

**Stepping Stones
Impact Report
2022 - 23**

Springboard



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Welcome to Springboard Project’s Stepping Stones Impact Report.

Springboard's purpose has always been to enhance the lives of children, young people, and their families, particularly those living with a disability or life-limiting illness. Through Stepping Stones our ambition is to reduce social isolation and break down the barriers to social mobility, ensuring all our customers can thrive. The programme has allowed us to focus on supporting new and existing customers in a new way by developing much needed services for young adults with SEND, by working closer with education and structured learning.

Our purpose remains constant but how we accomplish it has developed. I’m delighted with the achievements from the first year of Stepping Stones. We have proudly witnessed young people growing in confidence, developing skills that enable them to maintain a volunteering role and paid work, as well as a commitment to learn new skills and advance their independence.

The report that follows is an honest account of the achievements and challenges we have faced in delivery the first year of the Stepping Stones Programme. We’re optimistic our services will continue to develop to meet the needs of the families we work with, and we look forward to learning as we continue this journey.

Beth Coley, Springboard CEO

Our Vision, Mission and Values

Our Vision

A world of equality where all disabled children, young people and their families are able to reach their full potential.

Our Mission

- Facilitate and offer advice and support to disabled children, young people and their families.
- Create environments and deliver services that develop identity and build self-esteem.
- Advocate and raise awareness on disability and the barriers associated.
- Enhance the physical and emotional well-being of disabled children, young people and their families.

Our Values

Springboard has five core values which underpin and guide the way we work in all that we do, we are:

Fun

Passionate

Inclusive

Caring

Adaptable

Our Approach

Springboard has four focus areas which set out the impact we are trying to achieve for disabled children, young people and families.

Value and Respect - Our ambition for disabled children, young people and their families is for them to be treated as equals, to be loved and able to flourish.

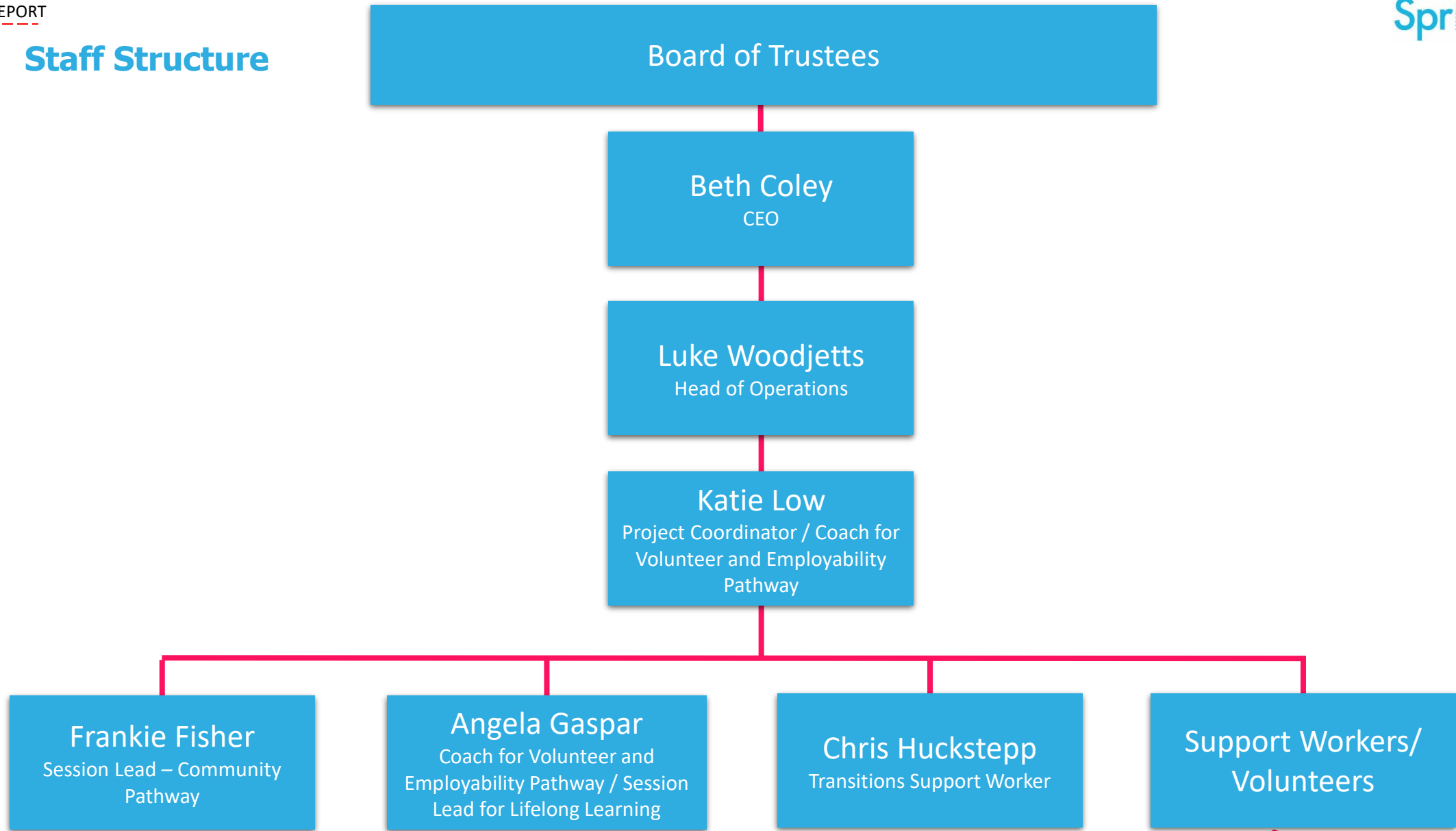
Wellbeing and Relationships - Our ambition is to improve the quality of life and prevent crisis for siblings, parents, carers, and wider family members as well as disabled children and young people.

