <p>Will wait to see what grades I get before I decide</p> <p>I may speak to my parents if I did not get help at school.</p>	<p>Pride</p> <p>Anxiety</p> <p>Changes</p> <p>Getting older(wrinkles)</p> <p>Hard work</p> <p>Life</p> <p>I do not like having to ask my family to pay for me in general.</p> <p>Scared to go college because of being judged. If I get a question wrong, they may laugh.</p>	<p>pay bills)</p> <p>University fees/finance</p> <p>Halls</p> <p>Courses</p> <p>Food</p> <p>Living with friends</p> <p>Not sure what, but want to be successful, so I can provide for my family/myself.</p> <p>Be a billionaire, so I can be famous/people can get to know me.</p> <p>To become a Professional footballer</p> <p>To play football as a hobby.</p> <p>Family man</p> <p>Get married and have children</p> <p>Doctor</p> <p>Join the family restaurant business</p> <p>Catering</p> <p>Computer Graphics</p> <p>Inspector in the Metropolitan police</p> <p>Primary school teacher</p> <p>Not decided yet</p> <p>Slightly unsure</p> <p>Don't know</p>
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Question 2: What do you understand by Information, Advice and Support?

Children and young people's understanding was based on own their experiences and not what is described in the SEND Code of Practice 2015.

<u>Responses</u>		
Information	Advice	Support
<p>Facts</p> <p>Finding out more about something</p> <p>Reading</p> <p>Accurate-not made up(very important)</p> <p>Detailed</p> <p>Data</p> <p>Making a statement</p> <p>Questions and answers</p>	<p>Help with things you are unsure of</p> <p>Impartial</p> <p>Talking about problems</p> <p>Help with something-academically</p> <p>Guidance –pointing you in the right direction</p> <p>Telling you things</p> <p>Sharing Opinions being stuck on something, helping you</p> <p>Feedback/Response</p> <p>Telling me why I should behave and providing the reasons why.</p> <p>What are my rights and what I have access to?</p>	<p>Encouragement</p> <p>Reliable</p> <p>Help/helping out</p> <p>Saying something encouraging</p> <p>Support needs</p> <p>Safe</p> <p>Someone to stand beside you</p> <p>Someone to lean on</p> <p>Listening</p> <p>Advice about where to go to get support, to get you where you want to go to</p> <p>Type of support, you get at school, helping with behaviour</p> <p>Support needs e.g., equipment</p> <p>Anxious- going through something.</p> <p>Explanations</p>



		Verbal, physical & mental Helping young people and providing information.
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Question 3: What do you understand by the word consultation?

Most children and young people understood the general meaning; some children and young people related it to their own understanding and experiences, for example, seeing a doctor (please see below):

<u>Responses</u>
Asking for your opinions Or example, the government asking for young people's views Asking questions Discussion and someone listening to our views Seeing things from a different perspective-our views Meeting Check-up with a Doctor

Question 4: What sort of skills and qualities do you think a member of staff providing our service should have?

All of the children and young people were very clear about the qualities and skills a member of staff working with them. This question generated the liveliest discussion in all of the education settings:

Summary of the most common responses		
Qualities:	Skills	Experience
Trustworthy Someone we can trust around young people	Good communicator Good listening skills very important	A person who knows what children and young people are going through, have experienced this



<p>Not to tell others</p> <p>Empathetic</p> <p>Keeps personal space.</p> <p>Openness</p>	<p>Makes eye contact and shakes hands</p>	<p>themselves or their families have gone through it or willing to learn.</p> <p>Understands where you are coming from, wants your point of view.</p> <p>Knows what it is like to be 'in our socks'</p>
<p>Kind and not bossy</p> <p>Nice person to talk to</p> <p>When you tell them your problems they need to care.</p>	<p>Confident in speaking</p> <p>Someone who knows how to talk</p> <p>Willing to ask questions</p>	<p>Understanding different ways of learning.</p>
<p>Someone who wants to hear us and understands</p>	<p>Knows how to listen, listens to us and our views</p>	<p>Someone modern –needs to know what children and young people are interested in</p>
	<p>Can deal with students and not get too emotional.</p>	
<p>Respectful towards us and for us to respect them</p>	<p>Confident –know what they are talking about</p>	<p>Age does not matter–as long as they are over 18</p>
<p>Someone who can adjust</p>	<p>Expect answers if I am asking questions, needs good knowledge</p>	
<p>Brave</p>	<p>Gives options, views and choices, not orders</p>	<p>Someone like our parents- can give advice and options</p>
<p>Interesting</p>	<p>Understands instructions</p>	<p>Experienced</p>



	Someone who follows through on promises/agreed actions	
Funny, clear (not making mistakes)	Provides extra help when needed.	Need to know how to work with people with a disability like autism, learning difficulties and dyslexia.
Does not make judgments, always understanding you and your decisions		
Helpful		
Chilled –not argue		
To be honest		
Smart-well presented		
Someone who is happy to help you whenever you need them		
Not to feel sorry for us		
It does not matter what gender they are, it depends on what they understand.		

