



**EDUCATION THROUGH ENGAGEMENT – A PILOT
PROJECT AIMED AT IMPROVING THE MENTAL HEALTH
AND EMOTIONAL WELLBEING OF YOUNG PEOPLE WITH
LEARNING DISABILITIES AND AUTISM**

“EDUCATION THROUGH ENGAGEMENT” – A PILOT PROJECT SUPPORTING THE MENTAL HEALTH OF YOUNG PEOPLE WITH LEARNING DISABILITIES AND AUTISM

We are seeking funding to deliver an innovative approach to improving the mental health and emotional wellbeing of young people with learning disabilities and autism. What makes our approach different is the fact that design, delivery and evaluation is co-produced with adults with learning disabilities and autism. We really feel that they are best placed to have open and informed conversations about keeping mentally well with young people with similar conditions.

We have chosen Crosshill School in Blackburn with Darwen for this pilot project. Together with our Champions with lived experience, we will deliver a programme of workshops during school time with young people aged 14-16 on a range of topics associated with mental health and emotional wellbeing. We will also bring guest speakers into sessions who will be able to signpost young people and their families/carers to wider support agencies and activity providers in the borough.

Delivering these sessions at a key point in young people's lives as they start the transition towards adulthood and move from being supported by Children's Services to Adults Services, we feel is incredibly important to give them the resilience, skills and self-belief to become independent young adults.

We also know that young people with a learning disability struggle to get a diagnosis for a mental health problem because doctors may think their mental health symptoms are part of their learning disability (Mind) therefore taking an early intervention approach to supporting this group of young people's mental health and emotional wellbeing is critical to avoiding the need for more intensive and costly interventions later in their lives.

We are taking an action learning approach to this pilot, involving the Champions and school in this continual review process to understand what works well and what could be improved. This will help us create a fantastic programme that can be rolled out to other SEN schools in Blackburn with Darwen (including SEMH settings and the PRU) and wider across Lancashire and South Cumbria.

The social rate of return for this project (provided by the Personalised Care Team) is £59 with a contribution calculated at £5, thus we are providing significant added value to any investment by the NHS or other future funders.

THE PROBLEM

We know that the Covid-19 pandemic has had a significant impact on young people's mental health and emotional wellbeing. This was exacerbated for young people with learning disabilities as a vulnerable group who were very much isolated during this period.

According to latest statistics from BwD Public Health, more than half of children in Blackburn with Darwen with a special educational need or disability (SEND) had a probable mental disorder (56.7%), compared with 12.5% of those without SEND; this was an increase from 43.9% and 8.2% in 2017 for these respective groups.

We know that this is a group who already experienced higher levels of poverty and social exclusion and associated greater risk of mental ill health. A Lancaster University report 'The Mental Health of Children and Adolescents with Learning Disabilities' found that: -

- 33% of children with learning disabilities find it harder than average to make friends
- 25% find it difficult to keep friends
- 14% have no friends
- 47% of children with learning disabilities are living in poverty compared to 30% of all British children
- In 30% of households, neither parent is in employment, compared to 14% of households with children without learning disabilities

Nationally, support for young people's mental health in schools continues to be an issue.

- Only 58% of teachers agree they could identify a student struggling with mental health and only 34% knew how to access student help outside of school. (Teacher Voice Omnibus survey)
- 2019 NFER teacher voice omnibus survey found that 85% of all school leaders said that their staff were spending more of their time on Mental Health and Wellbeing, and that, of these, almost half said that these additional demands 'greatly increased' workload. - [Teacher Voice Omnibus Survey June 2019 \(nfer.ac.uk\)](https://www.nfer.ac.uk/teacher-voice-omnibus-survey-june-2019/)

Whilst mental health and emotional wellbeing is being addressed by BwD schools through the introduction of the Mental Health in Schools team, this is a targeted approach for supporting individuals and the Whole School Approach to addressing students' emotional wellbeing is at an early stage of development.

Healthwatch Blackburn with Darwen carried out consultation in 2021 with young people and families and carers about the effectiveness of the Local Offer website which promotes activities and services available to support them and for them to take part in positive physical and social activities in the community.

General feedback was that the Local Offer was not easy to access being hard to navigate and there was a need for more "plain speak". Social media was highlighted by residents as a way that the Local Offer could be more accessible for young people and families/carers.

