



A guide for people who work alongside or support children & young people who have special educational needs and/or disability.



If you desire to make a difference in the world you must be different from the world, be the change you wish to see.



A child or young person has special educational needs and disabilities if they have a learning difficulty and/or a disability. This means they may need special health and educational support. We shorten this to SEND.



SEND TOOLKIT

Produced by young people from across the North West in partnership with



YOUNG PEOPLES FEELINGS

and favourite quotes about special educational needs and/or disability & young people. Not every young person thinks the same, get to know the individual!

I don't want to turn a SEND young person into someone who doesn't have SEND. I want to help a SEND young person who struggles become a SEND young person who doesn't struggle.

We cannot always build a future for our youth but we can build our youth for the future.

Progress isn't always measured on paper

If you desire to make a difference in the world you must be different from the world.
Be the change you wish to see!
The youth of today are the leaders of tomorrow!

Finding joy in work is to discover the fountain of youth

This resource was co-produced with young people from across the North West who came together online in the summer of 2020. This resource was created from those Youth Voice sessions.

WHAT YOU WILL FIND:



What is wellness? - page 4



What is Disability hate crime? - page 5



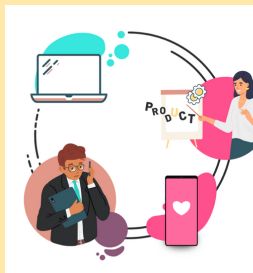
How can young people get involved in projects & services? - page 6



How to support young people- page 7



Residential & School Trips - page 8



Digital Tips for workers & young people - page 8



Further information & links - page 10

WHAT IS WELLNESS?:



WHAT IS WELLNESS?

The overall well-being of children and young people. It is defined in terms of averages of social conditions encountered by children and young people.

Diagnostic Overshadow:

This is where professionals think that your diagnosis covers all aspects of how you are feeling & reacting to the world. They don't look to see if it differs from your 'normal'

'Know your normal' toolkit is useful to look at and is produced by the organisation Ambitious about autism
<https://www.ambitiousaboutautism.org.uk/what-we-do/youth-participation/youth-led-toolkits/know-your-normal>

When asked young people say wellness is:

- Seeing friends (100%)
- Being emotionally well (75%)
- Being physically well (75%)
- Choosing what i want to do (75%)
- Taking part in fun activities (50%)
- Going to school/college/work(50%)
- Seeing family (50%)

We asked young people 'what can help them with wellness?':

- Myself (100%)
- Friends (100%)
- People in hospitals/doctors (75%)
- Family (50%)
- Other adults in their life (50%)
- People at school (0%)

We asked how they wanted to include their views:

- The support they can offer (75%)
- How the council works (75%)
- What the council spends money on (75%)
- How to support children and families better (75%)
- What activities/events there are for young people and their families (75%)

*data from a survey that was sent out across the North West to young people accessing SEND support

HOW WE WANT SUPPORT

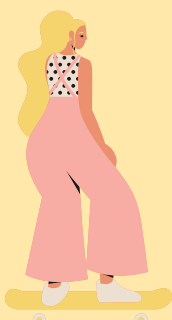
"Online friends are just as important as real world friends, networks are important and should be supported."

"Going online and meeting in groups is great. To be able to meet people like us, to rant and share tips is great and really useful"

"We are individuals - just because we have the same diagnosis doesn't mean we are the same, and like (or dislike) the same things."

THINKING POINTS FOR PRACTITIONERS:

How can you support wellness within young people?



Can you find any other resources about wellness and SEND young people?



WHAT IS DISABILITY HATE CRIME?:



Explaining a disability hate crime to a young person with SEND:

As a group, we found that some young people did not link the issues and abuse they had suffered as Hate Crime, and had in instances been dealt with as bullying.

REMEMBER THAT

HATE CRIME IS A CRIME

- It is against the law
- If you tell the police they have to take you seriously
- The police have to do something about it
- Call police on 101 or 999
- Call Crimestoppers anonymously 0800 555 111

Hate crime is...

- Someone making fun of or teasing you about your disability.
- Someone trying to frighten you because you have a disability.
- Someone hurting you, breaking your things because you have a disability.
- Someone tricking you such as taking money, and not paying you back.
- Someone making you do things they know are wrong.
- Someone asking you to do things you know ARE wrong.

HATE CRIME CAN HAPPEN AT

- School
- College
- Work
- Outside
- Clubs
- Public transport
- Anywhere

THINKING POINTS FOR PRACTITIONERS:



Advice to give young people to deal with it:

- You should ask a friend or someone you trust for support.
- You should share what has happened to you.
- Keep telling until something happens
- If you see it, let people know.

TELL SOMEONE!

A young person may not view themselves as disabled. You may have to talk to them to reassure them that if anyone says or does anything to them based on their diagnosis, then they can report it as a hate crime, and the police have to take it seriously... it's not just bullying!



HOW CAN YOUNG PEOPLE GET INVOLVED IN SERVICES?:



Young people feel that they should have a say in both what happens in their lives and also help plan the activities that are on offer for other SEND young people. This right is underpinned by the UN Convention on the Rights of the Child.

GETTING YOUNG PEOPLE INVOLVED IN SERVICES:

That we and other young people became involved in activities because they were supported to attend activities in the first place by people they trusted (counsellor, family members and youth workers.)

Young people stay involved when they feel welcomed, and there is a reason to be there, although they may not say much at first, workers should check that they are ok, in the future, they may talk more.

That we and the services we work with make sure activities are more inclusive by planning ahead and letting people know exactly what they were coming to, and how they can get there!