Question 5: What do you think of the name of our service: W&ASS?

Most children and young people did not like the name and provided alternatives.

<u>Response</u>
<p>All agree the name should be changed for the following reasons/</p> <ul style="list-style-type: none"> • Too long to remember will be baffled • Does not relate to us • Boring



Can you think of a better name?

Some children and young people said it's very important the title is relevant and has the word "Wandsworth and Young People" so they know the service is for them.

<u>Response</u>
<p>"Wandsworth Young People's Support Service" "Wandsworth Young Support Group"</p> <p>"Your Voice Comes First" "Wandsworth Young People's Advice Group" "KIDZ Advisory Service"</p> <p>"Wandsworth Support Hub"</p> <p>"Young Pupil Information Service (YPIS)"</p> <p>"Wandsworth Education Support Service"</p>

Summary of Responses: Consultation Questionnaire:



Would you be interested in contacting a service like ours?

Yes: the majority of children and young people who answered this question would use or consider using W&ASS based on the information given to them at the consultation workshops.

How do you like to find out information?

The top three ways children and young people would like to access information was by

- Face to face meetings with W&ASS staff
- Website/Internet
- Leaflets/Phone/Text
- Other suggestions were: Instagram, Letter, and Twitter



How would you like to make initial contact with our service?

The top three preferred ways children and young people wanted to contact WIASS was by

- Email/phone
- Face to Face
- Text

Other suggestions was: “What’s App (message based app)

Would you be happy to contact the service on your own (without your parents/carers or staff):

Yes: *65%

No: 35% said they would prefer to access the service with their parents/carers/friend or member of school staff

***The majority of children and young people over 15 stated they would prefer to come on their own or with a friend.**

If you wanted to meet with us, where would you like this to be?

The top three preferred places to meet WIASS staff were:

- School/college
- Home and Youth Club/Café Library
- Town Hall



How can we make our service friendly to children and young people and advertise our service?

Responses:

Tell us how this is going to help us
 Making a poster that is bright and something kids would like
 Use less complex words and advertise it on banners and make it eye catching, kid friendly and fun.
 Things that kids would enjoy
 Advertise on buses –bus stops
 Leaflets/flyers/hand-outs
 Tell our parents
 Billboards
 A presentation
 Be saying where it is
 Days out. Time out of school(1 & 2 hours)
 Respect, trust, kindness and understanding! Provide entertainment
 Do more school visits
 Food in the waiting room
 Be understanding with individuals

Drop In –Information, Advice and Support Service:

Responses from young people at South Thames College (Wandsworth site)

Question 1: Would you be interested in coming to Information, advice and support DROP in service at the college run by us?

Responses	Number
Yes	3
Not sure	1
No	0



Question 2: What would you like to discuss at the Drop In?

Responses

- Talk about news/decisions affecting your doubts going to uni.
- Talk about doubts, will I get into Uni and get on a course.
- Space to talk about College/new things going on.
- Like the idea of having somewhere to talk things through based at college.
- Would like to use it as a space to talk freely.
- Then find things out.
- Have a place to talk.
- Talk about how we are doing.

Question 3: How should we run the Drop In?

Responses

Venue:

- At college or town hall
- Space needed
- Openness no constraints
- A better environment
- Based in a classroom-should be set up informally in a circle not like a lesson
- Come with friends or have the option of coming alone.
- Leave it up to young person to decide who to come with
 - Groups
 - Pairs
 - Solo

Staffing:

It can be run by one/two staff.

When and time slots:

Should run for the whole day

Fit around young people's college timetable between 9am-4pm.

- Generally 35 minutes - 1 hour sessions.



- If it is going to be an in depth meeting it's up to young person to decide how long they need
- Give us an option to come back again.
- Would like to have up to 1 hour (all session lessons are 2 hours).

Booking in system:

Option to use an on line e-mail system

Post Consultation work:

What we have done using the feedback responses:

- Updated the Job Description of the CYP worker we want to work directly with CYP.
- Updated our CYP Development Plan –using the suggestions made by the CYP
- Look at ways we work directly with CYP with or without their parents/carers For example, asking if CYP have been invited to give their views and take part in meetings about them.
- Offering to meet with CYP to obtain their views, for example, Section A of an EHC Needs Assessment, EHC plan and for the for the Annual Review process.

What we will do next (in partnership with children and young people):

- Send a copy of this report to the Local Authority
- Develop and deliver at least two CYP Information, Advice and Support Drop in's in Wandsworth
- Revise our local offer to children and young people in Wandsworth, for example support with giving their views, attending meetings, school and college visits and deliver works shops to CYP on EHC Needs Assessments and getting extra support at school and college.
- Publicise our local offer directly to children and young people
- Invite CYP who took part in consultation workshops to come up with ideas on a long term Information, Advice and Support service model to present to the Local Authority(Council) and Clinical Commissioning Group-CCG(Health Service)