



ATLAS Consultation Pack

04/05/2022

Summary

This week we will be reviewing interview questions for the Surrey Domiciliary Care Service who support children with disabilities in their homes and community. They would like some feedback on whether they are asking the right questions when recruiting new staff so they can ensure they are taking the right steps to employ right people to support the children open to their service. Then we will be doing some pronoun consultation so we can find out what pronouns people prefer if they feel comfortable sharing. After the session we'll have a fun quiz, delivered to us by Humza 😊

Staff this week:

Olivia, Holly, Sameira, Josh, Humza, Reneé and Ethan

Agenda Points!

Check-in: Icebreaker

Consultation

- Reviewing interview questions for Surrey Domiciliary Care Service
- Pronoun consultation

BREAK – 10 minutes

Action Card Updates

Quiz time

Check out



ATLAS

Acept, Teach, Listen, Access, Support.

Wednesday 4th May 2022





ATLAS Group Rules 1

- Please do not talk over each other.
 - Raise your hand (virtually or physically!) when you want to speak if someone else is talking.
- If you are on Zoom, please mute yourself when you are not talking to the group to prevent background noise.
 - If you are not muted, a member staff may mute you.
- If you disappear from the group unexpectedly, a member of staff will check-in with you as soon as possible.
- You can use Zoom chat to private message staff or ask a staff member to talk away from group if you need to.





ATLAS Group Rules 2

- No bullying
 - Please let a member of staff know if you are uncomfortable with anything said in or outside group by other ATLAS members or staff
- Please respect people's personal space
- Have fun 😊

Are there any other rules you would like to add?

If you break these rules, we will discuss them with you. If you continue to break the rules you may no longer be able to attend ATLAS.





ATLAS Agenda

Check-in: Icebreaker

Consultation

- Interview questions for Surrey Domiciliary Care Service
- Pronoun consultation

BREAK – 10 minutes

Action Card Updates

QUIZ TIME

Check out





Check-in: Icebreaker



Reviewing interview questions

Surrey Domiciliary Care Service supports children with disabilities in their homes and in the community. They would like to have some feedback on whether they are asking the right questions at interviews when recruiting new staff, and ensuring that they are taking the right steps to employ the right people to support the children open to their service.



Interview questions

1. I can see from your CV you have experience with CWD/ AWD. Can you tell us a bit more about your role and what you do?

What skills/ training do you have which you think is relevant?

2. What attracted you to this role?

3. What are the key things you need to consider when delivering personal care?

And can you give us an example?

4. Safeguarding plays a fundamental part in our service. Can you tell us the 4 categories of abuse?

5. What would you do if you had a concern about a child/ young person you were supporting?





Interview questions

6. What does a commitment to quality of care look like to you and how would you demonstrate it in this role?

7. Tell me how you ensure that the best possible outcomes are met for the children/ young people you support?

(Outcomes are a way of measuring the difference you are making to that child through your support)

8. Could you please tell me how you ensure professional boundaries are maintained? Please give me an example

9. In your current or previous role, how do you ensure equality and equal opportunities are met with the people you support? Can you give us an example?



Interview questions

10. How do you maintain confidentiality in your role?

11. When would you break confidentiality? Do you have an example?

12. In your previous roles, what legislation do you think is relevant to our service?

13. We are now going to go through the case study we left you with earlier. Can you talk me through the answers you have given?

14. As you know we support children who should be at school during the day at term time.

If successful, how many hours would you be able to offer the service?

15. Do you have any questions to ask the panel?





Case study

Johnny is 10 years old and lives with his mom. Johnny is non-verbal. He is due to have spinal surgery next month and will need support with personal care when he returns home. He will need to stay flat in bed for 6 weeks post op.

Mum is a single parent who works part time and has struggled with depression and alcohol abuse in the past. She attends AA meetings every week and is currently doing well. She has been known to disengage with professionals when she gets overwhelmed, and the house can become cluttered. She has told her social worker she is anxious about Johnnie's surgery and how she is going to cope after.



Case study questions



What potential risks can you identify in this referral and why?

What training/ further information would you need as a support worker and why?

What positive impact do you feel your Support will have on this family?



Pronoun consultation

We'd like all of you to feel comfortable when in the group. For this we'd like to discuss what pronouns people prefer. Would you feel comfortable sharing with us what pronouns you'd like to use?





Break Time!

Screen break?

Grab a drink?

Snacks?

Chill?

Now's the time! (:



Action Card Updates

Action Card 118:

You said: As a group of young people with additional needs and disabilities, ATLAS would like to ask people to stop using the word special to refer to disability as it has "almost become a slur now because of how it has been used. People use it to be nasty." Please be specific and use the term disability instead. "Disability is not a bad word." This includes terms and acronyms that include the word 'special', such as SEND (special educational needs and disabilities) and special needs.

