

Working together for your families future.

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Making it Work for Families (MIWF) delivers a 'whole family' approach to employability and progression. Our aim is to engage vulnerable families who are isolated, facing multiple and complex barriers which means they struggle to engage with mainstream services. In collaboration with Viewforth HS the MIWF team set out to support a young person with low attendance, engagement and behaviour at School.

Original Aim 1: By 26th March, for pupil to consistently attend $\geq 60\%$ periods daily (baseline: median 61%).

Original Aim 2: By 26th March 2021, for pupil to have no more than 1 referral per week (baseline: median 2).

Lockdown Aim 1: By 1st Feb for pupil to attend school (take up offered placement) during lockdown (baseline lockdown 2020: nil).

Lockdown Aim 2: By 1st Feb pupil will be engaging* in at least 3 learning activities weekly (baseline lockdown 2020: nil).

(*Operational Definition of engaging: providing evidence (work submitted/spoken through learning) that pupil has applied themselves to a Maths/English/H&W activity (baseline lockdown 2020: nil).

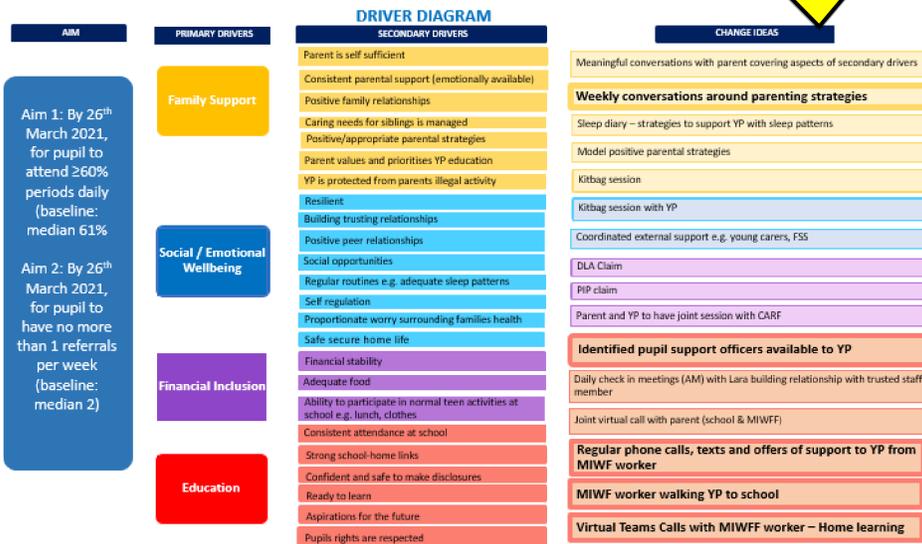


Method

- MIWF, in partnership with Viewforth HS, identified a family that met project criteria and where we shared the view that we were not "getting it right" for a pupil in terms of attendance, attainment and overall experience.
- Attended ADES Quality Improvement Programme, gaining training and coaching support to apply QI Methodology and ensure work was underpinned by explicit aims, measures and that change ideas were tested with rigour.
- Used QI tools (Driver Diagram & fishbone) to understand the young person and family's barriers to education to fully understand the context and generate change ideas.
- Amended project aims during the winter lockdown to reflect the external influencing factors using PDSA for updated change ideas.

Change Ideas Tested have been highlighted in bold!

Process Change



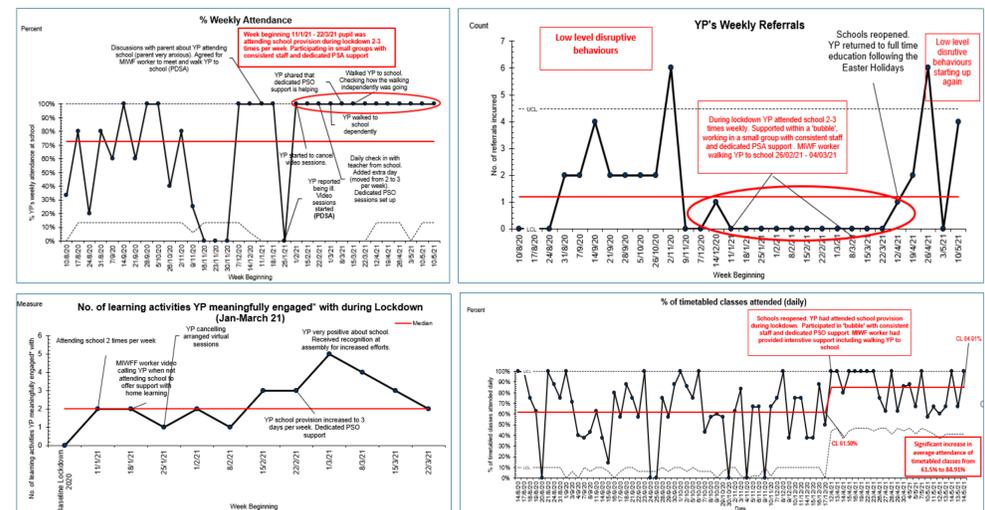
Achievements

- Trusting relationships have been established between team, pupil and parent.
- Strong lines of communication now exist between MIWF and Viewforth HS which led to improved outcomes for pupil and the family as a whole.
- Contrary to predictions, pupil took up and engaged well with school provision during lockdown (**100% attendance 9 out of 10 weeks**).
- No reports of "misbehaviour" whilst attending lockdown provision.
- Pupil's increase in engagement was commended at Assembly.
- Significant increase in the percentage of timetabled classes pupil is attending when schools reopened - increase from an average of **61.5% to 84.91%**.
- Pupil gained confidence and has attended wider MIWF groups / activities.

'Things haven't got better for me at home but I've learned ways to cope' (YP)

"Strong, trusting relationships with young person and families are strengthened through mutual understanding and having someone to talk to and listen on the same level over many cups of tea." (MIWFF worker)

Results



Conclusions

- MIWF 'whole family' approach supported the pupil to attend school provision during lockdown. Regular reassuring conversations with parent and intensive 1:1 support to pupil; including walking them to school; led to significant improvements in outcomes measured.
- School provision including the 'bubble' set up and dedicated pupil support during lockdown 2021 (Jan – March) enabled pupil to positively engage in learning activities.
- Interestingly the number of referrals reduced to nil whilst attending the lockdown provision, but these have started to rise on return to mainstream schooling.

Key Learning Points

- Strong relationships were built on a foundation of consistent unwavering support, focused on 'what matters' to the young person and family.
- Intention of change ideas was to empower families. It is critical for practitioners to know when it is the right time to offer intensive support and when to start to harness family's strengths and independence.
- Collaboration between MIWF team and School has proven invaluable resulting in a more agile service, quicker responses to challenges and a joined approach.
- Whole family approach has enabled support to tackle root causes overcoming complex multiple barriers rather than focusing on the "symptom".
- Applying QI Methodology has supported the team to avoid working on assumptions and jumping to change without explicit aims, measures and clear intentions when introducing change.

Next steps

- Increase family's social network and support including family learning
- Strengthen links with Primary School and extend improvement project to younger siblings' education.
- Spread successful learning from this project to another family.