

Listening and Relationships



Welcome and Listening



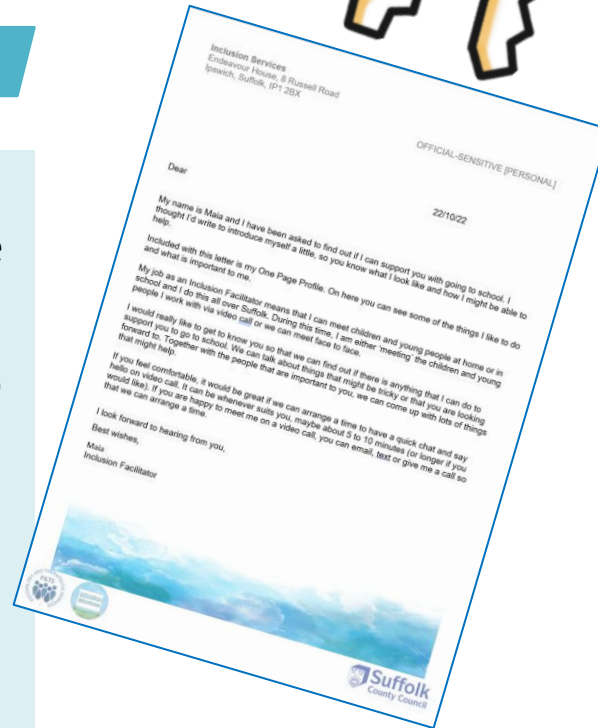
How do we welcome?

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"



Welcome and Listening: EBSA Year 7



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:

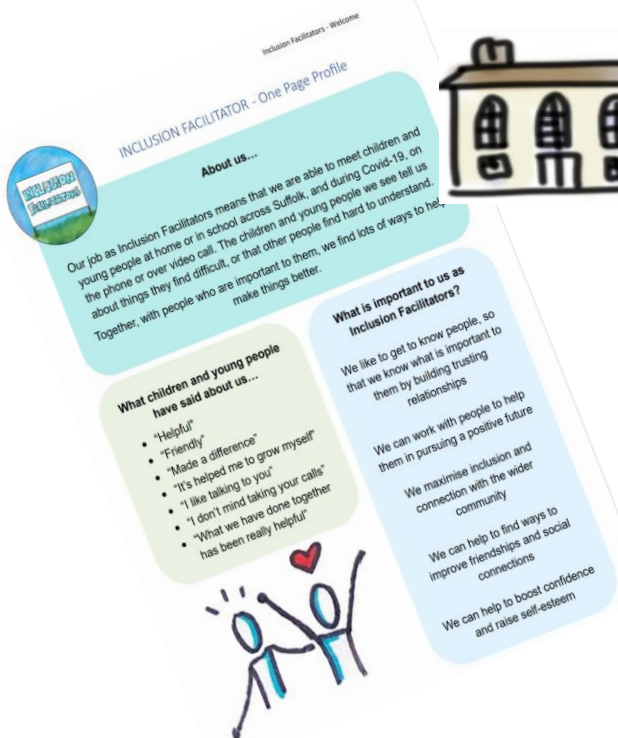
- ✓ Develop a trusting relationship with a professional which they had not done before.
- ✓ Be able to leave the house more and be socially more engaging with their peers, as their self-esteem and resilience has increased.
- ✓ Feel valued and heard and can continue building a trusting, working relationship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



...tailored to meet every individual's needs, just get in touch: IF@suffolk.gov.uk

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.

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

BELONGING CHOICE AND CONTROL BEING SOMEONE SHARING COMMON PLACES CONTRIBUTION

Suffolk County Council

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"

...tailored to meet every individual's needs, just get in touch: IF@suffolk.gov.uk...



Multi Agency Working and Advocating for Year 10 Young Person

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.

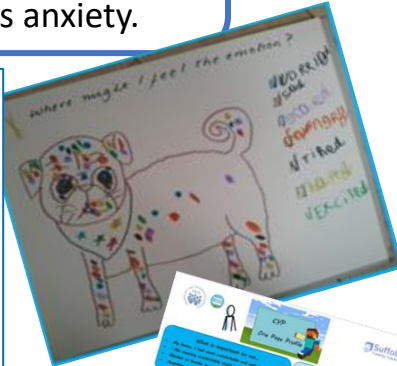
Young Person: "Helpful... It's how I got back into school".

