

# Working with the adults around a CYP



# One Page Profile using non-direct contact – Year 11

## What were we asked to do?

IF support to capture young person's voice.



## What did we do?

- Explored with parent how best to approach capturing the young person's voice as non-direct contact was preferred.
- Empowered the parent to share with their young person how a One Page Profile could support them when they were ready to explore Post-16 provision.
- Brought together young person's voice and the voices of those who know them best.

## Impact

- Young person was able to share their voice in a way that was comfortable for them
- The One Page Profile was included in the EHCP to support others to get to know the young person.
- Parent felt that the One Page Profile was reflective of their young person.

## Feedback

*"As happy as any 16-year-old would be about a One Page Profile 😊"*

*"Happy... as it gives a clear picture of his needs and strengths".*





# CYP Not In School - Person Centred Meeting

## What were we asked to do?

Work with child, family, and school staff to increase the child's attendance and engagement with support.

## What did we do?

- ✓ Gained assent from all stakeholders to use a Person-Centred Planning approach to visualise a 'good life' for the child and their family.
- ✓ Identified achievable next steps with the family and the support network, including a review.
- ✓ Reviewed what had been learned and referred appropriately.

## Feedback



## Impact

- Family appreciated the use of a visual approach and a person-centred 'Long-View', future thinking lens, when discussing attendance difficulties and next steps.
- Next steps included psychoeducation intervention for child and family which identified hidden barriers to participation and education.
- A collaborative, relational approach between IFS and school staff ensured the emotional and psychological safety of the child, family, and staff was held, while appropriate pathways were identified and referred for.

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# CYP Not In School - Pupil Views

## What were we asked to do?

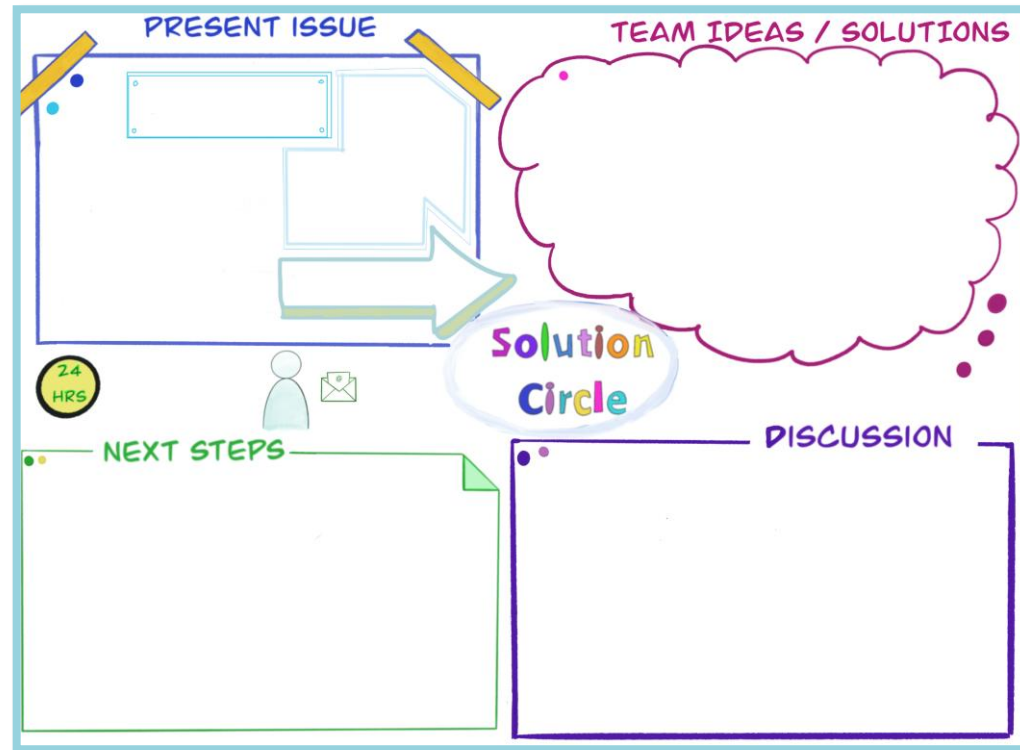
Gain the child's views on attending school and what about school is important to them.

Really promising – thank you so much for all your support.

Very helpful, a great way to run a meeting – something I will definitely use in future!

## What did we do?

- ✓ Listened to those who know the child best to understand the current situation.
- ✓ Used a collaborative problem-solving approach with stakeholders to identify the best approach to gaining the child's views.
- ✓ Shared the graphic as an aid-memoire of the meeting.



## Impact

- Stakeholders appreciated the use of a collaborative, concise, visual approach to the meeting and in identifying next steps.
- Next steps were person-centred, timely and incorporated natural supports to ensure views could be gathered sensitively.

