



Challenging Behaviour - National Strategy Group (CB-NSG)

Are we ALL ready?

Wednesday 26th May 2021

Workshop 6: Getting it Right Project: engaging with families to improve local services and support

Workshop Facilitators: Marie Willan and Anne Pinney

CBF Note-taker: Mary Spence

Workshop agenda

Time	What
14.05-14.10 (5 mins)	Introductions and facilitators' overview of the issues
14.10-14.25 (15 mins)	Project presentation
14.25-15.05 (40 mins)	Discussion and action planning

Workshop objectives:

- Share work that has made a difference
- Identify key actions that have a positive impact.
- Agree actions to develop/implement/ share more widely

Attendees:

Presentation

Presentation about the Getting It Right project in West Sussex delivered by Marie Willan and Anne Pinney.

Discussion

If the project is to include families of children with autism and no learning disability as well as families of children with severe learning disabilities, it is important to pitch support/ services/ engagement very low so they capture all needs.

Special schools lack expertise and there needs to be opportunities for families and support staff to work with each other. Need to improve communication between school and home.

Following up with families' needs to be embedded in the process, it can't be one-off training, information etc. What works one day won't necessarily work the next. Should be opportunity for families who attend training to form a peer-support group.

In West Sussex there is a known commissioning gap for families of children who are autistic and/or have learning disabilities. Survey of families showed there was a clear gap in support for families of children with learning disabilities.

Important to consider and not leave out adults. Individuals are often far more traumatised, and families are not automatically seen as involved in their relative's care. Working with families seen as old fashioned. The 18-25 group must be heard as well as children.

Dr. Scholl – Families of children and young people with severe learning disabilities should continue to be the focus. It is harder for these families to attend focus groups and training etc. Families with autistic relatives often have a more powerful voice already. Dr. Scholl's (new) current service in London covers the whole Transforming Care cohort – wide group so wider range of interventions than previous Ealing service which focussed on individuals with learning disabilities at risk of residential admission.

How to access families?

- Through voluntary organisations who are trusted by families
- Those families can then continue to support and connect with each other
- As families get more skilled, they can help to plan and co-facilitate training etc. But how to engage families who are currently too busy/overwhelmed?

For families of adults with learning disabilities engagement can be even harder.

National policy programme forces learning disabilities and autism together – how do we make sure local support and services aren't trying to do the same?

Dr. Roy – gave the example of his local area that has decided to have two distinct programmes. Services provided separately.

Keeping families connected important– suggestion of a virtual school gate?

- This group of families often don't get the opportunity to bond with other parents if their children use school transport.
- Virtual school gate, linked to parent governors rather than school staff could be a solution
- How to roll this out?

Actions

What	How	Who	When
Improve links between local areas to enable sharing of learning and best practice	Develop Community of Practice linked to Getting It Right project <ul style="list-style-type: none"> - Ideas for a SLACK group? - Website page? 	CBF – MS and GG to discuss	July 2021
	In interim, create email group of workshop attendees.	MS	Complete

<p>Improve opportunities for families to link with other families in their local area</p>	<p>Virtual school gates</p> <ul style="list-style-type: none"> - Linked to parent governors - 	<p>DA and others</p>	<p>TBC – idea for development</p>
<p>Improve engagement with families with relatives with severe learning disabilities in the GIR project, and other local area work</p>	<p>How to access families?</p> <ul style="list-style-type: none"> - Through voluntary organisations trusted by families - Those families can then continue to support each other - As families get more skilled, they can help to plan and co-facilitate training etc. <p>Share learning through Community of Practice (see action above)</p>	<p>All to take forward in future work.</p> <p>CBF and Black Country colleagues to consider in year 2 of GIR project</p>	<p>Now/ ongoing</p>