



**The Good Practice Seekers Project**

**What are Good Practice Seekers?**

Good Practice Seekers (GPS) is a project that gives children and young people the opportunity to be proactively involved in shaping the experiences of children and young people who have SEND have within schools. The GPS created a set of assessment criteria which they were able to use to review the experiences of children and young people within schools in Essex.

The GPS created a star rating system for which the schools within the project were awarded stars across 5 chosen focus areas: Environment, Support, Inclusion, Accessibility and Enjoyment.

After completing a visit, the Good Practice Seekers gave constructive feedback and highlighted good practice as well as any areas for development. They were keen for the schools that had been visited by them to share their star rating achievement, so schools have receive a signed, framed certificate upon completion of the project.

**Background:**

The concept of Good Practice Seekers project originated from the SEND Information, Advice and Support Service (SEND IASS), who were wanting to develop opportunities for children and young people who have SEND to shape and inform experiences for children and young people within schools. This was driven by the nature of calls that the service receives from parents and carers, which are dominated by issues around the ways in which children and young people are supported within their school setting.

A collaborative approach to the project was taken, involving colleagues from the Multi Schools Council (MSC) and the Essex Youth Service, who led on delivery of the project.

The Essex Youth Service have a proven track record of being at the forefront of youth involvement shaping services and training young people to be young inspectors, mystery shoppers and interview panel members.

The Multi School’s Council has its’ focus the breaking down of perceptions towards SEND and mental health in schools and the wider community. The MSC also enables children and young people to have a voice and offers them the opportunity to make a difference in their local area.

The SEND IAS Service offers information, advice and support to children and young people aged 0-25 who have SEND and to their parents/carers on issues relating to special educational needs and disability. Central to the work of the service is the enabling of active participation of children, young people and their parents/carers in decisions around SEND.

This new project, with strong and effective partnership between the SEND IASS, MSC and the Youth Service aimed to ensure that schools are fully inclusive and suitable for all.

**Schools to be visited:**

* Primary and Secondary school settings across Essex

**The Good Practice Seekers:**

The children and young people were put forward to take part in the project from their role within the Multi Schools Council as they expressed an interest in improving experiences within schools for students with special educational needs and disabilities.

10 young people initially signed up for the project. However, due to emotional wellbeing issues one young person was not able to start and another had some physical health issues, so 8 young people progressed and completed the training. The age range was 10 – 15 years olds from 4 different schools and 1 student who is home educated and included a range of SEND and non-SEND children providing a cross range of abilities, backgrounds and personal interests.

Ideas to extend the project in the future would include:

* recruiting new children/young people to be trained as Good Practice Seekers by using existing GPS to support the training.
* extend the scope of the project to visit a much greater number of schools as well as different forms of local authority youth work and community provisions

**Training:**

The children/young people involved took part in a 2-hr session once a week for 6 consecutive weeks. Please see Appendix 2 for the full session plans.

The training included:

* Learning to work as a team and how best to utilise different people’s strengths
* Developing a group identity – common purpose, logo, setting out what they would like to achieve
* Understanding what a ‘Good School’ looks like
* How to offer constructive feedback
* Communication techniques and role play activities
* Completion of a trial visit/inspection

During this training process the children/young adults developed their assessment criteria and scoring system by which to assess schools against (See Appendix 1) to ensure they were inclusive, accessible and child and young person friendly.

**Trial inspection:**

The GPS took part in an outdoor activity day at Mersea outdoors centre and whilst completing an activity and learning to work together as a team and support each other through challenges were also asked to be mystery shoppers. The children were asked to use their created checklists to assess the service by observing and noting how well the centre and instructors were able to meet their needs.

The children/YP then offered feedback to the lead instructor over lunch – one child in particular who has autism had chosen not to take part fully but had been supported to put harness on, climbed up the steps and sat with the instructor for the duration of the activity talking together thanked the instructor for helping him and said he had enjoyed the chat – this had led him to him feeling included, avoided distress and built confidence about giving feedback to professionals.