Young people and families felt that the health information available on the website needed "a radical overhaul" and other gaps in information were:-

- Transition – There is a big gap in information about services for older teenagers/young adults, especially for those transitioning from children's to adult's services.
- ADHD and similar conditions – Particularly information on pathways and referrals (links to referral forms, contact details, and how to guides).
- Leisure services – Participants shared that information about respite opportunities and clubs would be very helpful to have.

- Education Health and Care Plan – More information about the EHCP including on how to complete it.

A 2011 Department of Health and Social Care report stated that the cost of supporting young people's mental health is between £11k and £59k per annum. This is a significant cost to the NHS and social care.

Greater early intervention is required now both in school and in the community to support all young people with learning disabilities and autism to achieve good mental health, increased social networks and become more resilient and confident as they transition towards adulthood.

OUR SOLUTION

Aim of Our Work

We want to take a partnership approach to addressing the mental health and emotional wellbeing of young people with learning disabilities and autism at an early stage so that they can navigate the transition to adulthood with increased confidence, resilience and increased social networks outside of their family/carers.

We will achieve this by running a programme of workshops, coproduced with adults with learning disabilities and autism, delivered in Crosshill School for young people in year groups 9 and 10. The aim of these workshops will be to improve young people's mental health and emotional wellbeing, focusing on building resilience, confidence and self-management skills, whilst supporting them to develop both existing and new social networks.

We know from previous delivery of similar programmes, that this solution is effective in improving young people's mental health and wellbeing and their ability to access the right support at the right time. Wot Wud U Do's past projects have focused on tackling sexual and domestic abuse, harassment and assault. An average of 78% of students across the four workshop areas (1. *Choices and how they can impact your physical, emotional and mental health*, 2. *creating and maintaining healthy relationships*, 3. *identifying, managing and ending unhealthy relationships*, 4. *identifying sexual abuse, harassment and assault*) found that their understanding on the subject matters had increased, with the most improvement seen in the Sexual abuse, assault, and harassment session (83.6%). When asked why they gave their rating, students responded by saying, 'Very helpful and I feel it will help me in future' and 'I love the programme'.

In addition, regarding their confidence levels in addressing the topics covered by the sessions in their own lives, an average of 99% of students reported feeling confident. When asked why, one student said, 'Cause I would know how to deal with them all when I'm older.' Students felt their most confident in recognising sexual assault, abuse, and harassment (41.8%), followed by being able to identify, manage and end an unhealthy relationship (30.8%) and in creating and maintaining a healthy relationship (30.8%)

By helping just one young person to improve their mental health and emotional wellbeing through this preventative early help programme, we will have saved the NHS between £1k and £49k per annum (stats from Department of Health and Social Care 2011 report) in supporting that young person through targeted interventions and reduced the impact on waiting lists for CAMHS and social services.

About us

The strength of our partnership lies in the different skills, knowledge and relationships that each organization brings, which will enable us to deliver an effective programme that benefits young people with learning disabilities and autism in Blackburn with Darwen, their families and carers, adults with learning disabilities and autism and the wider community.

Wot Wud U Do is a social enterprise that runs professional development courses and workshops in youth engagement and education. They deliver, use and equip professionals with interactive educational resources to help engage and educate young people, to enhance their social capital, resilience and personal relationships.

Care Network provides support for adults with learning disabilities and autism in Blackburn with Darwen and leads on the Learning Disability and Autism Boards in the borough. Coproduction of work with these groups is a key focus of Care Network and alongside BwD Carers Service and Healthwatch BwD and other partners, they recruited 300 adults with learning disabilities and autism to become 'Covid Community Champions', spreading key health messages and

supporting friends and family during the pandemic. Care Network will recruit some of these champions to design and deliver our programme in schools.

BwD Carers' Service provides essential support to families and carers of young people with learning disabilities and works closely with 'Parents in Partnership' (a peer support group for families/carers of young people with learning disabilities and autism) to ensure they are able to access the support and services they need.

Healthwatch Blackburn with Darwen is the local champion for people's voice in health and social care, ensuring that commissioners and providers respond to the needs of local residents and involve them both in the design and delivery of services. Healthwatch BwD has a strong relationship with Crosshill School (SEND provision) having recently carried out consultation around 'transition' to adult services' support for young people with learning disabilities and autism and recruited Covid Community Champions from their 16-19 provision and carried out workshops focused on the 5 ways to wellbeing with students.

