

The aim of this document is to provide an overview of commissioned engagement and consultation that has taken place as part of the IYCE and Our Voice programmes. Whilst this is by no means a comprehensive list of engagement work facilitated by the team, it does offer an insight into the key areas explored and messages received from young people in Kirklees.

Whilst some of the messages are several years old, we believe that they remain relevant and important today.

We suggest that many of these messages will provide an important starting point for further exploration.

For more information or copies of complete reports, please contact the

Our Voice Team by emailing ourvoice@kirklees.gov.uk

(Version 1 - Published July 2020)

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Title: Young People with SEND Transition Experience: Experiences of school transition from a young people with Special Educational Needs and Disability (SEND) Perspective

Report Date: May 2019

Report Synopsis/ Aims: A young people’s engagement project which aimed to provide insight into the experiences of school transitions from the perspective of young people with Special Educational needs and Disability (SEND).

Through gaining insight into this issue, the project sought to:

- Provide decision-makers with an insight into young people’s experiences of school transitions and begin to identify some of the ways it impacts upon young people with SEND.
- Collate the experiences shared by young people with SEND around transition to help inform the overall Transition protocol strategy for schools in Kirklees.

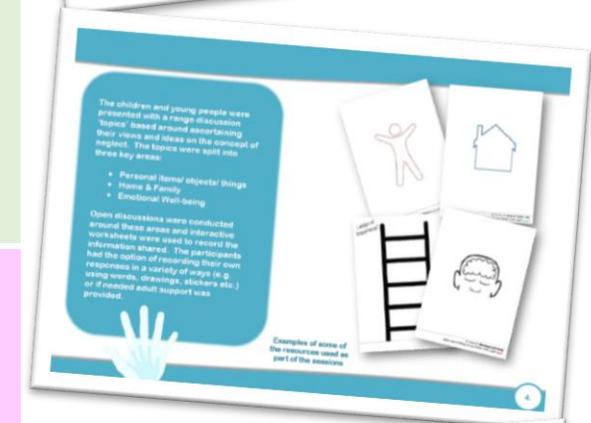
Key messages from young people:

- The issues/ anxieties faced by young people with SEND in relation to transition are similar to those of mainstream schooled young people, particularly in relation to friendships, homework, moving around school etc.
- A longer transition period and personal transition plans play a key role to a successful transition from primary to high school settings.
- With the right support and creative engagement opportunities, young people with SEND are able to successfully contribute and share their views on issues that are important to them.

Commissioning Agency: Kirklees SEND Strategy Group



Title:	Kirklees Neglect & Early Help Strategy: What ‘Neglect’ means from a child & young person’s perspective (Findings Report)
Report Date:	September 2017
Report Synopsis/ Aims:	<p>The report shares the findings of a project that sought to...</p> <ul style="list-style-type: none"> • Enable children and young people to share their views and perceptions on what the term ‘neglect’ means to them • Identify and discuss what they think are the basic things they need to be healthy and happy • Explore and discuss their thoughts on how it might feel to not have their basic needs met. • To provide decision-makers with an insight into children and young people’s perceptions and views on the issue of neglect • Identify and make recommendations about possible future explorations into the issue of neglect.
Key messages from young people:	<ul style="list-style-type: none"> • Young people are able to clearly identify the difference between ‘want’ (having desirable items) and ‘needs’ (things that are important to their well-being) • Having a supportive, caring network of family and friends, access to good education and the opportunity to get involved in activities were some of the things they described as being important to aspects to keeping them happy and healthy • Low self-esteem, not achieving academically, engaging in criminal activity, depression and suicidal thoughts were all things young people felt could be the consequences of them not having their basic needs met during childhood.
Commissioning Agency:	Kirklees Safeguarding Children’s Board



Title:	My Journey – The day-to-day experiences of young people with SEND: Developing children and young people voice in the Kirklees joint Strategy for disabled children and young people and children and young people with Special Educational Needs
Report Date:	June 2016
Report Synopsis/ Aims:	<p>An engagement project which aimed to:</p> <ul style="list-style-type: none"> • Enable young people with SEND to share their experiences with regards to their day-to-day lives, education and health • Identify and discuss their perceived support needs and gather suggestions on ideas and improvements to current provision • Explore young people’s aspirations for the future and discuss their path for achieving them • To provide decision-makers with an insight into the day-to-day life experiences of young people with SEND • Identify and make recommendations about key issues that have affected their health and wellbeing as young people with SEND
Key messages from young people:	<ul style="list-style-type: none"> • Young people felt that being actively involved in a process such as EHCP’s was a worthwhile practice. • Sharing their views and ideas with adults was viewed as a positive process • With the right support and creative engagement opportunities, young people with SEND are able to successfully contribute and share their views on issues that are important to them.
Commissioning Agency:	Special Educational Needs & Disability Children’s Strategy Group