Aspirations and Potential - Our ambition is to break down the barriers to social mobility and ensure disabled children, young people and their families are able to thrive.

Independence and Inclusion - Our ambition is to reduce social isolation for disabled children, young people and their families.



Staff Structure



Stepping Stones Overview

Community Pathway

A variety of social clubs that help build friendships and reduce social isolation focusing on having fun and building independence and confidence. Sessions operate within the local community and help achieve a sense of belonging by having a positive contribution to the communities they live in and access.



Transition Pathway

A bespoke pathway offering 1:1 support for children, young people and their families at a time when they need it the most. The pathway focuses on transitions within education, social settings, health and care arrangements, as well as family life.

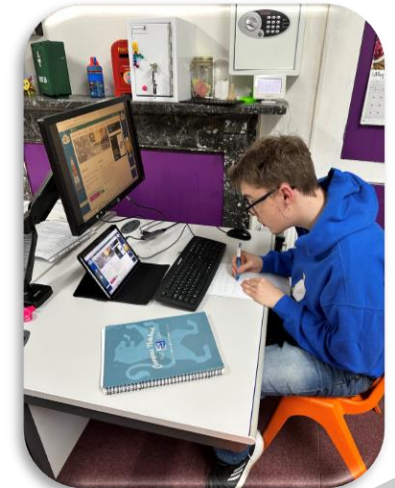
Lifelong Learning Pathway

A series of workshops that enable individuals to learn valuable life skills by practicing in real-life situations and environments such as a home setup (kitchen, living room and bedroom) as well as travel, such as how to get a bus from one location to another. The pathway encourages and supports individuals to do everyday activities by themselves, with a stepping-back model of support helping to reinforce independence.



Volunteering and Employability Pathway

A vocational training and learning program within Springboard, gaining vital experience in areas such as admin, digital, hospitality and service delivery that encourages individuals to have more control over their lives, realise their ambitions, reach their potential and gain work experience. Individuals are supported holistically to develop their identity, skills, CV's and knowledge to assist with them becoming work-ready.



Collaboration

When developing any service, we ensure the customers coproduce the design from the start, ensuring their voices are key. To achieve services that demand the flexibility and innovation young people need, it is vitally important to include them in the process.

Methods used:

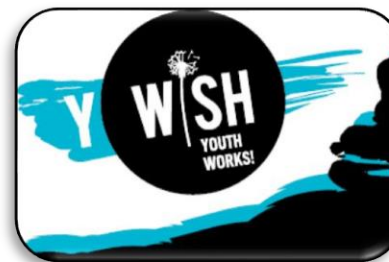
- Programme mapping with individuals
- Planning sessions
- Evaluations
- Attaining feedback
- Working with individuals' goals and aspirations
- Questionnaires

As a result, we are seeing young people who are actively engaged in their learning and development, more productive, achieving their personal goals, and attending services regularly.