Rationale for Our Approach

The WWUD program is built to enhance collaboration between schools, local services and families. Providing training, educational resources and opportunities for peer learning guest speaking sessions from local organizations such as Preston Domestic Abuse Service, to be delivered to groups of students.

Two leading education charities, Education and Employers & Speakers for Schools joined together to publish a report evaluating the impact of external speakers in secondary schools. The report (Percy, 2019, p. 4) suggests that, 'the vast majority of young people are positive about the benefits from talks. Across nine different aspects we asked about, a range from 77% to 91% of young people said the talks had helped, spanning attitudes and motivation, careers understanding and self-belief,' and goes on to suggest that attitudes and motivation improved most for students who had been to more talks, with the biggest impact on pupils on free school meals. In addition, the report found that 'Teachers who offered talks had 171% higher odds of being confident in their school's career provision than those who didn't,' (Percy, 2019, p. 5). Furthermore, where students had been prepared for the talks or been able to ask questions, they reported that talks had helped them "a lot" with an average of one more aspect of their attitude, motivation and confidence (out of a total of nine possible such aspects) than those who had not been prepared or been able to ask questions (Percy, 2019, p. 5)

Based on this, the decision was made to involve local adults with learning disabilities in both the design, and the delivery of the programme was essential. Having role models who 'are like me' speaking with students about supporting their own mental health and wellbeing will have a greater impact on young people and their confidence as they transition towards adulthood. Furthermore, informing each partner of their role in the programme can foster positive relationships and begin to normalize emotional and social learning conversations.

We will encourage students to prepare any questions they may have for guest speakers to answer and we will work with the school to refer to services within the community for further help, advice and information. Furthermore, following the NICE guidelines (NICE, 2018) for early intervention and support, families and carers will be informed of the programme, the subjects and the delivery method. In addition, they are encouraged to continue the conversations at home, using their own experience. We will support them by providing them with access to a variety of educational resources such as blogs, peer support, handouts and workshops to increase their own knowledge of mental health and relationships.

By working with young people with a learning disability and their families and carers (NICE, 2015) we aim to create a programme to support self-management, encouraging young people to gain independence. We aim to prevent, reduce, or stop the development of future episodes of poor

mental health and related challenging behaviour, with a focus on improving the person's support networks and increasing their skills.

Through collaboration and coproduction, we can create a program that utilizes guest speakers and peer learning. Teachers and the school can help prepare the students for the guest speaker by opening and facilitating conversations on mental health, with sessions following the principals of Cognitive Behavioral Therapy to explore how our thoughts, emotions, and behaviors affect one another, and how they influence our perception of ourselves, our environment, and our futures (Beck, 1976). A similar program was run by WWUD last year with one student stating, *'It was very informative, like 4 weeks of therapy in an hour.'* This mindful introduction to deeper thinking will allow young people to become more understanding of their mental states and health, as well as more aware of how issues surrounding mental health may foster, and so more likely to identify them, work through them, and request appropriate help when needed – meaning more targeted help can be delivered with higher success and remission rates, with less demand for more intense services.

Development and Delivery of the Programme

We propose to work with adults with learning disabilities and autism who were part of the Covid Champions programme to coproduce an educational 10-12 week training programme to be delivered in Crosshill School. We will deliver the programme to students in Year Groups 9 and 10 at the school.

Once developed, these adults will be trained, alongside teachers, to deliver the programme and foster positive relationships between peers, schools and young people. By using a blended approach, training both the Champions and teachers, we can increase the success of the long term sustainability of the programme by informing and educating teachers and also reducing the risk, should volunteers not turn up, teachers can continue the delivery of the sessions.

The topics to be covered in the sessions will be based on WWUD's previous school programmes but also developed in consultation with the school's SEN Coordinator and with the Covid Community Champions. The method of delivery will also be developed with both, taking into consideration the communication needs of the young people and the focus on innovation within the school, using iPad's to support curriculum. Care Network has a license to produce Easy Read materials which will be used for handouts for the sessions with parents and young people. We will liaise with the school to ensure that we understand each young person's communication needs so that these are met appropriately including colour of paper, font size etc of handouts and use of PECS for young people with limited spoken language skills.