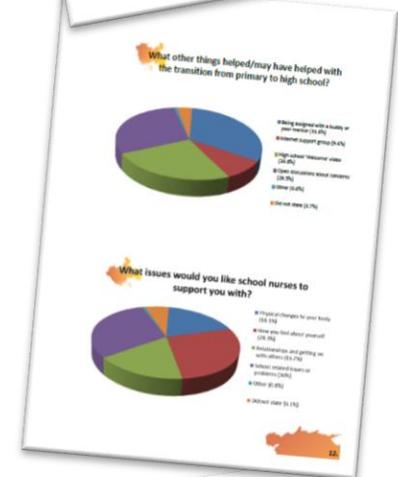
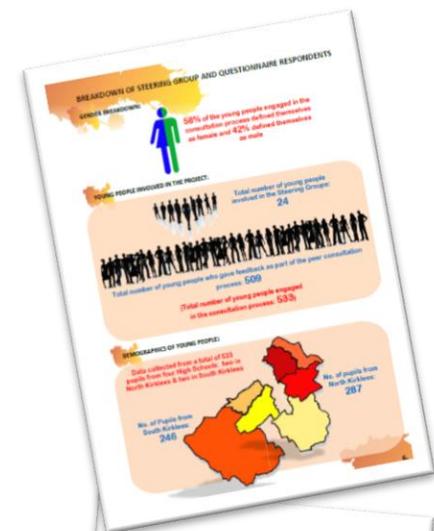
Title:	Young People’s EHCP (Education Health Care Plan) Journey Summary Report: Developing children and young people voice in the Kirklees joint Strategy for disabled children and young people and children and young people with Special Educational Needs
Report Date:	March 2016
Report Synopsis/ Aims:	<p>A young people’s engagement project which aimed to:</p> <ul style="list-style-type: none"> • Gain an understanding of young people with SEND’s broad experiences of the EHCP process • Identify the opportunities offered to them to include their views and aspirations as part of the EHCP process • Explore the opportunities offered to them to participate in decision making about the support provided to them • Identify what went well and how the process can be improved • Identify and make recommendations about key issues that have affected their health and wellbeing as young people with SEND • To provide decision-makers with an insight into the experiences of young people with SEND going through the EHCP process.
Key messages from young people:	<ul style="list-style-type: none"> • Parents played an important role in helping them to remember and take their medication and carry out necessary health care routines such as physiotherapy. • Young people engaged in a range of after-school activities of which using electronic devices and communicating on social media played a large role • Thinking and working towards future goals was an important aspect of both their personal and educational experience.
Commissioning Agency:	Special Educational Needs & Disability Children’s Strategy Group



Title:	Young Parents' Journey: An exploration of the life experiences and issues affecting the well-being of young people in Kirklees
Report Date:	November 2015
Report Synopsis/ Aims:	<p>An exploration research project which aimed to broadly explore young parents' experiences of parenthood and:</p> <ul style="list-style-type: none"> • Identify and better understand the key issues arising during this period • Enable young parents to offer ideas and suggestions on how the experiences of young parents could best be supported. • Identify and make recommendations about key issues that have affected their health and wellbeing as a young parent today • Enable young parents to create a resource through which they can share their ideas and solutions to address one or more of the key issues identified • Offer young parents (involved in the project) the opportunity to gain new skills and recognised accreditation, to have new experiences and have fun.
Key messages from young people:	<ul style="list-style-type: none"> • All of the parents involved were aware of the negative stereotypes associated with being a young parent. Whilst they • all reported positive experiences with regards to becoming • young parents, they also at times felt that they were labelled • negatively by others: • Children's Centres were identified as a key place for young parents to access support • Raising awareness of mental illness amongst young people was thought would be an instrumental in promoting young parents' mental health and wellbeing • Young dads could be supported better to adapt to their parenting role
Commissioning Agency:	National Children's Research Centre