"I like that I feel listened to, If there is anything that I am not sure about the people at Springboard help me get to my goal" – HD, a young person

Parents/carers, play an important part in the collaboration of our services also. Not only do they hold vital information about their young person, they also act as their advocate. When meeting young people for the first time we conduct what we call an 'initial visit', where we also invite parents/carers. We ask them what their hopes are for their young person, how we can best support them when accessing our services and if there are any specific limitations due to their disability. We use this information, along with the young person's views to create personal care and development plans to inform our planning.

Furthermore, we are looking for the skills gained by attending our services to transcend, so by providing feedback at the end of sessions to parents/carers we can collaboratively work to embed these skills across the young persons' lives holistically.



Naturally services end, whether that be where the support offered is no longer needed, an age threshold is met, or a program finishes. In many of these cases, disabled young people services cease without further provision. This is why collaboration within the community is essential, and a pivotal part of our Stepping Stone program.

We have made connections with alternative providers within the young people's community in order to transition across pathways. One of the biggest successes is within our Volunteer and Employability pathway. We have worked closely with local providers of employability skills programmes to provide free-flowing transitions between services.

In practice, this is shown through our initial assessment of each young person to measure their current knowledge and skills base, most of our current assessments have led to them joining our program. However, we have from this point supported the transition to alternative programs with the Aldingbourne Trust. This allows us to refer young people to when they finish at Springboard and vice-versa when a more one-to-one approach is needed to build their confidence and self-esteem.

We have also worked with local independent shops to provide employment opportunities for our graduates. So far, we have supported young people through interviews, first shifts, as well as, supporting the company to make these employment opportunities successful.

Community Pathway

The desire for young people with a disability to socialise, make friends and feel a part of their community is crucial to ensure they can live fulfilling and aspirational lives, comparable to their non-disabled peers.

Currently, this is not the case and children and young people with a disability are more likely to be bullied than those without a learning disability.

Our social clubs for disabled young people help ensure they receive support so they can access a similar standard of living to those without disabilities.

Each of these clubs are supported by a team of Support Workers and volunteers, whose role it is to support the young people in accessing the activities that are on offer.

It is our hope that by attending our sessions the children will begin to form friendships, develop their independence, improve their mental health and have fun.

This pathway is split into 3 social clubs:

Worthing 6-11 years

Provides support for disabled children to build friendships and access the community in safe and relaxed environments.

Worthing 12-18 years

Further develops and supports disabled young people's confidence, social interactions and independence.

West Sussex 18 – 30 years

provides support for disabled adults to develop and cement friendships whilst integrating into their local community, with a focus on life skills.



Value of the service

Our young people have told us that they love attending sessions with us as they have had the opportunity to try new things, begin to make friends and that they have the best time.

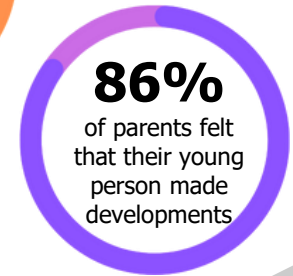
"I join in everything I can even if I'm not sure I'll like it and then I always do"- young person



Parent / Carers Comments

"My child has grown so much since accessing your services, you were a lifeline when we needed you most."

"Very positive experience had by both my boys, and we were made to feel welcome and reassured that my boys would be well cared for. Looking forward to being able to access further sessions in the future."



Community Pathway Case Study

Background information

We have a young boy, aged 9 years, who accesses our Community provision in Worthing 6-12 years group. He is non-verbal and has been diagnosed with Autism, Learning Difficulties, Chromosome deletion and Sensory processing disorder. He lives at home with his Mum and siblings. During his initial visit, Mum told us about her struggles at home to manage his behaviours as well as look after his other siblings. Mum discussed how she would like for us to try and offer advice surrounding his behaviour and also increase his social interactions due to him not having any friends in school or outside of school.

Area of Development

After the initial visit with Mum, we decided to focus on understanding his challenging behaviour and what he was trying to communicate by this, with a secondary aim of building rapport with some of the other members of the group.