We know that families and carers are key to supporting the emotional health and wellbeing of young people with learning disabilities and autism, and for many are the only social network they have. As such, we propose to hold a workshop with parents and carers before we deliver the workshops with students, not only to inform and educate families on the programme and expectations of their involvement, but also to support them to access the support they need locally from services and activity providers. We will run a second session with parents after delivery of the workshop to gather their feedback on its effectiveness and also to answer any queries which may not have been resolved in the first parents' session. We will bring guest speakers from local health and social care services to this second session to support on information, guidance and signposting as well as Crosshill School's Family Support Worker. We will work with the school to signpost parents/carers to other courses that would be of benefit to both them and their children.

Monitoring and Evaluation

We will carry out short Easy Read WEMWEBS questionnaires at the start and end of the programme to understand the distance travelled for each young person in terms of their mental health and emotional wellbeing as a result of participating in our programme.

We will gather feedback from young people at the end of each session to understand the effectiveness of the programme and if any parts of the delivery need tweaking before the next session.

We will also gather feedback from our Champions, adults with learning disabilities and autism, about the design and delivery of the programme and the impact it has made on them as individuals and their ability to talk about mental health with younger people with learning disabilities and autism.

Similar to the young people, we will carry out short Easy Read WEMWEBS questionnaires with the Champions to understand their distance travelled in terms of impact of delivering the programme on their mental health and emotional wellbeing.

We will work with the Personalised Care Team to carry out Patient Activation Measure assessments of Champions interested in delivering the programme to assess their readiness to be able to deliver the programme and what adaptations we may need to make to ensure their ability to fully engage in this project.

We will carry out questionnaires and gather case studies from parents and carers in the second session with them after completion of the programme with their children.

We will also gather case studies from young people who have participated in the programme, sharing the impact it has had on their lives.

UCLan Health Matters programme team have also offered evaluation support for this project to understand its impact on making savings for the NHS and diverting young people and families away from costly targeted support to support within the community.

Scale up

Through this project we will aim to create new resources that revolve around exam pressures, stress and the impact on mental health. These can then be used in a range of settings, particularly for use with young people with learning disabilities and autism.

We will take two stages to initial scale up of this project. Initially we will engage with the other SEN schools in Blackburn with Darwen, including schools focused on SEMH support. We will then look to widen the project to other areas within Lancashire and South Cumbria and include other groups of young people including those with physical disabilities e.g. deaf and visually impaired.

With future funding to develop this pilot, we would build on the community engagement aspect, hosting a community expo to highlight and raise awareness of what's going on within the community for families and young people. This could include different health and social services, creative and sports organisations amongst others. This would give schools a chance to take their students around to see what activities their students can get involved in, but also the services the schools could link into, for example guest speakers from CAMHS.

Additional future funding would allow us to build on the therapeutic element of the programme, working with talk therapists to further develop the core educational message within the resources to equip young people with the knowledge to manage themselves and highlight where to go for further help should they need it – helplines, booking face to face appointments, benefits of involving family in these conversations.

It is this message and educational value that leads into every other aspect of an individual's life, from relationships, health and wellbeing to career, work life balance. Helping young people to understand themselves to make well informed positive choices to better their life, but to also understand the influence of others on their thoughts, feelings, emotions and behaviours.

Buy in to the programme from the School and partners

It was important to us to gain the buy in to the programme before we reach the planning stage from both management at the school and from ELCAS who deliver the Mental Health in Schools Team provision in the school. We have received fantastic feedback from both below and we are keen to further plans for the delivery with both to ensure it is both person centred and does not duplicate other provision by the school or ELCAS.

"That sounds great and something we would definitely like to be involved with. I like the idea that adults with learning disabilities/autism will be involved in design and delivery. It is something we are looking at trying to do more of in school is having adults with learning disabilities/autism coming into school to talk about their successes to inspire our students as many have low aspirations. We have always pushed high aspirations but we feel that if they can talk to someone who has gone through similar difficulties at school they are more likely to take it on board than just hearing it from us!

Good luck with the next round - let me know when you are at a stage to plan some sessions.

