



## **A New Staffordshire Enhanced District Inclusion Support Model**

To ensure all children and young people achieve their full potential, SEDIS will support educational settings to remove barriers to learning and support the development of inclusive and relational learning environments.

### **Who we consulted with and how...**

The Voice Project were asked to take this consultation to young people in Staffordshire. The group that worked on this consultation are based in Lichfield between the ages of 8 and 16 years old, all-in mainstream school but receiving some level some level of support. None are on an Early Health Care Plan.

This group were shown the film explaining the new plan model, we then spoke about this and what the word support means to them.

We then looked at four questions which were dotted around the room, each had an activity attached the young people could take part in once they had shared their views. This helped them keep engaged and not overwhelmed with questions.

# Feedback

## Film Feedback

"This had a lot of long words in and went too fast for me to understand."

"It told me about support that I could have."

"Some pictures or animations would have been good and more interesting for us."

"Things were repeated a lot."

## What does support mean to you?

"Knowing there is someone always there for you."

"Giving us what we need."

"Anyone can get or need support."

"It's important to us."

"Doctors support us."

"It's help with problems in your mind."

"Something or someone to help me before it gets too bad."

"Cheering you on and me cheering others on."

"I don't need it all the time, but good to have it when needed."

"Motivational speeches"

"Knowing someone is always there for you."

"Giving us what we need."

## Do you think this support will help you in school and meet your needs?

"No, I have had support before, and it didn't help."

**Response:** We are keen to make sure that the support you receive is what you need and is right for you. Our plans would make sure that you were listened to and that any support put into place was agreed by yourself, your parent / carers, and the teachers /staff in the schools you attend. If the support is not working, it can always be changed, we all learn from trying things out and we don't always get it right first time around.

“How do they know what the right support is?”

**Response:** Firstly, we will listen to you, your parents and your teachers. We will meet with you to talk about what you feel you need help with. We might also come and watch you in class to see how you are getting on to find out what you are good at and suggest things that might help you in areas that you might find more difficult. The people who will be helping to plan your support are all experienced with lots of ideas that could help with your learning and progress in school.

“Another adult in our lives, already lots”

**Response:** Part of this work is working with the adults already known to you so that we can help support them to understand your needs. We feel that by supporting the adults around you and sharing ideas with them this will also help you. If another adult is put in to support this would only be for a short time whilst everyone is working to get the plan right for you.

“Yes, some really need it.”

“Will support be long enough for us to get to know the person supporting us? It takes me time to trust and get to know someone.”

**Response:** Trust and relationships are very important and that is why any support from this model will build on the help you are already getting. If you get on well with the adults that you know we want them to stay involved with you and be there alongside any new people. This is extra support and will not last forever. Once things have been put into place your usual school staff will carry on supporting you.

## **Do you think you will be able to access the support when you need it?**

“Yes, I get the support with a support card.”

“Depends because the support teacher has to help others, if I can’t get support I will kick off, I need it for behavior.”

**Response:** Everyone is different so you will have a say in the level of support that you feel that you need. We know that if the classroom is right for you and you are getting any extra help that you need, you should be able to do the work and feel confident knowing that you are doing a good job. Everyone feels frustrated and sometimes angry when they find things difficult, and this is not a nice feeling. We are hoping to make things easier for you so that you feel more confident about your learning. Part of

this may be sharing some new ideas that you can use which may help you to feel calm and relaxed when things are difficult.

"I need help to process a lot of education."

**Response:** Part of this model will look at you as an individual and find out what works for you. You are unique and we want to celebrate this and build upon your strengths.

"Depends if the right teacher is in."

**Response:** We want to make sure that all the teachers that work with you know what you need to be able to do well and achieve. This model focusses on working with staff and sharing ideas on how classrooms can work for everyone and how lessons can be taught. Teachers care about their students and want them to do well, sometimes they just need support and advice to do this.

"My foster carer emails in if any problems"

"Too many children in the class"

**Response:** We know that sometimes there are too many children in classrooms, and this is difficult for everyone. Teachers want to be able to help all their pupils to do well and sometimes this can be difficult. Part of this model means that if you have had help in your class and things are still not going well for you, you may be able to work for a while in a smaller class with more adults where you can get more help. This may be at your school or a different school depending upon what you need.

"When all the children are distracting the class no"

**Response:** We understand that some people find it really difficult to learn when the class is being noisy or distracting. We know that some pupils distract others when they are finding something difficult or challenging. In this model everyone will work together to try to make sure classrooms are calm places where everyone can learn.

## **If you have the support in school you need, will it help you feel included and settled?"**

"My learning is better if I have support."

“No point if the support is too late.”

**Response:** This new support model will hopefully mean that everyone who needs support gets the right support early on. We do not want to see anyone struggling or being unhappy before they are helped.

“Support makes you stand out as different.”

**Response:** There are different types of support, and we will talk to you to find out what suits you best. Some pupils like to have 1:1 support in the classroom, others prefer occasional help from a distance, others prefer to have lessons outside of the classroom in small groups where they are better able to concentrate. Some pupils simply prefer to have time to talk to an adult about their needs so that they can tell other teachers in the school about how best to help them. Everyone is unique and this model is flexible, there isn't a one size fit's all solution.

“Moving to high school support would be very important.”

**Response:** Totally agree, moving to High School can bring about lots of different feelings. The Specialist Teaching Teams and Educational Psychologists have support packs to help you at this time. Your Keyworker, Specialist Teaching Team and Educational Psychologists can also meet with you, your parents and both settings to make sure that the right support is put into place for when you move schools.

“Only if it was the right support!”

**Response:** This is why it is important to talk with you and for you to have a say about what you feel is right for you.

“Support won't work if I don't want it or forced on me, I won't engage with it.”

**Response:** We need to get the support right; it needs to be what you feel you need; you need to be part of the planning. If all that happens hopefully you will be happy to engage with your support and it will work for you.

## **Do you think this will help you stay in school without having a plan in place?**

“Yes, because I get a better education.”

“They take you out of class to talk to you.”

“No, the EHCP will help with behavior and learning, if you don’t have it you don’t have proof you have difficulties.”

**Response:** This model allows extra support to be put into place to help meet the needs of young people as soon as they start having difficulties rather than waiting for an EHCP, which can take a long time. Our aim is to help more young people to get the right support at the right time and not have to struggle. This model is about finding out what works for young people and making sure that all needs are met. You may not need to have to have an EHCP to get the support that is right for you.

“Yes, but don’t like being taken out of class and questioned by others and I feel I miss what is going on in class.”

**Response:** You will be part of the planning of what type of support will be best for you. If taking you out of the classroom does not work for you then this will not form part of your individual learning plan. Pupil voice is extremely important to all the adults offering support through this model.

“The EHCP shows I have issues.”