

Delivering and Supporting an Inclusive Residential

Claire Edden – WP Faculty Coordinator for Social Sciences
Alex Tansell – WP Lifecycle Officer

HELOA National Conference
12th January 2023



What will we cover?

- The current landscape
- What does Inclusion mean for you and your work?
- Pre-16 vs Post-16
- Hints and tips with case studies from Warwick



Context setting - Warwick

The University of Warwick WP Team have run summer and, more recently, Easter residentials for both pre- and post-16.

- **Pre-16**
 - Year 8 Boys – 2 nights (15 YP)
 - Year 10 Mixed - 4 nights (including a focus on supporting LAC – up to 50 YP)
 - Year 11 – UniTracks
- **Post-16**
 - Year 12 – local schools (up to 120 YP)
 - Year 12 – Sutton Trust Summer Schools, Sutton Trust Pathways, Warwick Scholars (various)
- **Specialist (2022)**
 - Year 12 – Residential for local young people with autism (up to 20 YP)



Some challenges we have seen an increase in, post-lockdown:

- Students have never been away from home.
- Students have never been on a school trip.
- Students have suffered badly with their mental health.
- Students have been 'online' for years and have missed out on the transitions of 'making friends' and 'networking' – hard to say hello.
- Changes in gender identity – more openness about this but still learning for all involved. Students presenting as a different gender than they indicated on application forms.
- Reluctance for parents/carers to allow their young people to be away from home.
- Increased health protocols and exposure.
- Increased risk assessments needed.



Pre-Residential

- **How do you recruit the young people to the residential?**
 - Do you know of any community groups or charities where young people access information?
 - Are you offering a specialist/specific residential?
- **What information do you gather on the application form?**
 - Do you get this individually or through the teacher?
 - Do you allow space for the young person to self-declare anything you need to be aware of?
- **Once the young person has applied – what do you do with the data/information given?**
 - How will you select the young people?
 - What is the fairness of selection/criteria? Are there any exceptions?
 - Do you need to talk to anyone else before saying yes?



What does this mean for your work?

1. What does inclusion mean to you?
2. In groups, identify current examples of inclusivity in your work.
3. Are there areas of your work you would like to be more inclusive?



What measures did we implement?

Gender identity

- Mixed sex flats
- Employed student night staff to be awake overnight to support with safeguarding
- Prep all staff on gender neutral toilet locations

Additional needs

- Inform those on escalation tree of challenges faced by students attending
- Brief staff and students on attendee needs
- Worked with student societies to inform practice
- Considered room assignments

Mental Health

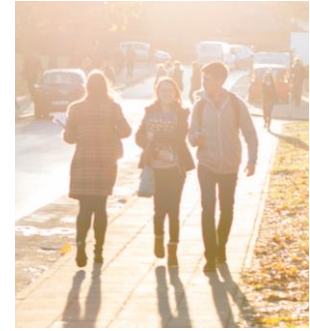
- Whole-team training on supporting young people with varying health conditions

Staff wellbeing

- Escalation tree
- Managers 'on-duty' to deal with escalations, allowing Officers to run the activity
- 4-hour breaks given daily and one staff member allowed to be 'off-duty overnight
- Whole team on-campus during events

Warwick Autistic Easter School – a case study

- The Autistic Easter School was targeted at autistic students (with or without formal diagnosis) in Yr. 12 from Coventry, Warwickshire and Solihull.
- It was a three-day, two-night residential for up to 20 young people. We expected 15 – 20 students to attend and had 16 students attend
- The participants stayed at the university over the three days (two nights) and took part in academic taster sessions, life skills workshops, shopping, cooking and a mini group project.





Before the event...

Recruitment via SENCo leads in schools and via parents' networks

Looked at how we could support more complex needs – followed up where needed

Worked collaboratively with Autism at Warwick

Training for staff

Enhanced recruitment and training for Ambassadors – CAMHS and Autism at Warwick

Info evening – follow up contact with parent/careers/participants

Handbook including links to video tours of accommodation, pictures of rooms we are using, timetable etc

Challenging what we thought we knew and changing our practice

During the event...



**High ratio of
staff-to-students**



**Breaks and
downtime**



Gender identity



**Managing
routine but
allowing stretch**



**Academic
content**



**Offering
different ways to
engage**



**Being flexible
and making
changes as
appropriate**



**Social activity –
cooking, cinema,
climbing wall,
esports**



**Staffing –
consistency**

Lesson learnt that we can implement across other residentials

WARWICK
THE UNIVERSITY OF WARWICK



Breaks and downtime – what does this feel like to the individual



Ways that we can support additional requirements



Ways to help student feel more settled



Personalities and group dynamics



Good practice for all students



Stretch as a practitioner – it's okay not to know!



Feedback

Students:


- ‘I had an amazing time and it’s made me feel a lot more confident about coming to uni.’
- ‘The ambassadors for my group were incredible. I hope to see them in two years’ time when I join here.’
- ‘I loved it, battled through all the anxieties’
- ‘It has helped me to understand university life better and helped me meet and interact new people which I am grateful for’

Parent:


‘This experience not only helped X to decide that she wants to go to university but also that she would like to move away from home. The residential trip enabled X to make an informed decision based on first-hand experience and removed some of her anxieties around university life. In a lot of ways the trip was an eye opener for X and myself as X did things at the residential which she would not usually do at home.’




Scenarios – what would you do?



A parent of a 17-year-old attendee contacts you saying they want their daughter to stay in same-sex accommodation. Their wishes aren't supporting by their daughter.



A few weeks before the residential, a teacher informs you of some additional mental health-related needs for a 14-year-old participant that weren't disclosed on the application.



An autistic student approaches you on the second day of a three-day residential visibly distressed.



Top Tips

- Open conversations with all involved about expectations and responsibilities, inc. parents, carers, virtual schools (LAC)
- Adequate training for all staff (including student staff)
- Ensure people have time to reflect and think about their training, allowing further chances for honest conversations
- Call out behaviour that you may see or hear – do you have a way of reporting this?
- Safeguarding isn't only about the more serious issues – do staff and student staff know how to report?



Top Tips

- Make sure staff coming to cover breaks or reserves etc. know their roles and are appropriately trained
- Seek support from wider University community
- Open the residential with expectations around behaviour and inclusivity, being transparent about consequences
- Know when, how and who to escalate to – how do you access local expertise?
- Don't over stretch yourself! A week may seem great, but this is exhausting. What value does it give the young people?



Thank you for listening 😊

Questions?

outreach@warwick.ac.uk