Thanks

Rachel Hadfield
Assistant Headteacher"

"That's sounds a really innovative approach! So just to clarify, the project would look at ways of supporting young people with a learning disability and/or autism in raising ways to discuss mental health awareness? Would this include psycho-education for pupils on anxiety/depression?

I think that could really fit with what we are hoping to achieve and would love Courtney Hurst (the EMHP from MHST that covers Crosshill) to join in any way we can.

Look forward to hearing more about it!

Regards, Bryan

Bryan Pierce
Clinical Team Manager
Mental Health Support Team (Blackburn with Darwen Primary and Secondary)
ELCAS"

Marketing the project to the school and students: -

We will create promotional materials to send to the Deputy Headteacher/Senco, including short videos and an example work programme. We will follow this up with a visit to discuss the programme in more detail and expectations from the school.

We will offer to deliver a taster session with students in years 9 and 10 prior to delivery of the programme so that they can get to know the team and feel more comfortable about taking part in the programme.

The partners involved in the programme have a good working relationship with Crosshill School therefore we do not foresee any issues with delivering the programme and because it will be delivered during school hours, we expect attendance of students to be a minimum of 80% of total possible attendees. We will work with the school to support students to complete evaluation of the sessions and course overall to ensure that we gather a minimum of 60% feedback from young people.

Marketing the project to Covid Community Champions to engage in the project: -

Care Network have a database of 300 Covid Community Champions with learning disabilities and autism who were engaged in promoting health messages amongst friends and family during the pandemic. These were supported by Care Network, BwD Carers Service and Healthwatch BwD to take an active role in encouraging safe behaviours and take up of the Covid-19 vaccine and have remained involved as Community Champions with a wider remit than Covid-19. Our partners will promote the opportunity via email, social media and in person to the Champions network to recruit a minimum of 15 participants (we will allow for some drop off from this initial number to 8-10 people delivering the workshops).

We will create promotional materials in easy read format to inform the Covid Community Champions about what is involved in the programme -

- Why should they get involved
- The value of input from them of their experiences and what they would have liked to have known when they were 14-16,
- The opportunity to influence change in education and help young people in similar scenarios
- Financial reward for involvement – we will pay the champions the NHS rate for experts with lived experience

We will also create 'take home' information for families/carers of the young people attending the programme including local signposting information for services and activities available for young people and their families and carers. This leaflet will highlight the key areas of focus of the programme:-

- To identify and raise awareness of how thoughts, feelings and emotions can impact us, and every aspect of our life.
- To evaluate how choices can impact your physical, emotional, and mental health
- To understand how self-esteem can impact your ability to make decisions, effecting your overall quality of life and the links to mental health.
- To build resilience and understanding the effects of pressure
- To identify strategies to help create and maintain positive mental health.
- To understand, recognise and manage the effects of stress.
- To understand what makes a healthy relationship and how to create and maintain them.
- To identify, manage and end unhealthy relationships
- To identify, manage and understand coercive, manipulative and exploitative behaviours
- To identify sexual assault, harassment, and abusive behaviours