**Benefits for schools of being visited:**

Schools that are keen to either improve their offer to children/young people or who are keen to showcase their existing good practice have shown a great interest and have welcomed the involvement of the Good Practice Seekers.

The involvement of the Good Practice Seekers also demonstrates at a strategic level that services and schools are consulting with children and young people about what they need and taking their views seriously. At every stage it allows peer to peer communication empowering not only the individual children at each school but also the children who are conducting the visits.

**Assessment criteria:**

The assessment criteria were created by the young people involved – they were tasked towards the end of the training with coming up with 5 focus areas that they felt were important to them and their peers. The discussions for this were assisted by the children all having had different experiences within the education system and local activities they take part in – with a mixture of positive and negative experiences – which allowed us to explore what ‘Good’ looked like for them.

**School inspections/vists:**

* GPS were supported on their school visits by the qualified youth worker who delivered their training and the lead from the Multi Skills Council who understood the support needs of the children/young people well
* The young people were divided into 2 sub-groups of 4 with a mixture of ages and abilities, so each group of 4 GPS completed 2 school inspection visits each
* The schools were mainstream primaries and secondaries across all 4 quadrants of Essex – Great Easton Primary School, King Harold Academy, The Bromfords School and John Ray Junior School took part.
* The school inspection visits involved a tour of the school which the GPS requested was led by the students, a Q and A with staff members and a discussion group with some of the students who attend the school – including those with SEND to gain their views around support offered and gain an insight into their experiences
* The GPS then met and discussed the notes they had made on the checklists in order to come to a group consensus. They wrote a report that included feedback and any recommendations for improvements to the schools giving their gold star rating.
* The schools received the original scoring sheet, a set of recommendations and a certificate with the star rating.
* If a school was not highly rated (below 5 stars awarded) they were offered the opportunity to improve and be revisited by the GPS later. Once improvements had been made, they then received a certificate.

Outcomes from the visits:

During the initial visits at the four schools the children used the checklists to score each school. They worked with children and senior leadership teams in each school to complete this and listed below are some of the common pros/cons that came out of the initial visits across the 4 schools;

**Pros**

* Children felt listened to and were in the main proud/positive about their schools
* All children identified teachers in their schools who were proactive and open to their needs/views
* All schools had specified ‘safe spaces’ that children could visit and use as needed
* Some schools used animal therapy as part of their offer which was a real positive amongst the children
* Most children felt as if the school treat them as individuals and adjust meet their individual needs
* Wellbeing was high on most schools’ agendas

**Cons**

* Lack of positivity amongst some staff preventing the school from being a more welcoming, happy environment
* Lack of school transport options (minibuses) especially for those with disabilities
* Children with behaviour challenges not always supported in the most appropriate manner
* Most of the school environments can be unsettling at times for children with additional needs and more could be done to address this
* Lack of staff training on individual needs
* Accessibility around the school for children with additional needs a weaker overall area

 After visiting the schools each group sent off their completed checklist and a letter accompanying this, explaining the process. From this point, follow up visits were then arranged within a 2-month window, to see if any of the recommendations had been put in place. Unfortunately, due to Covid-19, not all the follow up visits took place within the planned timescale and some had to be completed at the start of the next academic year. From the follow up visits both children and staff were able to feedback what had changed since the feedback was received and these included things such as;

* More equipment purchased to meet individual needs – such as personalised laptops and magnifiers for children with visual impairments
* Black and yellow tape added across the school to support children with visual impairments
* More maps and communication cards added across the school environment with support from the local authority
* Brand new office team after feedback on how the old team was not ‘very welcoming’ as visitors came back into their school
* A school has now purchased more SEND specific sports equipment and is now engaged in more local sport opportunities accessing community transport
* A bigger variation on clubs available for children with different learning abilities
* The school now has an adapted ‘layered support structure’ making sure the support is correct for individual needs

**Feedback on involvement the project:**

**Multi-schools – Feedback (Kieran Pearce)**

**Children** – The children have really engaged in the 6-week training programme. They have mentioned comments such as;

 ‘We should refer to learning difficulties as learning differences’

‘I think more schools need to know what it’s actually like to be autistic and accept people for who they are’

‘Schools need to feel safe at school, that’s very important’

The children also really enjoyed the trip to Mersea and there were many comments about this.