Title:	School Nurses High School Transition Project (Summary Report)
Report Date:	August 2014
Report Synopsis/ Aims:	<p>The consultation aimed to enable young people transitioning from primary to high school to:</p> <ul style="list-style-type: none"> Identify and share their issues/concerns during their transition from primary to high school Identify what support/ provision they would like to receive from school nurses during this period Offer their ideas and suggestions on how school nurses might promote their service and communicate with young people in Kirklees.
Key messages from young people:	<ul style="list-style-type: none"> The main problems, issues and concerns young people have with regards to transition includes relationships with others, settling into high school and practical issues Young people are able to identify a wide range of people, processes, activities and resources to support them during the transition period Buddying/ peer mentoring from older pupils within high school is seen as a valuable way of providing support Face-to-face interaction is viewed by young people as the most effective way in which school nurses can interact/ engage with them in schools
Commissioning Agency:	Locala



METHODOLOGY

Four groups of up to six young people from year 7 and year 8 were recruited on four high schools, two from North Kirklees (Huddersfield Grammar School and Spin Valley High School) and two from South Kirklees (Rush Hall High School and Huddersfield High School). These 24 young people became the steering group and were involved throughout the project.

Each steering group undertakes a series of four sessions of activities aimed at building awareness, which involved creative activities aimed at building awareness of their own experiences of transition and how they felt about it. The steering group members would then report back to the steering group and provide feedback on their experiences.

As part of the work with the steering group around the above mentioned four areas, they were then asked to create a number of consultation activities to be used by school nurses for their own schools. These were then used to 'check out' with their peers from other schools and to provide additional suggestions.

All four groups decided to create a peer questionnaire. In order to maximize the response rate, they decided to use the questionnaire as part of a project with steering group to create a peer questionnaire and promote it via social media. The questionnaire was then used to gather feedback on the issues that young people raised. The questionnaire was also used to gather feedback on the issues that young people raised. The questionnaire was also used to gather feedback on the issues that young people raised.

The questionnaire was based on the most common issues raised by the steering group. The questionnaire consisted of a series of ranked questions around the four main areas of transition: support, interaction and provision, where pupils had to rank in order of importance. There were also open questions to get feedback on their own suggestions. Appendix 1 is an example of the peer questionnaire.

As part of the steering group, information was also gathered around their own experiences and views on transition and the school nursing service. These were used to inform the steering group.

Title:	Kirklees Learner Passport Consultation
Report Date:	2015
Report Synopsis/ Aims:	<p>A project that enabled young people to influence the development of the Kirklees learner Passport in order that it better meets the needs of young people by:</p> <ul style="list-style-type: none"> • Developing an understanding amongst young people of the Learner Passport • Identifying strengths and weakness of the Kirklees Learner Passport • Offering ideas and solutions that will help to ensure that the Kirklees Learner Passport will meet the needs of local young people.
Key messages from young people:	<ul style="list-style-type: none"> • Young people have some understanding that they will need to demonstrate a range of skills and experiences when applying for college, apprenticeships or work and can see the value in having a way to record their achievements both in and outside of school. • Young people are reluctant to commit to compiling a record of achievements outside of school time. All the young people involved suggested they would need a reminder, an incentive or an instruction in order to complete the Learner Passport. • The majority of young people are using technology like smartphones, i-pads, tablets etc all of the time and have high expectations of apps, websites, games etc. The Learner Passport in its current design may not give them the high-tech user experience that they have come to expect. • Young people expressed an interest in remaining involved in the development of the Learner Passport.
Commissioning Agency:	Kirklees Learning & Skills Service

Title:	Our Voice – Children’s Emotional Wellbeing
Report Date:	2013
Report Synopsis/ Aims:	<p>This project involved 91 young people, from across Kirklees to support the Review and Re-Commissioning of ‘Tier 2’ Mental Health & Wellbeing Services. It used a variety of direct work approaches, from a school-based photography project to open access youth club visits. A separate report was also completed for the ChEWS service with feedback from current service users, with a series of batiks produced for civic buildings as part of the process. Young people were asked:</p> <ol style="list-style-type: none"> 1. How they accessed emotional health and wellbeing support, who they reach out to when in need and here would they look for advice and guidance? 2. What they needed to be emotionally healthy and well 3. How they would ‘build a ChEWS service to meet their needs.
Key messages from young people:	<ul style="list-style-type: none"> • ‘Help Seeking Behaviours’ differed in geographical area and within ‘communities’. For example, Young People in the Criminal Justice System would ‘go it alone’ whilst members of the LGBTQ+ community confided in friends over family. • Young People felt over immersed in information and unsure of what was reputable or local. They needed guidance from trusted adults on this. • They identified that times of change made them stressed and vulnerable. They wanted help to prepare and develop their resilience. • Social Support through safe and organised activities was the key to being emotionally happy and healthy. The ability to sleep, rest and relax alongside access to the right professional support came second. Choices to maintain good emotional health was also seen as a high priority. • Young People spoke clearly about preferring coaching/mentoring to traditional talking therapies. • They suggested a broader offer of therapies; a ‘therapy menu’ of mental health services, to help them understand the different approaches, how they work and what they hoped to achieve. • Services needed to develop their use of technology.
Commissioning Agency:	Kirklees Children’s Joint Commissioning Manager