Support Strategy

I assigned this young boy as a 1:1 to a strong, existing Support Worker so that I could watch his interactions and devise assessments to work out why he would become dysregulated. After a session or two of observing, I then assigned myself to him to further assess his behaviors', responses and any antecedents. After putting in proactive strategies to decrease the incidents, such as ensuring all hair is tied back/ personal space is adhered to, I noticed that there was a correlation between any transition and subsequent behaviour. A 'transition' resource was then made to present to the young boy before any transition would occur. For example, on arrival, I would sit with the young boy for a few minutes when he arrived (rather than walk him straight down to the hall) to allow him to settle into the new environment. I then presented him with his board which had pictures of all the rooms he could access.



The boy identified which room he wanted to walk to, after another minute of processing time we would then walk to the room together. There was always lots of positive reinforcement for all steps in this process that were completed without challenging behaviours.

Outcome / Progress

We have noticed that since putting in all the combination of proactive strategies the incidents are happening far less, and the boy is able to arrive and leave the community sessions without challenging behaviour. This is a major success for everyone involved as the young boy is having less distress, peers are tolerating being in proximity which increases his social interactions, and his family can now use these resources when taking him out into the community.

Future Development

Now that the immediate concern of challenging behaviour is being managed, we will begin increasing social interactions with his peers on our sessions.

Community Pathway Summary

This pathway is designed for disabled children and young people to feel more connected to their community, develop their social interactions, make friends and reduce social isolation. Many of those attending the sessions struggle to interact with each other and would rather seek the company of a volunteer/staff member or prefer to be on their own.

We have continued to listen to feedback about interesting activities and we find this is key to supporting young people in the first stages of social communication. By co-producing sessions with the young people, based on their interests, they are arriving in a relaxed manner. Many of the young people have common interests and because of this we find the social communication between the children flows easier as they already have passion and knowledge about the session theme, they are taking part in. Building the key foundations for their social communication skills, leading to the creation of friendships.

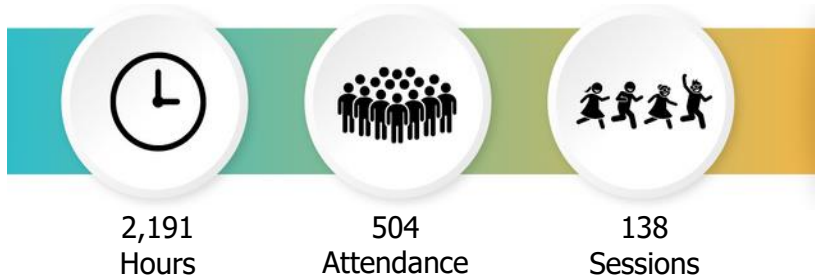
Over the course of the year, we have seen the number of young people accessing the pathway increase, with them choosing to access it regularly.

In the results of a questionnaire (appendix 1), the young people and their families agree how accessing this pathway, progress has been made across the intended outcomes.

"they are able to meet peers and feel comfortable of a similar age and make buddies" - Parent

"I've made several friends since starting" – young person

"I don't go out outside of the springboard seasons - young person



One difficulty faced has been recruitment, which is seen across the social care sector, concurrent with an increased demand for services. By identifying the specific roles, in this case Support Workers, we have been able to work closely with our wider internal team to create a targeted approach. This is something that we intend to continue over the coming year, evolving this further by specifically focusing on local colleges, universities and SEND schools. This in turn will enable us to increase our ability to meet the growing need.

When analysing the questionnaire data, we can see that 'disagree' was selected on a small number of occasions. 13% of families disagreed their young person felt more connected to facilities in their community.

One family commented, *"he hasn't really been out in the community with them recently."*

Overall, 83% of families agreed with this statement, this is something that we would like to explore further with the young people and their families. We aim to facilitate additional forums to discuss what aspirations for this outcome they have and how best to embed this within the programmes.

Volunteering and Employability Pathway

The Volunteering and Employability Pathway aims to give disabled young people and young adults the opportunity to gain work experience in several areas of our charity, equipping them with the skills to build their CVs, their confidence in work environments and become work-ready.

This pathway is divided into key areas, that enable individuals to experience a variety of work environments and functions. These varied work streams, combined with our core service delivery, enable the organisation to have several different areas of work opportunities and development for individuals.

For many young people with a disability, particularly a learning disability, schemes such as work aid are too far a step ahead. By supporting disabled young people outside of these schemes, we can embed and develop the key skills needed to prepare them to apply for an apprenticeship or a workability scheme.