**Schools/Parents –** We have had a combination of parents and teachers being the first point of contact for each GPS. Comments included;

‘This really helped her improve her confidence in the classroom. She is particularly looking forward to the school visits’

‘For both the head boy and head girl it has really improved their self-esteem and they are so enthusiastic about the whole project and they can’t wait for the school visits’

‘Thank-you for asking my daughter to join the sessions – she has learnt a lot about the different areas of as SEND’

**Multi-school’s council –** From my perspective the most pleasing thing has been the development of friendships throughout the group and how comfortable they have felt in sharing their differences. The activities planned have been interactive and helped gel the group together and for this the Essex Youth Service must take credit. I also share the children’s enthusiasm before the school visits and am looking forward to hearing what they come back with.

**School SENCO 1 –** The visits have been excellent, and our children feel as if they are playing a real role in helping the school improve. For us as a leadership team it has really opened our eyes up to what we could be doing more of and what we are doing very well in. For us, nothing is more important than the feedback from the children. As a result, we have now adjusted our staff teams, school environment and personalised curriculums which we believe will have a greater impact on our overall educational offer.

**Headteacher –** We absolutely loved being part of this good practice seekers project. Meeting the other children who visited our school was a real highlight for me and seeing how proud our children were to show of their school was lovely to see. Our framed certificate now hangs proudly in our main reception.

**School SENCO 2 –** I felt the feedback given was very fair and a good reflection of where we are at as a school. I feel frustrated as most of what the children have identified as improvements are things I agree with but to be able to put these things into place I need the support of the people above me and that’s something I don’t always have.

**GPS training – feedback from children/young people taking part**

**What have you most enjoyed or learnt from taking part in the project so far?**

*“I enjoyed meeting new people, I’ve learned about different people and schools”*

*“I like all the new things we’ve learnt and how inclusive it was”*

*“I learnt many new skills such as how to give positive feedback”*

*“I liked that I get a chance to speak up and share my opinion”*

*“I liked everything!”*

*“I liked that you can learn new skills and different ways of communicating and giving feedback”*

*“I learnt how to communicate effectively”*

*“I enjoyed all of it! But I most liked the Mersea trip”*

*“I learnt to make better friends”*

**Feedback from schools taking part in the inspections:**

*“It was a pleasure to have you all here and I look forward to the report” – John Ray Junior School*

*“Thank you for coming to us. I thought the students were fantastic and coped extremely well with a very different setting and its environmental challenges. They are a credit to you and their confidence and independence was clear for all to see.” – The Bromfords School*

“*We are so pleased to have been included in this project, thank you for visiting and for the positive feedback - we will be placing our certificate in reception for all to see how proud we are of our school”* – Gt Easton Primary School

**APPENDIX 1: Inspection Checklist**

**Good Practice Seekers**

**Good Practice Seekers aim to unite EVERYONE with the target of achieving equal opportunities in education.**

**Our Goals are:**

* **All children & young adults to have a voice**
* **Help schools to make improvements**
* **Make schools a better & happier place**
* **Make sure no one is bullied and discriminated against**
* **Make sure everyone gets the help they need**

|  |  |
| --- | --- |
| **SUPPORT** | **Tick** |
| **Human/Animal therapy – what is offered?** |  |
| **Communication support - Such as: braille, sign language?** |  |
| **Surroundings support - Quiet room available?** |  |
| **Teachers – provide support in and outside of class and treating people as** **individuals?** |  |
| **Friendship support- friendship groups encouraged?** |  |
| **Bullying - A place to go to speak to someone privately and ensure they feel safe?** |  |
| **Total Stars** |  |