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# Team Pupil in a Specialist Setting – Year 9 Child in Care

May 2025

## What were we asked to do?

To support the setting with implementing suggestions from a previous AANT regarding **relational and trauma informed approaches**. To bring the team that work with the young person (YP) together and ensure that they are all providing the same support.

Staff from school shared during the final session that they had found the intervention **helpful for not only this YP but others** within the setting and found themselves applying strategies and approaches when supporting them.

## What did we do?

Throughout the three twilight sessions, **staff from the education setting and staff from the residential home came together** to explore the body's biological response to stress, the importance in strengthening relationships, and understanding attunement, along with different psychology-based approaches in supporting individuals that have experienced trauma.

Following an **Insight Solution Circle**, which was used to support a specific part of the school day that the YP struggled most with, **the team co-created a plan of next steps and a One Page Profile to be shared with all staff to promote consistency**.

The team shared that they found it **useful to build their understanding** of the YP's behaviours and how to help them.

## Impact

- The team have a **better understanding of how developmental trauma can impact the YP** and recognise different stress responses through their behaviour and presentation.
- **Bringing staff together** in-person provided the opportunity for **collaboration and sharing of information**. This enabled the team to explore ideas and suggestions on how to best support the YP in both settings.
- **Realistic and effective strategies** were developed during the Insight circle which have had a **positive impact on transitions** from school to the taxi.
- As a result, **the team have stronger connections and increased communication** between all staff supporting the YP both at school and at home. This has been impactful and allows for ongoing regular discussions for how to best meet YP needs.
- The team stated that, sharing with the YP that key adults from school and home have met in-person and developed relationships, has **helped the YP to feel more settled** knowing they have a strong supporting circle of adults around them.

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## What were we asked to do?

The aim was to assist key staff working with the child (CYP), to consider how he has been impacted by his experiences, to better understand the CYP, and to explore how best to support them. Moreover, it was agreed that key staff and the parent would participate in Team Pupil to provide a **collaborative and holistic support network**, ensuring key adults would have a **shared understanding and approach**.

## Impact

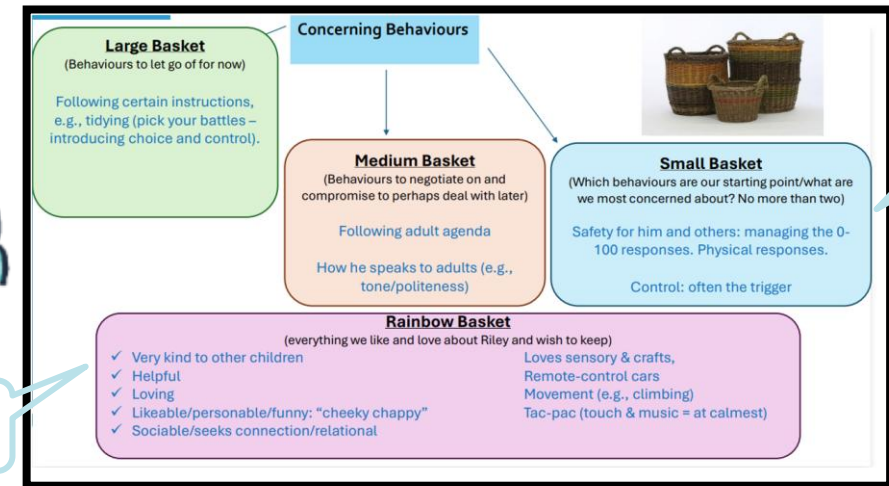
- The team supporting CYP have a **better understanding of how developmental trauma can impact him and recognise different stress responses** through his behaviour and presentation.
- **Bringing key adults, including the parent, together in-person provided the opportunity for collaboration and sharing of information.** This enabled the team to explore ideas and suggestions on how to best support CYP both at school and home.
- It was **individualised/specific to CYP and consolidated their knowledge, whilst also widening their thinking for CYP and practice across the school.**
- Tools within Team Pupil helped staff to narrow down their focus.
- **Relevant strategies** were proposed and because of Team Pupil, key adults were **empowered and reassured** that they are using therapeutic approaches throughout CYP's day.

## What did we do?

- ✓ **Identifying the Team:** those key adults supporting the CYP were invited to join the team
- ✓ **Welcome 'Team CYP':** Offered activities and space for reflections to consider: the importance of regulating ourselves, respecting biology and responses to stress. The team shared ideas on how CYP presents within different stress response systems, including Social Engagement, Flight, Fight, and Freeze.
- ✓ **Regulate, Relate, Reason, Repair:** Discussions and reflection space provided to discuss how to build and strengthen relationships and attunement with CYP.
- ✓ **Created a Plan Together :** Co-created a One Page Profile and Therapeutic Timetable to support CYP using a consistent approach and discussed practical tools around transitions.
- ✓ **Provided and facilitated a safe, reflective space** to evaluate and feed back.



Celebrating CYP's interests and strengths



The Team's chosen focus