This pathway uses peer support to encourage individuals to be as independent as possible. Bespoke programmes are developed with each person, allowing for their specific needs.

It is our hope that this holistic, tailored support means that individuals are better equipped to apply for future volunteering, employment or training opportunities.



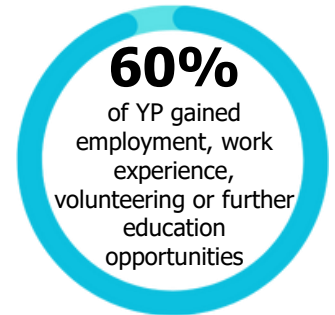
Value of the service

Quotes from young people:

"I learnt about digital marketing which is very interesting"

"This course helped me a lot and made me feel more confident"

"I now have a part-time job"

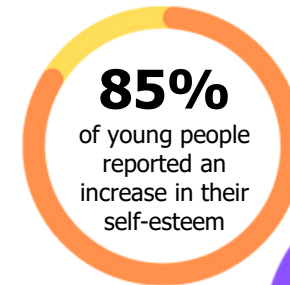


Parent / Carers Comments

"Found that Katie went beyond all expectations with her support to L and it has been gratefully received. I would want L to attend more courses."

"They are now actively seeking volunteering opportunities with charity shops"

"They now have the confidence to join further courses"



Case Study

Background information

We were approached by a young adult’s Mum who told us that he has finished college with some qualifications but struggles with the social aspect of working. He had missed out on his work experience time at college due to COVID-19 and being unable to access opportunities. Mum let us know that he wanted to work but just didn’t have the confidence or experience to pursue this himself. The young adult has Autism and is an only child at home with Mum. They have moved here from South Africa, so Mum wasn’t too familiar with the support provision in Horsham and surrounding areas.

Area of Development

The young adult identified that he wanted to work in his local village shop, but he wasn’t sure what he would need in order to do this. In his first session, we broke down all the key skills that would be important to know for working in a shop then devised a 6-week plan incorporating all of these skills. The main areas we focused on were customer service (communication) and stock checks (record keeping).

Support Strategy

Throughout the weeks we ensured that with each activity/ job we were asking the young adult to do in the centre, each had a reason behind it. For example, we asked him to make a PowerPoint on what is bad/ good customer service for the beginning of his session, following this we asked him to work on reception to see if he could practice what he had learnt whilst making the PowerPoint. Initially, he struggled with identifying his own communication style so to support with this we asked him if we could video him serving a customer badly then well. We then sat together to watch and spoke about the differences we could spot.



Initial Self-Assessment										
	1	2	3	4	5	6	7	8	9	10
Knowledge of Careers				X						
Identify own strengths					X					
Communication Skills					X					
Importance of Customer Service						X				
Rights and Responsibilities			X							
Money Management				X						
Team Working		X								
Planning and Preparing for Meetings		X								
What to wear		X								

Final Self-Assessment										
	1	2	3	4	5	6	7	8	9	10
Knowledge of Careers									X	
Identify own strengths								X		
Communication Skills									X	
Importance of Customer Service								X		
Rights and Responsibilities									X	
Money Management								X		
Team Working							X			
Planning and Preparing for Meetings									X	
What to wear										X

Outcome / Progress

We saw a significant level of progress from this young adult whilst he was with us. Initially, he would not be able to speak to other staff members who were in the centre and found eye contact very difficult. As his confidence grew throughout the weeks, we noticed that he was speaking to all the different members of staff here and was able to hold eye contact and smile during conversations.

Additionally, Mum emailed to tell us that he was going out of the house a lot more and was more motivated to find friends. After we went through some interview preparation, I went to his interview with him to offer support to both him and the manager of the shop. The young adult was fantastic during his interview, and I saw him use techniques that we had spoken about (shaking his hand, thinking of one question to ask) he now works (paid) in this shop across the road from his house a few times a week

Volunteering and Employability Pathway Summary

This pathway focuses on increasing young people's self-esteem and aspirations, as well as, gaining accreditations and supporting opportunities for volunteering and employment.

The service has been popular from its inception. Not only have we been able to support individuals directly, but also supported local SEND schools/colleges, as they do not normally offer these types of opportunities to their students.