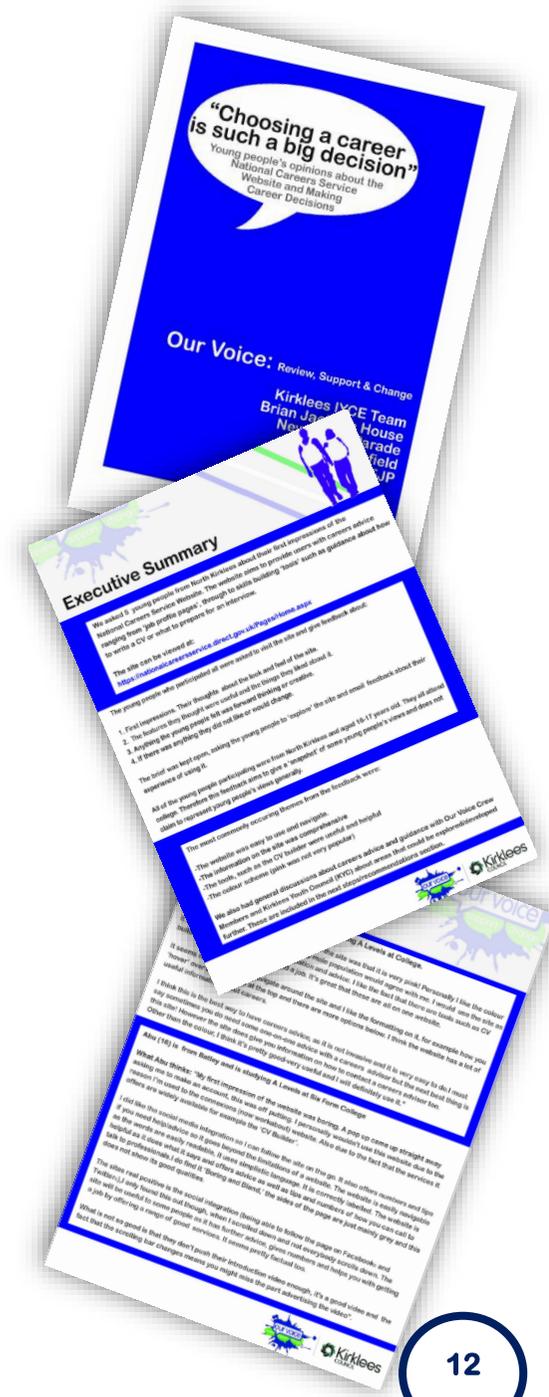
Title:	Our Voice – KNH Young Tenants thoughts on Furniture Packs
Report Date:	2013
Report Synopsis/ Aims:	<p>KNH opened the tender for the provision of furniture packs and were keen to include young people’s views in the process. 51 young people provided feedback on the current pack available for rental to KNH young tenants. Mixed methods including joint visits to young tenants with their housing officers, telephone interviews and direct work sessions were used to engage the young people to find out more about the following:</p> <ul style="list-style-type: none"> • What they thought about the current pack and anything they’d like to change • If/when they moved into a new tenancy, would they be starting from ‘scratch’ or be bringing key pieces of furniture along with them • How much they knew about operating the appliances in the pack • How they found out about the furniture pack • How well they understood the rental agreement in the tenancy pack • If they would be interested in applying for an apprenticeship opportunity offered with the new pack supplier.
Key messages from young people:	<ul style="list-style-type: none"> • The young people involved were all satisfied with the pack offer. They thought the contents was more affordable and easier than buying the items independently. • The young people didn’t understand the tenancy agreement info pack. A steering group helped KNH create a two-sided document summarising it. This replaced the old booklet. • Other suggestions included adding a choice of a sofa or a bed. Some young people already had beds but really missed having somewhere to sit outside of their bedroom. A bed frame was more popular than a divan, which was offered at the time. KNH listened and changed this. • Improved communication and instruction about operating appliances was needed to prevent young people feeling dissatisfaction that products were poor quality/faulty, when it was in fact about a lack of understanding about how to operate them.
Commissioning Agency:	Kirklees Neighbourhood Housing (KNH) Young People’s Tenancies Team.



