

Young Person's Conference – Feedback and Impact Report



87 people attended including young people, professionals and parents



Lunch time socialising

14 workshops took place

Young people's views recorded in 5 different ways

Filming by our student film crew

Collaborative art projects created

Supported Internship guest speakers



Information available through market place activities

Ambitions and Aspirations

Aim: Young people to share their ambitions and aspirations are for their futures.

How: Young people created their own identity collage around their ambitions and aspirations. All individual collages were then group together into a collaborative piece of art.

Result:



You Said	We Will
<p>You would like a family and children of your own. You would like a relationship and to get married. You would like a job. Some of the jobs that you would like include working with children, singing, animation, working in a hospital, being in the Navy, chef, being a designer, Some of you would like to go to college. Some of you would like an apprenticeship You would like to live independently and cook your own meals. You want to travel independently and get on the bus. You would like to go to the pub. You want your own business. You want to have money of your own. You want to drive and have a car. You would like your own home and furniture. You would like to go on holiday with your friends. You like technology and your phones. You would like to volunteer. Things that are important for you: cinema, gaming, friends, shopping, marvel, computer, bike, cooking, keeping fit, horror films, ships and pirates, coffee, pets, art, Netflix, TV, trainers, autobots, sponge bob square pants, dancing. Middlesbrough.</p>	<p>We will show people the artwork that has been created.</p> <p>We will tell schools and colleges what your ambitions are so that there are opportunities for you to do these things in the future.</p> <p>We will talk to other organisations to ask them if they will help us to support you to achieve some of these things. For example, Thirteen Group and apprenticeships providers.</p> <p>We will work with schools to support co-creation projects in key areas of the curriculum.</p> <p>We will develop more supported internships so that you can be supported into employment.</p> <p>We will develop more pathways to independence so that you can be supported into independent living.</p> <p>We will present the feedback to our Strategic Preparation for Adulthood Group and ask everyone there to identify the actions that they can take to help you achieve these things.</p> <p>We will make sure information is available on the local offer.</p>

Education, Health and Care Plans

Aim: To find out how young people want to be included in their Education, Health and Care Plans.

How: Young people invited to record their ideas on differentiated worksheets and through facilitated discussion.

Result:



You Said	We Will
<ul style="list-style-type: none"> • Make sure an interpreter is there to help if needed • Get my young people's views in other ways if people can't attend including use of "Facetime" or Social media • Keep having meetings in places which are easy to get to • Keep meetings informal to help young people be more relaxed to give their views • Let people bring a friend to be with them at meetings • Sometimes have a separates meetings for parents and young people as we don't always agree • Always look at all options available • Young people should write down their thoughts before the meeting so that they remember what they want to say at the meeting • Let young people send in a video to the meeting to explain their views • Develop an "App" • Always have young people in the room at the start of the meeting • Tell young people more about how their support is funded (SEN Support Plans and EHCPs) • Help young people understand more about when you need an EHCP and when you don't • Better communication between services to help young people to make better transitions as they move to adulthood 	<ul style="list-style-type: none"> • We will share your feedback with the SEN Assessment team who deal with EHCPs and give schools advice about SEN Support Plans and we will invite a small group of young people to talk about these ideas with members of the team • We will make sure that all the ideas are closely examined and that as many of these ideas as possible are put in place • We will share this feedback with settings too at a future training session about annual reviews • We will make sure that we update information available on the local offer about the things that young people have identified

Becoming an Adult:

Aim: Young people to identify what they want to learn in school / college to help them become an adult.

How: Young people built their own bricks to go into a 'yellow brick road' to their future.

Result:



You Said	We Will
<p>You want to learn how to :</p> <ul style="list-style-type: none"> • Travel • Book a holiday • Get a job • Live independently • How to stay healthy • How to have a bank account and my own money • How to get married and look after a family • How to go to university • How to go shopping independently • To use the internet safely • Make a parmo • Work with my social worker • Go to go-carting • How to volunteer • How to get work experience at the council • How to live with my boyfriend • Do the right things in life • Learn to drive • Buy a car • Cook meals for myself • Keep fit and go to the gym • Make friends and keep friends • Tell the time • Work hard and never give up • Ride a bike • How to do a thumbs up • How to use a mobile phone • How to apply for college • How to apply for a job • How to work with my support worker and arrange my own support • Do community things • Be more independent and make my own decisions • What to do at a job interview • How to be in a band • How to get a passport • How to use BSL • Cross the road safely • Get involved in leisure activities with support • Build my confidence in the workplace • Write my own songs 	<ul style="list-style-type: none"> • We will show people the artwork that the young people have created. • We are using the feedback from the young people as the agenda at our next curriculum planning workshop with schools. • We will work with schools to support co-creation projects in key areas of the curriculum. • We will map what the young people have said against the four preparation for adulthood pathways to identify any gaps in provision or support. • We will present the feedback to our Strategic Preparation for Adulthood Group and ask the managers there to use the feedback to help plan services. • We will make sure information is available on the local offer about the things that young people have identified

Local Offer

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The sessions had two aims:

- To get young people to use the Local Offer website.
- To gather feedback and for young people to tell us what you think about the website.