|  |  |
| --- | --- |
| **INCLUSION** | **Tick** |
| **Everyone has opportunity to speak – Students feel listened to**  |  |
| **Everyone has opportunity to be involved in different ways** |  |
| **Everyone has opportunity to take part in different activities - But don’t have to do activities** |  |
| **Everyone treated as individuals to meet their needs** |  |
| **No discrimination- Discrimination is dealt with well by staff** |  |
| **Making lessons or activities available to all (Such as: overlays, making writing on board bigger for visually impaired etc.)** |  |
| **Total stars** |  |

|  |  |
| --- | --- |
| **ACCESSIBILITY** | **Tick** |
| **School easy to get around – Has lifts, ramps, wider doorways?** |  |
| **Maps/signposting is clear and easy to understand?** |  |
| **Leave early passes (to avoid crowds) are used by students?** |  |

|  |  |
| --- | --- |
| **School buses have wheelchair access?** |  |
| **Signing in system used for visitors for safety?** |  |
| **Big locked gates (to keep people in safe area)?**  |  |
| **Total Stars** |  |

|  |  |
| --- | --- |
| **ENVIRONMENT** | **Tick** |
| **Feeling welcomed by staff and students - smiling/ handshakes**  |  |
| **Safety (bright yellow lines on stairs for visually impaired etc)** |  |
| **Healthy- is it clean?** |  |

|  |  |
| --- | --- |
| **Colourful/Not colourful - Are things brighter or less so for individuals that need it?** |  |
| **Is there students work on display?** |  |
| **Does it feel calm?** |  |
| **Total Stars** |  |

|  |  |
| --- | --- |
| **ENJOYMENT** | **Tick** |
| **School trips for everyone** |  |
| **Good outside equipment that can be accessed by all** |  |
| **All lessons can be accessed by everyone** |  |

|  |  |
| --- | --- |
| **Are there a range of school clubs available?** |  |
| **Everyone gets the opportunity to express themselves and their interests** |  |
| **Making lessons as enjoyable as possible** |  |
| **Total Stars** |  |

**Feedback**

|  |
| --- |
| **What went well? (Positives)**  |
| Include student voice |

|  |
| --- |
| **Even better if…. (Negatives)**  |
| Include student voice |

**Overall GPS rating**

|  |  |  |
| --- | --- | --- |
| **0 - 10 = 1 star** | **11 - 15 = 2 stars** | **16 - 20 = 3 stars** |
| **21 - 25 = 4 stars** | **26 - 30 = 5 stars** |

**APPENDIX 2: Training Session Plans**

**Session Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject:** GPS training  | **Year/group:**  | **Male:**  | **Female:**  |
| **Date:** 16/09/191 of 6 | **No. of students:** 10 | **Ability:** Mixed |
| **Staff:** Melinda Yems  |
| **Intended learning outcomes:*** **Deliver overview of project**
* **Understand need for Good Practice Seekers**
* **Increase confidence/team building**
* **Understand how we work best together and set boundaries**
* **YP to commit to training and ongoing activities**
 |
| **Learning tools used:**  | **Resources:** FlipchartPens |
| **Duration:** 2 hr | **Paperwork to complete:**Registration cardsActivity consent formsRegister |
| **Timings:**10 mins10 mins10 mins10 mins10 mins10 mins15 mins10 mins10 mins  | **Getting to know you**Introductions – name stickers, give out books, complete registration formsIce breakers – 1) Find out 5 fun facts about your partner and feedback 2) Remembering game “I went to the shops and I bought….” Round table Why are we here? – Why do you think have been chosen to take part? Strengths amongst the group Explore Hopes & Expectations of the group – record on flipchart Create a group Contract – how will we work together/boundaries/commitment/confidentialityBrainstorm GPS and create mission statement – come up with definition in own words BreakDesign GPS logo Explore *– Inclusive child and young person friendly service –* What does this mean?Additional if time: Explore - What does the term SEND mean? What are the feelings about this terminology - use post it notes to record on flipchart? Summary and briefing on next week’s sessionQ and A | **Objectives:**Get to know other members of group, increase confidence speaking in front of othersExpectations clearly set outUnderstand their role in the projectBoundaries clearly set out to ensure engagement in project and safeguardingUnderstand terminology used Create ownership of project and be clear on role within project Explore thoughts and feelings around language used Know what to expect when we next meet  |

