 

**Improving preparing for adulthood outcomes for young people with SEND across education, health and care**

**Good Quality Conversations Workshop 1 – 14th/15th October 2019**

**Summary and Evaluation**

**Aim of workshops**

Building on work previously undertaken, the aim of the workshops is to bring together parents/carers and the team around the family to learn together to have good quality conversations with young people and each other. Good quality conversations that will identify what is important to them as they move into adulthood so young people are empowered to live good adult lives.

Workshop 1 was to explore and test out new models and tools around having good quality, conversations with young people that are person centred.

**Workshop Attendance**

Invites were sent out to 120 practitioners and senior managers across education, health and care and 145 letters to parents and carers.

We had 75 people book onto the workshop and in total 69 people attended across the three workshops, with 56 practitioners and 13 parents and carers (including members of the parent/carer forum). There was a good spread of parents/carers from young people in years 9, 11 and 14 across mainstream schools (Ss Peter and Paul and OCA), Special Schools (Cavendish and Ashley) and Riverside College.

The first workshop in Runcorn Town Hall the morning of the 14th October had by far the largest attendance with 45 people attending. These can be broken down as follows:

4 parents/carers

41 Professionals across:

* **Health** 
  + Commissioner in Clinical Commissioning Group (CCG)
  + CCG
  + Woodview Child Development
  + Learning Disability Nursing Team
  + NHS Continence Team
  + Occupational Therapy
  + Bridgewater (Physiotherapist)
* **Social Care**
  + Early Help
  + Social Workers from Transition Team
* **Commissioning Team and Commissioned services** 
  + Members of the Commissioning Team
  + Halton Speak Out
  + Core Assets
  + Greenbank
* **Education / employment**
  + Specialist Teachers
  + 14-19 Team
  + Principal Educational Psychologist
  + SEN Team
  + Education Welfare Officer
  + Employment and Careers Manager – Halton People Into Jobs
  + Riverside College Halton
  + 1 mainstream secondary school in Halton – Associate Principal
  + 1 independent out of borough school - Headteacher

The second workshop at Select Stadium in the evening of the 14th October was predominately parent/carers with a total of 13 people attending broken down as follows:

* 7 parents/carers
* **Social Care**
  + Social Worker in Transition Team
* **Health**
  + Clinical Manger of Bridgewater
* **Education**
  + SEN Assessment team

The third workshop at the Heath Business Park the afternoon of the 15th October had 15 people in attendance and is broken down as follows:

* **Health** 
  + Chatterbug
* **Education**
* Specialist Teacher
* SEN Assessment Team
* 1 special secondary school in Halton – lead for EHCPs
* Riverside College
* **Social Care**
* Care Leaver PA
* Virtual School
* Community Bridge Builders
* Divisional Manager - Placements
* SENDIAS

The Lead for Preparing for Adulthood and Children’s Complex Care Nurse in CCG attended all three workshops.

**Evaluation Responses**

**What are 3 insights you have had from today?**

**Parent/Carers**

* Drama triangle and their own and others role in that
* Awareness and understanding of clean questions
* Awareness of how questions can be perceived
* That we are involved in drama every day
* Don’t shut down rants they can be useful too
* Awareness of ways my actions limit my son’s independence
* Awareness of not transferring my aspirations to my son – listening to his.
* Awareness of how lucky we’ve been with our son’s EHCP process
* It’s easy to be rescuer and think you’re helping

**Practitioners**

* Greater understanding of the impact that drama has on conversations
* Recognising drama and reflecting on roles
* Clean language and drawing out conversations without leading questions – recognition that it would take a lot of practice as it’s easy to make things unclean unconsciously
* Importance of remembering that young people with SEND have ability/independence skills
* Importance of listening and being curious
* Dr Mark Gold – Try another way – don’t assume/underestimate
* Don’t jump straight to public and paid, look for solutions which young person and family can access for themselves
* In annual reviews it’s important to focus and listen to young people and families
* Finding out what matters / is important to the person
* That sympathising and rescuing will be limiting
* Young people should be at the centre and it’s not about the professionals and services and how their needs are fulfilled
* Recognise how processes are not person centred
* Brought person centred approach to the forefront of my mind
* Lots of people in the same situation with children – not alone
* There is hope!

**What are 3 things you are going to go away and do?**

**Parent/Carers**

* Use tools for Annual Review / explore more about what x wants, transfer some of the tools across my life
* Think about how we frame questions / let him finish and listen to him
* Be self-aware of our role as parents re conversations
* To improve dealing with meltdowns, dramas, anxieties
* To unpick problems to get to the route cause
* Start planning for x annual review now
* Try out clean questioning with him
* Use the relationship maps
* Prepare for an improved preparing for adulthood review
* Listen to and ask ‘clean questions’
* Try to understand my own drama roles in everyday life

**Practitioners**

* To use more clean questions, practice skills and make sure voices are heard
* To use clean set up as part of planning
* Be more aware of drama cycle to enable better practice
* Be curious in questioning rather than simply sympathetic / empathetic
* Be conscious of young people’s capabilities – don’t underestimate
* Have bigger aspirations for students
* Bring meeting back to young person
* Make effort to avoid personal assumptions
* Utilise tools during meetings ie EHCP reviews
* Feedback to team
* Get views of children/young people in different ways
* Support and review one page profiles and the information gathering process
* Use of questions when drama happens
* Identify drama in annual review meetings
* Drill down in my questions to see the reasons why a young person wants to do something
* Look at how we can use / embed drama triangle in personal/social development with students
* Staff training on quality of conversations and system of clean questions used by staff
* How work today will influence reviews
* Listening more and identifying what matters to the child
* Utilise processes and tools to create dialogue with schools that I am contracted to tender with
* Discuss all of today’s learning in next team meeting, ensure my team use some of the suggestions in planning meetings.
* Reduce the amount of time I spend being a ‘rescuer’
* Taking time within reviews to make sure I’m listening
* Hopefully empower young people
* Use circle of concern
* Prepare young people and undertake this level of questioning to elicit a true ‘voice’ of the young person
* Using the tools in preparation for reviews or to trouble shoot situations.
* Use techniques in team meetings
* Listen, listen, listen!
* Avoid questions loaded with assumptions
* Take more time to listen to the answers/values that others attribute and clarify why this might be from their point of view
* Spend time to try and improve the situation otherwise it won’t change.
* Continue using clean questions in consultation
* Revisit person centred practices with team as we are about to re-do/re-look at our assessment for an EHCP template for advice
* Take idea of ‘clean’ to my service and discuss how we use them/when etc
* Work with health colleagues to agree how we can use ‘tools’ in practice
* Use what matters when care planning
* Evaluate impact – get feedback from practitioners