That we should allow young people time to get settled into the event before starting, as sometimes the getting there is as much of an ordeal/stress as the event itself.

THINKING POINTS FOR PRACTITIONERS:

"coming up with solutions for any possible barriers that may stop young people getting involved."

"making sure they are involved in the creative process, have a friendly atmosphere and the setting is inclusive for all young people."

"be consistent!"

MAKE OUR VOICES COUNT!





HOW CAN YOUNG PEOPLE WITH SEND BE SUPPORTED BETTER?:

Supporting young people to achieve their full potential is the most important part of youth work. The group felt that practitioners needed some advice to strengthen the support that is offered to young people.



"STAFF WHO SUPPORT YOUNG PEOPLE"

- We need notice if the person supporting them is changing. We benefit from consistency.
- We need you to have a good understanding of our needs and how best to support us.
- You should ideally be someone who is fun to talk to.
- You should have a positive attitude towards disabilities including hidden disabilities.

"WHAT STAFF NEED TO KNOW"

- That not all special needs young people are the same.
- That we are all different & have our own abilities.
- That they should have an understanding of me and my circumstances.
- That we will benefit from meetings away from noise and distractions
- That we will benefit from you summarising what has been agreed in meetings.

THINKING POINTS FOR PRACTITIONERS:

"STAFF CAN SHOW ME RESPECT BY":

- Getting to know me as an individual.
- Taking time to get to know me.
- Building a positive relationship with me.
- Being someone I can go to with problems and build trust.



"I DO NOT LIKE IT WHEN STAFF":

- Jump to conclusions/assumptions.
- Ask really personal questions, this happens if you are in a wheelchair too.
- Talk **at** you, when they should talk **to** you.
- Refer to our autism, then talk to us like you we're younger than we are.
- Use jargon or abbreviations. It causes confusion.



If you are at a meeting with young people be prepared to take notes for the young people.

During meetings make sure the meeting has a person-centred approach .

Residentials & School Trips:



BEING AWAY FROM HOME



Young people should be given the opportunity to access trips away from school and apart from parents/carers if they want to. Practitioners should be aware that this may be a scary step for young people and their families.

WHAT YOUNG PEOPLE TOLD US:

- If my parents can't come, the school won't take me.
- I can't stay away from home, as I don't want to.
- I don't go as the teachers say I won't like it.
- I want to go, but not stay overnight
- They ask me to do things and I don't know why.

TOP TIPS FOR OUT OF SCHOOL ACTIVITIES:

- We need to know what we are doing & why we are doing it.
- Show us pictures or let us talk to someone who has been before.
- If you are staying overnight, can we just come for the day and go home for the night?

THINKING POINTS FOR PRACTITIONERS:

Some young people feel very uncertain about spending time away from familiar surroundings. What can you do to support them?

The focus of attending some out of school activities is to challenge young people to come out of their comfort zone, however for some young people going away is enough of a challenge and they should be given time to get used to being away in different surroundings before any group/teamwork challenges.

Spend time with the young person before going, let them know exactly what you are doing and why, so they have a chance to understand.

Think about:

Creating storyboards of the activities

Visual timetables

Pre-visit

Sharing photographs

Arranging to talk to others who have gone before



Digital tips for workers and young people:



BEING ONLINE & USING THE INTERNET

Using online tools can be liberating for some young people who may struggle with social interactions or be vulnerable.

DIGITAL PLATFORMS USED BY YOUNG PEOPLE:

There is a range of different platforms used by young people and they are used for many reasons and for different groups of people e.g. entertainment, education, friends, family & professionals.

Platforms include

Discord	Tik tok
Twitch	Teams
Google hangouts	Zoom
Facebook live	Slack
FaceTime	Jam Boards
Minecraft	
Social Media	

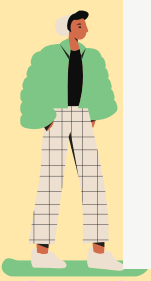
THINKING POINTS FOR PRACTITIONERS:

The use of digital platforms can be great for some young people, however;

- Not all young people want to talk verbally through a computer screen So having a chat function where they can type allows them to have a voice in a different way.
- Not all young people want to show their face ... so being able to participate with the camera switched off, or pointed towards a wall is useful.
- Not all young people want to have an open chat Having a topic to discuss works well to get conversations going.
- Not all young people want to discuss issue-based subjects.... Having a task to do helps the group have a purpose.
- Not all young people can read....so any text should be read out, in addition, the host/presenter should offer to type for the whole group

Top tip:
To make your online sessions successful use a mixture of task-focused activities and fun-based activities

The variety of equipment and programmes that people use to get online differs and as the host/presenter, it helps if you have an understanding of that, so you can guide people through. Using interactive tools within the digital session, such as quizzes, Kahoot* and mentimetre* are great for getting young people's opinions. Young people can access the platform, although some may need a worker to dial in at the same time to support them to participate.



Links/Resources:

Online activities:

<https://youthworksupport.co.uk/wp-content/uploads/2020/03/Online-Guidelines-1.pdf>

Support materials for organisations

<https://youthworksupport.co.uk/organisations/>

NSPCC online safety

general online safety

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

Video conferencing:

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/livestreaming-online-video-apps/>

Awareness of different apps:

<https://www.net-aware.org.uk/>

**you can search each app for a
review/information:**

e.g. Zoom

<https://www.net-aware.org.uk/networks/zoom/>

Kahoot : <https://kahoot.com/wp-login.php>

Mentimeter: <https://www.mentimeter.com/>

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