Young persons journey

This young persons journey reflects the potential program that could be run and the outcomes it would aim to achieve that reflects the young persons participation and learning.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4
THE STRUCTURE	INTRODUCTION TO THE PROGRAM, THE STRUCTURE, SUBJECTS COVERED AND WHAT IS REQUIRED FORM THEM	PEER LED DISCUSSION SESSION FOCUSED ON HOW THOUGHTS, FEELINGS AND EMOTIONS IMPACT US	TEACHER LED INTERACTIVE VIDEO SESSION ON THE IMPACT OF CHOICES ON THE PHYSICAL, MENTAL AND EMOTIONAL HEALTH	PEER LED WORKBOOK AND DISCUSSION SESSION ON SELF ESTEEM AND CONFIDENCE
YOUTH JOURNEY	ENCOURAGED TO MAKE NOTES, USE IPADS AND DISCUSS OPENLY TO SET GROUND RULES. PREPARE QUESTIONS FRO GUEST SPEAKERS	ASK QUESTIONS ON HOW PEERS COPED WITH THOUGHTS, FEELINGS AND EMOTIONS AS A PERSON WITH AUTISM OR LEARNING DISABILITIES	ENGAGED IN DISCUSSIONS USING PREVIOUS KNOWLEDGE APPLIED TO DIFFERENT SCENARIOS.	INDIVIDUAL LEARNING FILLING OUT THE WORKBOOK, DISCUSSING POTNETIAL ANSWERS/ STRATEGIES WITH PEERS
SKILLS GAINED OR USED	LISTENING, PARTICPATION AND ARGEEEMENT	COMMUNICATION, UNDERSTANDING, AWARENESS AND SELF MANAGEMENT	COMMUNICATION, REFELCTION AND RECALLING PREVIOUS KNOWLEDGE	WRITING, READING, AWARENESS AND SELF HELP
OUTCOMES	SET OF RULES THAT FOCUSES ON RESPECTING EACH OTHER, NO WORNG ANSWERS AND PARTICPATION. SET OF QUESTIONS AROUND ISSUES THEY WANT TO ADDRESS	GAIN INSIGHT INTO PEERS EXPERIENCE ON LIVING WITH LEARNING DISABILITIES AND AUTISM AND HOW THEY COPED AND WHAT WORKED FOR THEM	UNDERSTAND HOW THEIR CHOICES INFLUENCE DIFFERENT ASPECTS OF THEIR HEALTH FOR BETTER OR WORSE	EQUIPPED WITH KNOWLEDGE TO INCREASE THEIR CONFIDENCE AND SELF ESTEEM, AWARE OF WHEN IT EFFECTS THEM NEGATIVELY



Young persons journey

	WEEK 5	WEEK 6	WEEK 7	WEEK 8
THE STRUCTURE	TEACHER LED SESSION FOCUSED ON BUILDING RESILIENCE AND UNDERSTANDING THE EFFECTS OF PRESSURE	SCHOOLS MENTAL HEALTH TEAM LED SESSION TO IDENTIFY STRATEGIES TO HELP CREATE AND MAINTAIN POSITIVE MENTAL HEALTH	TEACHER LED WORKBOOK AND DISCUSSION SESSION TO RECOGNISE AND MANAGE THE EFFECTS OF STRESS.	PEER LED DISCUSSION AND ACTIVITY SESSION ON HOW TO CREATE AND MAINTAIN HEALTHY RELATIONSHIPS WITH FRIENDS AND FAMILY
YOUTH JOURNEY	PLAYING THROUGH THE INTERACTIVE VIDEOS TO IDENTIFY DIFFERENT TYPES OF PRESSURE.	REFLECTING ON PREVIOUS KNOWLEDGE AND IDENTIFYING THE LINKS TO POSITIVE MENTAL HEALTH	INDIVIDUAL LEARNING FILLING OUT THE WORKBOOK, DISCUSSING POTENTIAL ANSWERS/ STRATEGIES TO MANAGE STRESS WITH PEERS	PARTICIPATE IN FACILITATED GROUP DISCUSSIONS TO CREATE AND AGREE THE CHARACTERISTICS OF A HEALTHY RELATIONSHIP
SKILLS GAINED OR USED	CHALLENGING ACCEPTED CULTURAL NORMS, QUESTIONING AND PROBLEM SOLVING	GOAL SETTING, DETERMINATION, MOTIVATION, WILLPOWER	WRITING, READING, COMMUNICATION AND SELF MANAGEMENT	COMMUNICATION, DIPLOMACY, COMPASSION AND RESPECT
OUTCOMES	BUILDING RESILIENCE TO COPE WITH NEGATIVE BEHAVIOURS, INFLUENCES AND PRESSURES	CREATE AN INDIVIDUAL STRATEGY TO USE WHENEVER THEY MAY FEEL ANXIOUS OR DEPRESSED. KNOWING WHERE TO GO FOR FURTHER HELP	UNDERSTAND HOW STRESS WORKS, THE SIGNS OF HARMFUL STRESS AND BUILDING STRESS RESILIENCE	GIVEN THE KNOWLEDGE TO CREATE AND MAINTAIN HEALTHY RELATIONSHIPS WITH THEIR FRIENDS AND FAMILY