**Session Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject:** GPS training  | **Year/group:**  | **Male:**  | **Female:**  |
| **Date:** 23/09/192 of 6 | **No. of students:** 10 | **Ability:** Mixed |
| **Staff:** Melinda Yems  |
| **Intended learning outcomes:*** **Learn different styles of communication**
* **Practice a range of communication techniques**
* **Improve our listening skills**
 |
| **Learning tools used:**  | **Resources:** FlipchartPensYou Tube clips – Active Listening & Positive Communication |
| **Duration:** 2 hr | **Paperwork to complete:**Register |
| **Timings:**10 mins10 mins10 mins15 mins15 mins15 mins15 mins 15 mins15 mins  | **Communication**Practice greetings, introductions with each other - shaking hands, phrases nice to meet you my name is….., good morning I am here to …… – why will this be important when we are visiting schools?Brainstorm types of communication (verbal/non-verbal/written/body language/sign language/PECS) Brainstorm skills needed to communicate effectively (listening/eye contact/empathy/curiosity/open mind/respect/consider tone of voice)Debating/Negotiation – agree or disagree statements move to agree or disagree areas of the room, practice how we express our views to each other and make our views heardBreakCommunication games:Back to back drawing and give feedback about how could be improved to have matching pictures Positive communication – in groups of 3 one person tells a story about a holiday, one person listens and asks questions, 3rd person observes and interrupts if negative communication is used, what is the benefit of only using positive language? How can we ensure we are being listened to & how do we show we are listening to others? – explore in pairs *“Active listening is a skill that all of us should use more often. The better you are at listening, the more information you'll receive”*Show video clip <https://www.youtube.com/watch?v=D6-MIeRr1e8> Active listening skills – YP to make notes and then practice skills in pairs that are raised in videoIf time:Charades cards – act out from card an action with an emotion, team then guesses and gives feedback on how they guessed what they saw by the non-verbal communicationChinese whispers – explain how messages can be misheard/misread when many people involved – how can we improve on this?Summary and briefing on next week’s sessionQ and A | **Objectives:**Understand objectives for today’s session on communicationPractice appropriate greetings Exploring communication and learning skills needed for it to be effective Confidence in expressing opinions and articulating viewsTrying out different communication types, offering feedback to each other Understanding and practicing active listening Learn how we can improve our listening skills and put into practice Know what to expect when we next meet  |

**Session Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject:** GPS training  | **Year/group:**  | **Male:**  | **Female:**  |
| **Date:** 30/09/193 of 6 | **No. of students:** 10 | **Ability:** Mixed |
| **Staff:** Melinda Yems  |
| **Intended learning outcomes:*** **Understand good practice**
* **Be able to identify areas for improvement**
* **Develop critical thinking**
* **Learn how to give constructive feedback**
* **Explore how it feels to give and receive feedback**
* **Learn about strengths-based approach**
 |
| **Learning tools used:** <https://www.youtube.com/watch?v=VxyxywShewI> You Tube clip – Every Opportunity  | **Resources:** FlipchartPens |
| **Duration:** 2 hr | **Paperwork to complete:**Register |
| **Timings:**20 mins20 mins10 mins15 mins15 mins15 mins 10 mins10 mins5 mins | **Assessing Services** YP to explore and draw out community map of services they engage with now such as school/health/sports/clubs – Students to discuss why do they go there? what do they like about them? they could be even better if? what needs to improve?Split into 2 groups one to look at each What does good SEND provision in education look like? What does bad SEND provision in education look like? Groups to feedback to each other Watch You Tube clip – Discuss which teacher you prefer? why? What did they do differently?Break2 students to act out a school welcome they would be happy to receive to the group – discuss why these factors are important to themDraw a school environment/layout they feel meets needs of SEND children and YP (Consider for example: Braille signs/no steps/quiet safe area available/corridor size/height of reception desk/safety – locked gates) **Developing Critical Thinking**Explore how to offer constructive feedback (good/poor/good sandwich) – role play scenarios in pairs Explain strengths-based approach – bring attention to a strength of friend next to you and consider what would make it even better? - practice in pairs and take turns to make a recommendation for improvement – how did it feel to give and then receive this feedback Summary and briefing on next week’s sessionQ and A | **Objectives:**Identify services they engage with and reflect on what they offer in terms of being inclusive Thinking about our own values and expectations of servicesYP to be aware of good practice and personal qualities of staff members that enrich their student journey Consider factors such as accessibility and needs of individual YP and what a school looks like that has this provisionIncrease confidence in expressing opinions and articulating their viewsPractice giving feedback and thinking of solutions to areas they feel are in need of improvementKnow what to expect when we next meet together  |