Title:	Our Voice – “If I was Homeless, I would need...”
Report Date:	2012
Report Synopsis/ Aims:	Young People were asked their thoughts about the procedure which Kirklees Housing Solutions and the School Nursing teams use when a family becomes homeless and moves to temporary accommodation. School Nursing wanted to know if this worked for young people or would they suggest any changes.
Key messages from young people:	<ul style="list-style-type: none"> • Young people felt the ‘pack in the post’ system in place, was an adequate way to support them should they become homeless and be housed in temporary accommodation. • Young people did not want school to be automatically informed of their change in housing, as they feared this message being shared with staff and then peers. They worried about bullying as a result. They did not want to be ‘singled out’ or be treated differently. As the session progressed they could acknowledge some benefits to school being made aware. However, they stated they would prefer to still try and manage the situation with their own resources. If they were not coping’ they hoped a trusted professional would notice and reach out to them. • Young people wanted to know who their school nurse was, before crisis. This includes their name, what they looked like (so they felt they weren’t seeking out a stranger), the days and times they came in to school and where they would be in the building. They suggested bespoke posters in school to do this and inviting the school nurses into assembly to introduce themselves. A need to work in a multi-agency manner was raised. Young people worried about not being familiar with their local area when they moved. They explained a fact sheet about the area (shops, bus stops, schools, social activities, takeaways, recreation grounds and parks) would be helpful in assisting them to stay resilient through the difficult experience of moving home. They understood school nurses might not provide this but were keen to explain someone should.
Commissioning Agency:	Locala Health Visiting and School Nursing Service (now 0-19)



Title:	Our Voice – National Careers Service Website Review
Report Date:	2013
Report Synopsis/ Aims:	A National Career’s Website was launched to help people of all ages with Careers Support and Guidance. Calderdale and Kirklees Careers Service wanted to know what some young people felt about the website as it was intended to be promoted nationally, with people of all ages, to support the locally offered services.
Key messages from young people:	<p>About the website:</p> <ul style="list-style-type: none"> • The Young People thought the site was easy to navigate, informative and useful. • The Young People thought the ‘Social Network Integration’ was a real positive, being able to follow the site via their Social Networking accounts and applications (namely twitter and Facebook). • The Young People did not particularly like the colour scheme (pink) • The Young People liked the <p>The young people did ask, how would people ‘find the site’, a programme of promotion would be needed. Moreover, what support is there for people who may struggle with literacy? Family, Teachers or other Professionals may need to offer supplementary support and guidance.</p> <p>Alongside the review, the following general questions emerged:</p> <ul style="list-style-type: none"> • Why does the focus of careers guidance begin in KS4? Earlier work around careers with KS3 young people would assist option choices and help refine extra-curricular/ volunteering opportunities in areas of interest. • We need a back-up plan! There should be clear contingency discussions around other options, should our initial plan, not work out.
Commissioning Agency:	Calderdale and Kirklees Careers,



Title:	Our Voice – Our Town
Report Date:	2013
Report Synopsis/ Aims:	Young People engaged in a series of projects as part of the High Street Innovation Fund, to help Town Centre Planners and Businesses understand their behaviours and use of our town centres. 334 young people made suggestions to improve Our Town Centres and gave suggestions for change.
Key messages from young people:	<p>Suggestions covered three broad areas:</p> <ul style="list-style-type: none"> • Budget Fixes - Promote and use the fabulous places, businesses and resources that already exist was a suggestion young people made. Improve signage and ways to assist young people to ‘find’ new places and shops. Offer loyalty schemes and discounts to encourage trying new things and repeat our custom. • Average Price Ideas – Young people suggested considering late night opening in the summer months when it is warmer, lighter and feels safer. This would encourage them to visit towns and spend, after school or college. Bringing markets ‘out’ into town, to connect the retail shops and market spaces was also suggested. Using signage to promote towns along the railway lines between Huddersfield and the connected cities might encourage ‘stop off’s’ if the train operators allow this as part of their tickets. • Luxury Changes - Considering the entertainment offer within the town centre was suggested. Young people stated that they attended cine-plexes and the shopping centres out of town because there weren’t any options in our town centres. Supporting start-up businesses to create sustainable town centres for the future and investing in young entrepreneurs was also suggested. Investing in free events would attract people to visit town centres and young people were also keen to be consulted about new chains or businesses and asked if they would spend or shop there.
Commissioning Agency:	Kirklees Regeneration and Town Planning





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(Version 1 - Published July 2020)