Young persons journey

	WEEK 9	WEEK 10	WEEK 11	WEEK 12
THE STRUCTURE	PEER LED DISCUSSION AND ACTIVITY SESSIONS TO IDENTIFY, MANAGE AND END UNHEALTHY RELATIONSHIPS	TEACHER LED, SUPPORTED BY PEERS DISCUSSION SESSIONS TO UNDERSTAND COERCION, MANIPULATION AND EXPLOITATION	TEACHER LED ACTIVITY SESSION TO IDENTIFY AND CHALLENGE SEXUAL ASSAULT, HARASSMENT, AND ABUSIVE BEHAVIOURS	REFLECTIONS AND EVALUATIONS
YOUTH JOURNEY	PARTICIPATE IN FACILITATED GROUP DISCUSSIONS TO IDENTIFY AND CHALLENGE UNHEALTHY BEHAVIOURS	INDIVIDUAL LEARNING FILLING OUT THE WORKBOOK, DISCUSSING POTENTIAL SIGNS, EXPERIENCES AND REASONS WITH PEERS	INDIVIDUAL LEARNING FILLING OUT THE WORKBOOK AND WATCHING EXAMPLE VIDEOS OF THE BEHAVIOURS, REFLECTING ON PREVIOUS KNOWLEDGE	NORMALISED CONVERSATIONS AND EXPRESSION AMONGST PEERS AND TEACHERS, CHALLENGING UNHEALTHY AND DISRUPTIVE BEHAVIOURS
SKILLS GAINED OR USED	CONFIDENCE, RESILIENCE, COMMUNICATION AND NEGOTIATION	BALANCE, AWARENESS, RESILIENCE AND CONFIDENCE	COMPASSION, EMPATHY, SPEAKING UP AND SUPPORTING VICTIMS	SELF MANAGEMENT SKILLS, AWARENESS OF EMOTIONS, THOUGHTS AND FEELINGS, AWARE OF NEGATIVE INFLUENCES AND RELATIONSHIPS
OUTCOMES	INCREASED RESILIENCE AND CONFIDENCE TO CHALLENGE UNHEALTHY BEHAVIOURS AND END UNHEALTHY RELATIONSHIPS	INCREASED QUALITY OF RELATIONSHIPS AND UNDERSTANDING OF BEHAVIOURS THAT COULD TURN A RELATIONSHIP UNHEALTHY	ABILITY TO RECOGNISE AND CHALLENGE UNACCEPTABLE BEHAVIOURS, PROMOTING COMPASSION, AND UNDERSTANDING	INCREASE IN HEALTHY RELATIONSHIPS, CONFIDENCE, AND RESILIENCE. REGULATING AND MANAGING THEIR OWN BEHAVIOURS AND EMOTIONS

Step 1 – We'll share the role with you to find out if you're interested!

Step 2 – Meet us for an informal interview to discuss the role and we will complete a 'PAMS' assessment to understand whether this is the right role for you and how we can best support you

Step 3 – Complete recruitment checks including DBS check

Step 4 – Have volunteer induction including an introduction to the topics to be covered in the sessions of the school programme

MY VOLUNTEER JOURNEY!

Step 5 – Work with us to design a programme of workshops that you think will talk about mental health in a way which is meaningful and appropriate for young people with learning disabilities

Step 6 – Deliver the programme in school with us, giving us feedback on what's working well and what could be improved!

Step 7- Help us to evaluate the whole programme and tell us what it's meant to you as a volunteer with lived experience of learning disabilities/autism

Step 8 – Be rewarded with a voucher for your hard effort and time on the project!!

SKILLS GAINED ON THIS PROJECT AND WIDER BENEFITS TO OUR VOLUNTEERS

Employability skills including time management, presentation skills and communication skills. And most importantly teamwork!

Increased self confidence and self-esteem

Fantastic intergenerational engagement between young people and adults with learning disabilities and autism

MY VOLUNTEER JOURNEY!

Improved mental health and emotional wellbeing

Increased recognition of the contribution adults with learning disabilities and autism make to our local community and in particular to our schools