**Session Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject:** GPS training  | **Year/group:**  | **Male:**  | **Female:**  |
| **Date:** 07/10/194 of 6 | **No. of students:** 10 | **Ability:** Mixed |
| **Staff:** Melinda Yems  |
| **Intended learning outcomes:*** **Be able to identify areas to focus on for school inspection visits**
* **Create a rating system to be used for school inspection visits**
* **Be confident in what to do if a safeguarding concern arises on a school visit**
* **Be confident in giving constructive feedback**
* **Be aware of people’s feelings when giving feedback and ensuring we use a strengths-based approach**
 |
| **Learning tools used:** Discussion / Brainstorming of ideasPair work with peersGroup feedback | **Resources:** FlipchartPens |
| **Duration:** 2 hr | **Paperwork to complete:**Register |
| **Timings:**10 mins20 mins20 mins15 mins15 mins 10 mins10 mins5 mins5 mins | **Creating Inspection process** Icebreaker game – (Story Builder) First person to say one word and next person say one word going around in a circle to build up a story – relate to school inspection visits if possible, i.e. When…I….went….to…..the ….school….I…saw……an…..ElephantGroup to decide upon at least 5 area headings to include in their SEND inspection checklist based on ideas over the last few weeks (such as accessible/fun/safety – show example)If on discussion several ideas are raised, take a vote as a fair process to decide which ideas to progress with Split group into pairs and give them one of the areas to discuss and they can record views on flipchart. Each pair to come up with between 5 to 10 subcategories for each area of which they will be looking out for during school inspection visits (such as under FUN – a good range of educational trips available to students of all abilities ACCESIBLE – are there working lifts? /ramps SAFETY – locked gates, photo sign in system for visitors) Each pair to then present their subcategories to the rest of the group and take feedback about any changes that may need to be made BreakGroup to create a rating system to use for all areas (such as star rating out of 5/0 – 10 number scale or thumbs up/down or any other options they can think of?)How will the group record written feedback that they wish to pass back to school?Our Thoughts box/strengths and weakness lists/what went well and even better if or another method? Pose question to group – What do you think we should do if we hear or see something during a school visit that concerns us? (prompt group to think about incidents such as a teacher shouting or bullying in the playground - should write it down, tell adult inspector with you on visit, tell parent) Explain strengths-based approach and then practice. Ask students to pair up with different person than before, tell the person something you noticed they did well in today’s group and add a comment about what could make it even better? – (i.e. Katie, I feel you had some great ideas about the rating system it could be even better if you were able to stand up when telling the group your ideas, so everyone pays attention)Take turns and swop pairs giving compliments and recommendations for improvement Ask group - how did it feel to give and then receive this feedback? Summary and briefing on next week’s sessionQ and A | **Objectives:**Building confidence, speaking aloud in front of peersIdentify areas which are important to them in school settingsDebate, compromise and negotiation skills and taking part in decision making Agree together on a rating system that both students and school staff can easily understandPracticing how to give constructive feedback to each other Awareness of people’s feelings when giving/receiving feedbackKnow what to expect when we next meet together  |