...tailored to meet every individual's needs, just get in touch: IF@suffolk.gov.uk...

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



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."

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 feelings 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.

Supporting Reintegration into Mainstream Year 10 CYP Not in School



What were we asked to do?

Use therapeutic approaches to explore the young person's (YP) barriers to education and how to safely reintegrate into school.

What did we do?

- ✓ The Inclusion Facilitator (IF) sent their One Page Profile and a letter to welcome and gain the YP's assent for support.
- ✓ Attended collaborative meetings throughout the involvement, alongside family and school, to review how IF support was progressing, tailor our involvement to suit current needs, and share the YP's voice.
- ✓ Met with the YP at school to listen to their voice and explore what their 'Ideal School' would look like, as well as identifying their strengths and needs.
- ✓ Worked with the YP to create a One Page Plan to share with family and supporting adults at school.
- ✓ Worked with the YP, family, and school to complete a PATH at the end of IF involvement to explore their hopes and dreams for the future and create actionable next steps for support.



Parent: "I can't thank you enough for what you have done for YP"

CYCLE OF CHANGE



★ I CAN ★	★ I AM ★
<ul style="list-style-type: none"> Get on well with people Design and make things Plan how to do things Explain how things work Work on my own Follow instructions Write clearly Think of ideas Help others 	<ul style="list-style-type: none"> Mend and fix things Complete tasks on time Give directions Lead a group Work well with others Solve problems Think quickly
+	+
<ul style="list-style-type: none"> Polite Helpful Curious Calm Caring Organised Honest Creative Hardworking Dependable 	<ul style="list-style-type: none"> Funny Outgoing Motivated Patient A good listener Strong Enthusiastic
	<ul style="list-style-type: none"> A team player Confident Adaptable



Impact

- The YP was able to build a relationship with a new professional.
- The YP was able to share their voice and identify their hopes in a way that was comfortable for them.
- The YP was able to contribute to creating a one-page plan with the IF to 'steadily and sustainably' work towards their goals.

YP: "I feel like we have moved forward"

YP: "This has been really helpful. Progress already"

Listening and relationships: One Page Profile Year 5 CYP

What were we asked to do?

To support the child to share his voice, to support 'EBSA' (barriers to education/attendance), and potential future educational transitions.

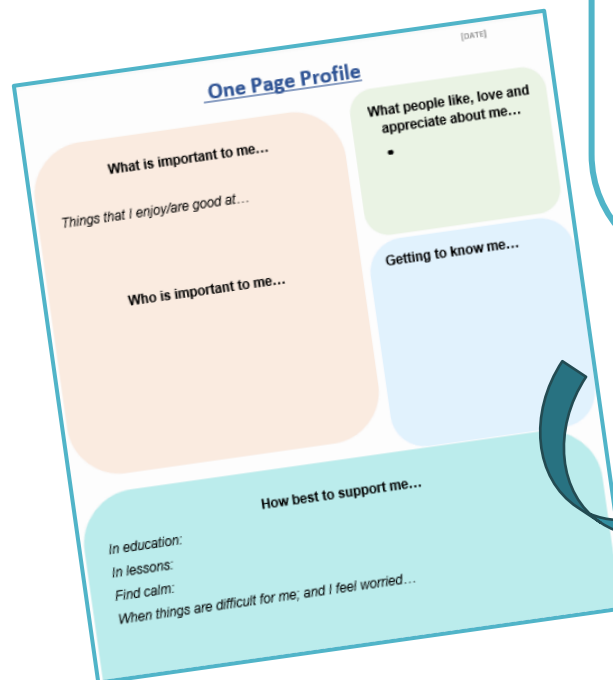
Parent: *"You've got him down to a 'T', in the short time you've spent with him. It's helpful having something to share with other people, so they can understand him more than they did before."*

Impact

- The child was able to share his voice.
- The child can meet a new adult, build a trusting relationship, and share his interests and what works for him.
- The child has been able to form relationships with his peers, sharing his knowledge and practical skills in his outdoor learning environment.

What did we do?

- Met the child at a place they feel comfortable, sharing their interests and what works for them.
- Co-created a One Page Profile for the child.
- Communicated with the key adults who know the child best, including school, alternative provision, and parent.



Getting to know me...

- I love all animals, especially dogs, chickens and guinea pigs.
- I like everything about outdoor spaces and work best in a physical learning environment or with opportunities for physical activities. When not on the farm, I miss the physical work.