TIMELINE FOR THE PROJECT

ACTIVITY	DESCRIPTION	COMPLETION DATE
Sign up school	A letter of proposal to be involved in this project	August/Sept 2022
Market and recruit champions	Run 2 workshops, one in person one online with Covid champions to get their feedback on what subjects to include and coproduce the educational program to be deliver in schools Obtain DBS clearances for all champions delivering the project.	July/August 2022
Programme development	Coproduce with the champions a set of resources that covid champions and teachers can use over an agreed number of weeks. Resources could include: PowerPoints, Lesson Plans, workbooks, handouts, parents information material, signposting material)	August/September 2022 6 weeks minimum
Programme development	Parents and carer's workshop to inform of the upcoming project being run, guidance on the local offer, and educational materials and how they can get involved, actively encouraging families to continue conversations at home	September 2022 2 weeks minimum
Evaluation development	Developing and beginning to implement a real world validation research project with the Health Matters program at the university of central Lancashire to validate the upcoming program and if we can save the NHS money	September 2022
Pilot the resources with covid champions	Test and refine the educational resources and proposed program	September 2022
Parent and carer's workshop	Run a workshop led by partners, with input from covid champions to inform of the upcoming program, how they can get involved, where they can go for further help and advice, how to approach and open conversations with young people and information and navigation help in regards to the local offer	September 2022
Evaluate parents session	Evaluate the content, the impact, was it useful, did it help	September 2022

Train covid champs and teachers	Train together to foster positive relationships between each other, highlight program and familiarize the educational resources they will have available to use within the classroom	September 2022
Evaluate training and resources	Questionnaires and interviews with attendees	September 2022
Work with school, teachers and covid champions to deliver the program	Produce a plan of delivery, over and agreed number of weeks, certain weeks will be delivered by covid champions and other weeks delivered by teachers, a blended approach.	October 2022 to March 2023
Parents workshop evaluation	A short workshop with parents and carers whose young people were involved in the program, feedback on improvements, what happened, were more conversations opened? Did they sign up to any local community activities?	March 2023
Evaluate programme	Interviews and questionnaires with teachers, covid champions and young people. How the program went, the impact, increased resilience, confidence, reduced loneliness and isolation, what young people and families will do next? Sign up to community activities? Self help to manage their own health?	March 2023

SOURCES OF FUNDING

We are seeking funding from the NHS Personalised Care Team for this pilot project and will look to engage with other teams within the NHS, including population health management, for further funding to roll this out more widely to other schools both in Blackburn with Darwen and across Lancashire and South Cumbria.

BUDGET

Planning with school and development of plan to meet individual young people's needs – 30 hours x £20 per hour - £600 (Healthwatch? I think we need to be involved at this point to gain information on the outline of the resources, but also help implement the program and highlight the structure of said program, the use of peers and guest speakers from local services)

Recruitment and training of Champions – 80 hours at £20 per hour - £1,600 (Training will be mainly on us but we would work with the Care network to ensure the process runs smoothly. The training will begin after the development)

Development of programme – Two staff at £20ph x 60 hours x = £2,400 (this is us, resources – PowerPoints, workbooks, animations, classroom activities and will be completed by October, including initial pilots and using feedback to refine the resources to be used for the training sessions with staff and peers with the intention of starting around October)

Training champions to be able to deliver programme – Two staff 10 hours at £20 per hour - £400 (this is us with care network, 2 workshops, with peers and teachers and highlight identified program and how each will support one another, but also the need for the inclusion of parents)

Monitoring and evaluation – 60 hours at £20 per hour - £1,200 (Healthwatch for main sessions with schools, Isma for parents workshops?)

Workshops with parents – Two staff x 3 hours x 2 workshops x £20 per hour - £240 (Us and Isma to deliver workshops to highlight program and their involvement, also involvement of local services to highlight how they can help)

DBS checks for 6 Champions - £40 x 6 - £240 (care network?)

Materials costs for promotional materials, handouts and for design of slides for workshops (including PECS as required) - £1,000 – (Promo – care network, Healthwatch and Carers and parents services – design would be us and each partner for the workshops – parents and us for the parents workshops – training workshops for teachers and peers – us, Healthwatch and Carenetwork?)

Interpreter costs for delivery of programme - £500?? Don't know how this will work

We could do with voiceover work for the animations, we thought about including the covid champs in this and paying for their work. We have 6 planned, 1 a month which will be released and promoted to the school so they can use when they feel necessary. These animations are a longer term picture and are planned to be used by the wider community. Perhaps interpreter costs could fit here and we could have a number of subtitles or voice overs. We would also need somewhere to record so perhaps involving Blackburn Youth Zone and using their equipment which may incur costs.

Voucher rewards for 6 Champions - £300 each x 6 - £1,800

Total budget - £9,980