

Session Title:	Delivering and Supporting an Inclusive Residential
Speaker(s):	Claire Edden & Alex Tansell
Chair:	Ashleigh Hope
Reporter:	Suzanne Ewing

Speaker/Institution Bio/Information:	<p>Claire Edden Alex Tansell</p> <p>Both work in the WP team at Warwick University</p>
Overview/Aim of session:	<ul style="list-style-type: none"> • The changing landscape of creating residential events. • Defining what inclusion means, as how this has changed over the past few years. • Looking at the challenges of creating and developing residential for Pre- and- post- 61 year olds.
Workshop Content	<p>This workshop explained some of the new nuances around delivering a diverse and inclusive residential for today's students.</p> <p>Some of the main aims are to:</p> <ul style="list-style-type: none"> • Always have aspirations raising content – this could be developed to support the school curriculum. • Allow an opportunity for Student Ambassadors to gain experience. • Allow students downtime and autonomy in participating in activities. • Be realistic with participants with ASN – can they take part in all activities, if not, what else can you offer. • Allow for time-out spaces and extra staff to help manage the areas. <p>Some of the main challenges found were the student's ability to cope during a residential stay as most of them had the following in common:</p> <ul style="list-style-type: none"> • They had never been away from home, or on a school trip due to the Pandemic • Due to the varying degrees of autism most of

	<p>the residents suffered from some severe mental health issues.</p> <ul style="list-style-type: none"> • Having spent the last few years 'online' most of the residents had missed out on vital support and information around 'networking' and 'making friends'. • Parents/ Carers were reluctant for their children to be away from home. • There were some cases where the residents had gone through a gender identity change – this was made more complicated when the staff delivering the program realised that this had not been explained to parents. <p>This complicates residential as emails and consent are required. Also for any celebrations where parents/ Carers are invited, as it requires two name tags, this could cause further anxiety and confusion over gender identity for the individual.</p> <ul style="list-style-type: none"> • Increased health and safety protocols and risk assessments • Increased awareness and exposure of diversity within risk assessments etc. due to increased mental health issues and gender diversity. • Dealing with room assignment where we now need to consider mixed gender flat shares and gender neutral toilets. <p>Positives from creating a residential are supporting students who are struggling with mental health and/ or gender identity. Residential form a sense of community and help to build confidences, and understanding that the individual is not alone.</p> <p>It allowed some residents who were struggling to approach their parents and have honest conversations with a supportive third party.</p> <p>Increasing information on consent forms and hosting parent/ Carers information evenings, where educating on the topic of diversity and gender identity is discussed.</p> <p>Creating whole team training, where everyone is being give the same information at the same time, and allowing for bonding of the team prior to the event.</p>
Case Studies/Examples:	<p>Claire and Alex have both been involved in delivering residential for some time.</p> <p>Pre-16 residential: Year 8 Boys – 2 night residential Year 10 – mixed gender – 4 night residential (mainly aimed at supporting looked after students) Year 10 – mixed gender and aimed at those who are on</p>

	<p>track to apply for university</p> <p>Post – 16 residentials: Yr 12 – mixed gender – more than 120 participants. Various events including and Easter project and Summer School, as well as others funded by the Sutton Trust. This included a residential hosted in 2022 aimed helping and supporting a group of residents with varying autistic disabilities.</p>
Scenarios/Roundtable discussions:	<p>How do we recruit to summer schools?</p> <ul style="list-style-type: none"> • Use community links as well as schools i.e. Young Carers associations, Asylum seekers associations, community groups and charities that work within your geographical sector as they are always grateful for the extra support and can be more fruitful than just asking schools. <p>Gathered information, and what do we do with it?</p> <ul style="list-style-type: none"> • Warwick staff found that students normally downplay any additional support needs required, therefore try to clarify with parents/ Carers/ teachers. Also any entry criteris should also be cecked with school/ teacher records to make sure we are picking up the students who satisfy WP criteria. Most students do not disclose things like FSM as they are embarrassed.
Questions and Answers:	<p>Evaluating events</p> <ul style="list-style-type: none"> • Try to have an evaluation before residents leave. The effectiveness of the event can only be know if it followed up with some more events. • Managing the success of an isolated event is difficult. Warwick have a snake approach to their programmes, they allow students to ‘hop on and hop off’ allowing for autonomy and independence. This means students get the most out of the programme as they can focus on what they are interested in. • When carrying out an evaluation ask ‘what is the value in it?’ what is the aim of the program and how will we know if it has been successful? Design evaluations around the aim.
Summary - Key takeaways:	<ul style="list-style-type: none"> • Converse and collaborate with Key stake holders, and provide adequate training for all staff and students who are involved in the residential, no matter what capacity they are involved in. • Ensure all training is carried out in time before the residential – allowing for any additional training that might be required due to the changes in

	<p>legislation re: gender identity etc.</p> <ul style="list-style-type: none"> • Remember safeguarding is for everyone – participants, staff, students helpers, etc. Call out unacceptable/ inappropriate behaviour. • Explain expectations of behaviour to all involved in the residential, remember to have everyone involved, read and sign a code of conduct and don't be afraid to refer back to this throughout the residential. • Know the chain of command in case of any sensitive disclosures. If a matter needs to be escalated – who to escalate and when would this need to occur. • Residential events require more staff and more alertness/ awareness of all involved. Make sure you have enough staff to cover and give main staff adequate break/ down time. • Appeal to wider university staff through internal communications and promote the residential and the positive gains for staff. Enhancing skills and abilities, allowing them to work with a different audience, giving them an insight into a different role within the university etc. • Remind staff it is okay not to have all the answers, referring to professionals is always best.
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