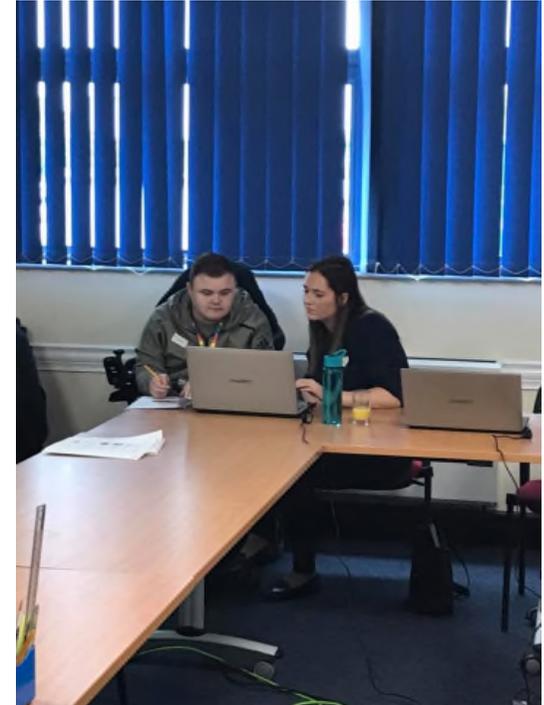
How: Young people were invited to complete an online scavenger hunt to find key pieces of information on the local offer website. All young people invited to give their feedback on the website at the end of the session.

Result:



What 3 words did young people use to describe the Local Offer?





You Said	We Will
<p>What do you think about the Local Offer website?</p> <ul style="list-style-type: none"> ▪ What do you like about it? <ul style="list-style-type: none"> ➤ Good colours ➤ A – Z search ➤ Colours are bright but easy on the eye, and you can change the settings ➤ Its information, useful and colourful ▪ What don't you like? <ul style="list-style-type: none"> ➤ Too many words ➤ Complicated ➤ It's a bit messy ➤ Too much information ➤ I needed support to use it ▪ How can we make it better? <ul style="list-style-type: none"> ➤ More pictures and videos ➤ Big words – images to explain ➤ The A – Z would be better with a drop down to choose from. ➤ Drop downs to make it user friendly ➤ Young peoples pages – videos/blogs ➤ A picture of the Transporter Bridge! ▪ Other feedback <ul style="list-style-type: none"> ➤ It's very important to get our feedback. ➤ We will use it. ➤ I might look at the Football clubs 	<p>The feedback from the sessions will be shared with the Local Offer Steering Group and we will use this to develop young person friendly pages on the website.</p>

Voice of the Child

Aim: To find out how young people would like to be included in decision making

How: Young people were invited to tell professionals how they would like to be included in decision making using a variety of formats (recording, written letter or photograph)

Result:



You Said	We Will
<ul style="list-style-type: none"> • It's important to me that people know what is important to me and what I enjoy • Keep me informed about what is available to me • I would like to be involved in meetings on my own without my mam, I want to be treated as an adult. • I want to know what is available to me so that I can make my own decisions. • Middlesbrough Council doesn't always know about things • Middlesbrough Council doesn't always make sense • Be consistent • Involve me in my placements and my support plans • Ask me about my hours • Explain in a young person's friendly way what is going on • It is important for me to be involved in all meetings about me • I want to go to my own meetings. • My social worker can tell me about things. • Explain in a way that I understand. • I would like to have a voice and feel included because it is about me. • Get to know me and let me have a voice. • Let me have input in meetings so that I feel that my voice is heard. • I want lots of information about internships that I can do. • I want people to tell me about things that interest me • Keep changes to a minimum. • Make meetings fun and not lots of paperwork. • Ask me questions about what I want. 	<ul style="list-style-type: none"> • We will tell all the professionals who come to our meetings about ask them to make some 'We Will' statements in the same format (videos of the statement cards) • We will use your feedback to help us develop a new section A document on the EHCP that is young person friendly • We will coproduce an easy read guide to EHCP for young people and look at developing a video • We will review explore and provide recommendations on how schools can help support young people through the EHCP process.

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| <ul style="list-style-type: none">• Have EHCP sessions at school or college in case it doesn't happen at home• I think there should be some information about my background and what I'd like to do in the next 5 years.• It makes me feel controlled when people make decisions about me.• Ask me because it's my future.• I'm not sure if I have an EHCP or if I understand what it is.• More work to be done to make sure my views are on my EHCP and at other important meetings.• I want to see my EHCP.• Informal meetings• Use good communication• Have a friend to come to my meetings to help me.• Education providers to be involved in the EHCP to get their views.• Make things more relaxed• Ask me about things I enjoy in the community and how to make things better.• Ask me about my work goals.• Anything that other people can do better, I can do better as well• I would like to be involved in the planning of my future.• Use a pen profile• More pictures instead of words to make it easier to understand.• Ask face to face• When people listen to me, I feel happy.• Having a say is important to me so that the services know what I need.• Making decisions without asking me is not fair, this is my life.• Having a say makes me feel valued. | |
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Feedback and Evaluation:



Comments from Young People



- I disliked struggling to know who is correct.



- I liked the work shops
- I Liked support health and sports
- I liked the workshop with the yellow bricks
- Creating the identity collage
- Local offer workshop
- I liked all morning



- I loved meeting Stewarts team
- I loved stuff about how to make yellow boxes with any design.
- Love creating my own brick road
- Love all useful info and to know we are getting heard and making the future better.
- Love it was really interesting
- I love the work shop with computers for the local offer.
- Loved meeting new people.

Impact

Six Month Progress Update

One Year Progress Report