We did: Active Surrey have made amendments to their surveys so they do not specify SEND and instead they have written 'additional needs and disabilities'. They also promised that any social media posts they do they will ensure that AND is written instead too.

SEND Transformation Board has been renamed Additional Needs Transformation Board

A webinar will be run on the 28th April about the Ableism Report; which has also been presented to The UVP team today



Action Card Updates

Action Card 176:

You said: As a group of young people with additional needs and disabilities, ATLAS would like Special Schools to be renamed Specialist Schools, because Special is a euphemism for disability, "euphemisms are put on terms that are regarded badly by society." "I tend to use the term specialist when talking about schools instead of special. They are targeted for a specific thing, so they are specialist, not special."

We did: Special School Phase Council to change it's name to Specialist School Phase Council - awaiting confirmation this has happened from Jim Nunns
April22: Will be shared in ATLAS Webinar On Ableism, Stigma and Discrimination - advertised to CFLL directorate and recorded for sharing on Surey Youth Voice Website.



Action Card Updates

Action Card 196:

You said: As young people with additional needs and disabilities, we would like schools and colleges to consider using different types of fire alarms rather than alarms that rely on a loud noise, for example, "a light that would spin in circles". This is because some young people with additional needs and disabilities, for example autistic young people, can find loud noises overwhelming or distressing.

We did: Jan 22: Gemma raised with Sarah Lyles and Nikki Parkhill. Nikki has put Gemma in touch with Philip Roche in property who may be able to comment on how this is addressed for any new school developments.

April 2022: Philip Roche contacted the facilities management and new builds team and they provided the following advice:

There are limited technological solutions, and the approach taken by many is a "Desensitizing Programme."

Undertaking regular Fire Drills so that the sounds become normal and not something to be scared of.



Action Card 196 further update

They've also identified some advice from various sources- see the links below

East Sussex Fire & Rescue Service

Fire safety advice for autistic children and adults | East Sussex Fire & Rescue Service <https://www.esfrs.org/your-safety/safer-homes/fire-safety-advice-for-autistic-children-and-adults/>

Pathfinders for Autism

The Fire Drill Freak Out – Pathfinders for Autism

<https://pathfindersforautism.org/articles/education/the-fire-drill-freak-out/>

NFPA – American Authority on Fire Prevention have the following literature

Fire Alarms and People with ASD:

A Literature Summary

<https://www.nfpa.org/News-and-Research>

/Data-research-and-tools/Detection-and

-Signaling/Fire-Alarms-and-People-

with-ASD



Action Card Updates

Action Card 199:

You said: As young people with additional needs and disabilities, we would like schools and colleges "to stop using exclusion as a copout to avoid meeting student's needs", because schools and colleges "should have a responsibility to make adaptations whilst you are looking for better support, if they cannot support your needs" "or signpost you." *Accessibility and Inclusive Design; Ableism, Stigma, and .

We did: Sep21: Education and Inclusion Service Managers highlighted this should be within schools behavioural policies, lots of work being done to ensure schools are more inclusive. Government policy back this up. All schools should also have SEN policy/report that is highlighted on school websites, although this does not apply for colleges. This would need to be held by area team. Would need case studies of evidence to act on this.



Action Card 199 further update

Jan 22: The Anna Freud Centre is offering free training to schools to reduce their rate of exclusion. The training focuses on inclusion and reintegration and looks at increasing the capacity of mainstream schools to deal with complex need

<https://www.annafreud.org/training/training-and-conferences-overview/online-training-live-and-self-directed-courses/all-on-board-parental-engagement-in-support-of-inclusion/>

Actions to be taken: who would like to volunteer for further conversations outside of the main ATLAS group for specific case study examples of where young people were excluded from college due to their EWMH or AN&D?





Reflection

Would you like to raise any action cards?

Do you feel like your voice was heard today?

What are your plans for the evening?

Is there anything else you would like to add or ask?

Do you need any help or support?





Get Involved!

Join us online via Zoom every Wednesday between 5 to 7 pm!

If you are unable to attend you can still have your voice heard by contacting us by email, through social media or by texting/phoning a member of the ATLAS staff.

Meet the staff!



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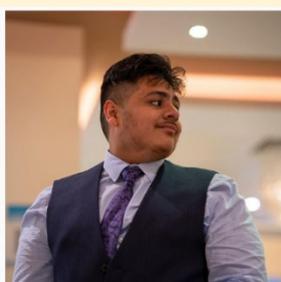
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