

# Listening and Relationships



# Welcome and Listening



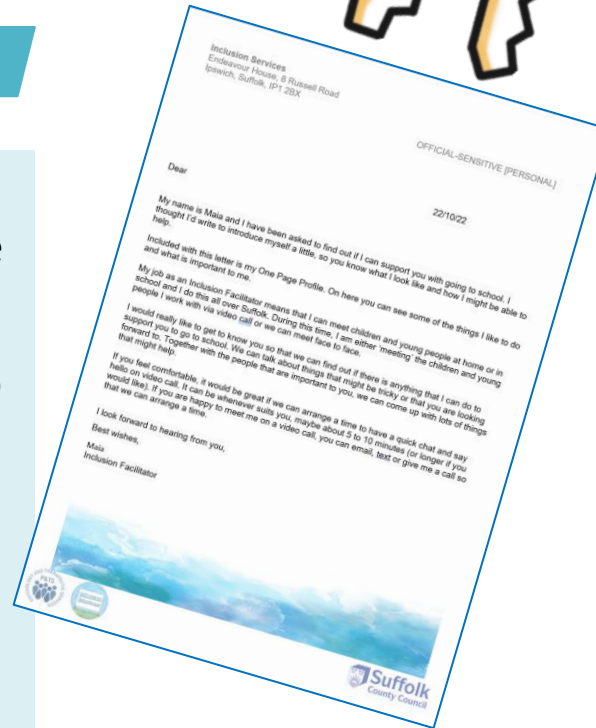
## How do we welcome?

As Inclusion Facilitators, we strive to begin all our work with Children and Young People (CYP) with a **warm welcome**.

We highly value taking the time in getting to know people and what is important to them to **build trusting relationships**.

We begin all our work by ensuring that we have the child or young person's **assent** to work with them. We always make sure CYP that we work with are given **choice and control** so that their voice is heard.

With the child's assent, we will then arrange an initial call or visit so we can get to know each other and talk a bit about the things we might do together.



We send our One Page Profile, alongside a therapeutic Opening Letter introducing ourselves to the CYP – explaining what our role is, expressing that we would like to work with them and asking them if and how they would like to contact us.

We strive to encapsulate the **Dimensions of Inclusion** across all the work that we do as Inclusion Facilitators.

- ✓ Belonging
- ✓ Contribution
- ✓ Choice and Control
- ✓ Being Someone
- ✓ Sharing Ordinary Places



## What do people say about it?

"It felt like you really got to know me"

"You took time to listen"

"Your visit made her feel really energised and you pitched it just right. A very positive first visit"



## What were we asked to do?

Support for the young person around their self-esteem, anxiety, and non-attendance in education.

## What did we do?

- ☒ We sent our One-page profile and a welcoming letter to the young person, so that they knew more about us.
- ☒ Gave them choice and control, thinking about where they would feel most comfortable meeting and who they would like there.
- ☒ Spent time listening to their voice, understanding their needs, and how they wanted support. Putting the young person at the centre of what we do.
- ☒ Advocated the young person's voice during professional meetings, so that they would feel valued and listened to.

## Impact

The time that was taken to welcome and listen to the young person has enabled them to:

- ✓ Develop a trusting relationship with a professional which they had not done before.
- ✓ Be able to leave the house more and be socially more engaging with their peers, as their self-esteem and resilience has increased.
- ✓ Feel valued and heard and can continue building a trusting, working relationship with other professionals in the future.

## Who else did we support?

We listened to the family's concerns and worries, offering further support and guidance.

"You're here to listen to me if I need you to"

"I Like to share things with you"

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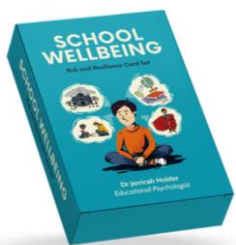
# Supporting Transition to a New Provision

## Year 10 CYP Not in School

### What were we asked to do?

Use therapeutic approaches to explore what would be helpful for the young person ahead of changing educational provisions.

"I am really hopeful for [CYP]"



"[CYP] is getting on really well...they are nearly full time and getting used to it"

### What did we do?

- ✓ IF sent One Page Profile and letter to welcome, and gain CYP assent for support.
- ✓ Attended collaborative meetings throughout the involvement, alongside family, school and other professionals to discuss how best to meet the CYP's needs and tailor our involvement to suit this and share CYP's voice.
- ✓ Met with CYP at home to listen to their voice and explore what their *Ideal School* and *Ideal Worker* would look like, as well as complete a Mini-PATH to explore their hopes and dreams for the future.
- ✓ Worked with the CYP to create a One Page Profile to support the Educational, Health and Care Needs Assessment (EHCNA) process.
- ✓ Arranged a handover meeting with the parent and new provision to share IFS involvement and CYP's voice to support transition.

### Impact

- CYP was able to build a relationship with a new professional.
- CYP was able to share their voice and identify their hopes in a way that was comfortable for them.

"You managed to capture their personality, and support needs better than anyone else has managed"

**Welcome and Listening**

'Chilled' welcome – not paying me too much attention or singling me out, just saying "You alright [NAME]?"