**Session Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject:** GPS training  | **Year/group:**  | **Male:**  | **Female:**  |
| **Date:** 14/10/195 of 6 | **No. of students:** 10 | **Ability:** Mixed |
| **Staff:** Melinda Yems /Kirby Cassidy |
| **Intended learning outcomes:*** **Trial the draft inspection checklist and rating system**
* **Learn to work together as a team**
* **Build confidence and resilience by facing challenges**
* **Assess environment regarding meeting SEND needs**
* **Discuss and agree strengths and weakness of the site visit and decide upon methods of feedback**
 |
| **Learning tools used:** DiscussionNote taking  | **Resources:** Lunch items Clipboards/Paper/Pens |
| **Duration:** All day session of site  | **Paperwork to complete:**RegisterCompleted consent formsEmergency contact packInspection checklists  |
| **Timings:**10 mins10 mins1hr30 mins30 mins1hr 30 mins15 mins 10 mins | **Trialling Inspection**Ground rules briefing including behaviour expectations, site boundaries, meeting points, challenge by choice, active participation Give out inspection checklists – YP to work in pairs to make notes throughout the day, explain need to notice good and bad points and think about how other YP with SEND who they are representing would be rating the dayFirst activity – Challenge – complete aerial adventure activity, come out of comfort zone to build confidence and support each other to complete activity, note instructors’ explanations, support and praise offeredLunch Break – eat together as group, discuss in circle what went well this morning, what would be expecting to see this afternoon Second activity – Team building – work together as a team to complete set tasks around the obstacle course  Summary and briefing on next week’s session – explain we will write up feedback from today and adapt inspection checklist as required Reflection/ Q and A | **Objectives:**Ensure everyone clear on what to expect and feels safe and knows what to do if difficulty arisesFace fears, support each other to achieve goalsDiscussing views as a group – ensure notes being recordedTeam building – learning to work well together Know what to expect when we next meet together  |

**Session Plan**

|  |  |  |  |
| --- | --- | --- | --- |
| **Subject:** GPS training  | **Year/group:**  | **Male:**  | **Female:**  |
| **Date:** 21/10/196 of 6 | **No. of students:** 10 | **Ability:** Mixed |
| **Staff:** Melinda Yems  |
| **Intended learning outcomes:*** **Discussion and decision making on final checklist**
* **Improve problem solving/critical thinking skills**
* **Evaluation of the training session**
* **Discuss and agree next steps for the project**
* **Negotiation and team working skills – join consensus decisions**
* **Take ownership of project by preparing presentation**
 |
| **Learning tools used:** DiscussionScenarios  | **Resources:** Paper/PensLaptop  |
| **Duration:** 2 hrs  | **Paperwork to complete:**RegisterInspection checklists  |
| **Timings:**10 mins15 mins30 mins15 mins 20 mins10 mins10 mins10 mins  | **Reviewing & Impact evidence gathering**Icebreaker gameReview inspection checklist – any changes to wording/design need to be made? Group 1: Prepare a short presentation to promote GPS to schools and to other students encouraging them to get involved Explain who you are – what you have learnt – how QA should be used in future – why other students should be involved – what benefits there are to the school Group 2:Design certificate to give to schools to show have been evaluated by GPS **Break**What to do if scenarios………each young person take a scenario and discuss what they would do if this situation arisesDiscussion: Confirm school inspection visits – discuss and agree how to conduct visit, behaviour, roles etcSchools/services to receive written feedback - if poorly rated do we give an opportunity to be visited again at a later agreed date?What are the next steps? - Review commitment of YP going forward Evaluation of training – post it notes on wall what went well, how can we use what has been learnt? (any Transferrable skills)  | **Objectives:**Agree final version to be used, all YP to have their sayYP to consolidate their learning and be able to promote to educational settings Certificate to award to schools to recognise they have taken part in the project Review scenarios and decision making in order to prepare for school visits Prepare for good/bad ratings and how to support schoolsPlan for next steps of project Review learning  |

Melinda Yems Targeted Youth Advisor

Kierran Pierce Multi Schools Council Lead

Clare Woodcock Manager SEND Information, Advice and Support Service

Date 21st October 2020