Please try not to get too close to me, I need space.

**How they communicate with me...**

I like adults to check-in with me every so often. If I need help, I might put my hand up. I like adults to help me on a 1:1 basis, quietly as I don't like to be singled out.

**What are they like?**

✓ Relaxed	✓ Chilled
✓ Kind	✓ Caring
✓ Fair	✓ Good banter
✓ Funny	✓ Doesn't shout
✓ Nurturing	✓ Honest
✓ Generous	✓ Trustworthy
✓ Happy	✓ Accepting
✓ Thoughtful	✓ Non-Judgemental

**What do they do?**

Treat everyone the same  
Manage behaviour (not shouting, quiet 1:1 conversations)  
Write down tasks / activities for me to look at, at my own pace

**[NAME]'s Ideal Worker**

BEHOLDING CHOICE AND CONTROL BEING SOMEONE SHARING COMMON PLACES CONTRIBUTION

Suffolk County Council

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# Multi Agency Working and Advocating for Year 10 Young Person

Dec 2024

*Parent: "Very grateful as I do not think (YP) would have got back into school."*

## What were we asked to do?

Initially completed a PATH to gain YP's hopes and dreams for the future.

Offered ongoing support to YP, to help explore their thoughts and feelings regarding a suggested managed move, and how school could best support them to help reintegrate them back into their preferred school.

## What did we do?

- ☒ The IF provided a **consistent and reliable relationship through planned visits; working in a person-centred way** to ensure the YP felt heard and validated.
- ☒ The IF was able to follow the YP's lead at each visit and offer a **safe space** where they could explore what was happening at any given time. This provided a **flexible approach** and enabled the IF to use **live examples** to support the **YP to explore their experience of situations as they happened and gain a better insight of their feelings and views**. This information was shared with the YP's consent to further develop professionals' understanding of YP's responses and how best to support them.
- ☒ The IF worked alongside and liaised with other professionals involved, including **Key School Staff, Education Access Team, Youth Justice, CYPS Social Care, Strengthening Families, and Alternative Provision** to advocate and share the YP's voice.

## Impact


- The YP was able to develop a trusting relationship with the IF and had confidence that they would support them to share their views honestly.
- The IF initially advocated for YP during meetings and discussions with key staff. Over time, the YP was able to advocate for themselves and felt more able to share their thoughts and experiences.
- Key adults were able to better understand the YP and how best to support them.
- The YP was able to remain in their school for the remainder of Year 10 and Year 11. The YP was able to sit their exams and successfully applied for college.

*Young Person: "Helpful.... It's how I got back into school".*

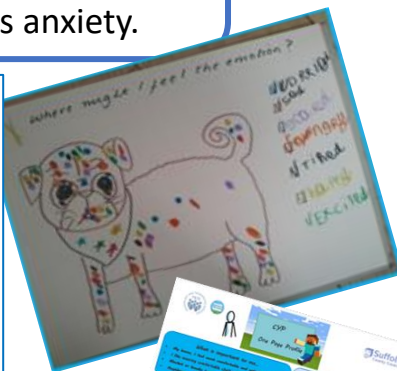
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## What were we asked to do?

To explore what being ready for education would look like, whilst considering the child's anxiety.



Object, activity or item...	This can be helpful...
Presley Pug 5-point scale	Share feelings, or emotions with others, to support expressing him self
Dog Pairs/ 1:1 game	To connect, organise and sort to help grounding
Photo of his bedroom	Safe Space visualisation
Scented Pens & colouring	The smell is calming and helps to relax
5 senses check in	Self-regulate – take some breaths
Slime	Sensory Exploration & calm
Massager	Head massage, calming and connection with safe adult
Technology	Grounding and calming
Photo of Pet the Pug & Family	Calming and connection
Movement (walking or pacing)	Physical activity to regulate



## What did we do?

- ✓ Used person-centred approaches and the child's interest in pugs to build rapport and trust.
- ✓ Routine, short sessions were planned with the child, so they had choice and control and were prepared for the sessions.
- ✓ Bespoke creative activities to support the child to identify their gifts and to build his self-worth, confidence, and trust, to be able to work with other professionals.
- ✓ Sessions were planned through indirect or third person activities to help the child feel comfortable. The child responded well to using characters in books, particularly pugs.
- ✓ The Inclusion Facilitator used the WIN technique to validate and empathise with the child, to support their resilience through a task.
- ✓ A review agreed to continue with our 'Big Emotions' intervention aimed at identifying strategies to support a child's feelings of safety, to build coping strategies for supporting emotions.

## Impact

- The child was able to identify their strengths and build their self-esteem and confidence to engage with new professionals.
- A co-created One Page Profile was developed to be shared with other professionals to support a transition back to education.
- The child developed a toolkit of resources to independently access, to help him express and manage his feelings.

## Parent Feedback

*"The IF was very attuned to CYP's specific needs and how to help him overcome some of the challenges he faced and giving him the confidence to see he is capable of achieving and doing well in life."*