We have seen 100% of young people attending this pathway increase their confidence in the workplace by between 4 and 6 points, on a scale of 0-10, from their initial self-assessment to their final (appendix 2). With 60% of these graduates obtaining either employment, volunteering/work experience opportunities or further education.

"Before attending Springboard I did not feel confident enough to apply for jobs, or that I would even have a job. After working with Katie and the team, I felt ready to apply for a job in the shop close to my home. With their support on interview techniques, my CV and how to give good customer service, I now work part-time in the shop" - young person

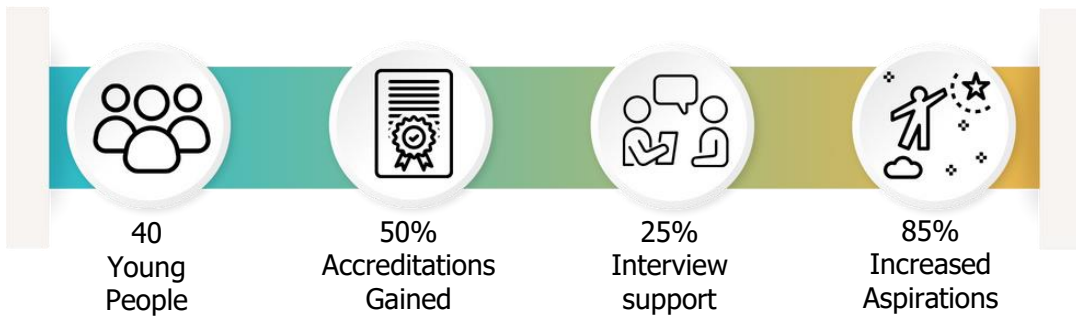
While some of the young people gain accreditation through schemes like ASDAN, it was apparent that this was a step too far for some. In these cases, more emphasis was placed on supporting the development of their self-esteem, confidence and routine, and in some cases, online CPD courses were completed in areas such as health and safety, customer service, and food safety level 1.



One of the challenges encountered in the initial stages was the time needed for each young person to obtain their goal. While piloting the service with the first cohort of young people it became apparent that our approach would need to be more flexible than we had originally thought. Sessions would need to increase the repetition of knowledge and understanding focused on previously to cement learning and take steps to achieve their goal.

In addition to this, we learnt introducing check-in sessions with the young people after they graduated from the service would be highly beneficial. These post-service check-in sessions have allowed us to further understand the impact the service has had outside of our support. These visits have shown that the young people have become more confident, have retained and are actively using knowledge learnt with us, with the added benefit of the young people being so happy to tell members of the team how well they are doing, showing them their responsibility and all the new things, they have been learning, whether that be from their voluntary opportunity, their place of work or their next learning experience.

As a result of this, and to ensure the service produces a quality and meaningful impact, we have needed to reduce the number of young people originally stated within our original proposal to accommodate. Moving forward we aim to support 38-46 young people a year through this service to ensure outcomes remain of a high standard.



Transitions and Family Support Pathway

Our transition and family support pathway is a bespoke service, offering 1:1 support to young people and family members to support them through periods of transition such as changing school, moving into adult services, changes in family circumstances or changes in the environment they normally engage with.

Transitions in the lives of those with a disability or those caring for someone with a disability has been a challenging aspect for many years. Transition is a term used in many different scenarios and it can often be confusing for parent carers and their child/young person.

This pathway enables the young person or family the opportunity to gain extra support in a way they feel comfortable with, holistically supporting them through transition periods within their lives. By using a flexible approach with each individual or family, we can provide 1:1 support in several forms, from needing extra support through these tough transitions.

This support helps address issues early on and reduces families with a disabled child reaching crisis point. In addition, it will help reduce social isolation, enable people to feel better connected and valued by one another as well as help people reach their potential.

Where we identify that specialist support may be needed, we have made referrals and signposted to other organisations, to ensure holistic support is provided.



1st	2nd	3rd	4th	5th
Get dressed up	Knock on a door	Say 'Trick or Treat'	Take a sweet	Walk away



Value of the service

Quotes from young people:

"I love coming to Springboard"

"I feel less anxious after my time with Springboard and have managed to go back to school full time"



Parent / Carers comments

"This service has been a lifesaver for my children, both have been out of education due to anxiety and their additional needs. After attending this service one of them is now accessing school full-time and my daughter is now beginning to transition back into education"



Case Study

Background information

We were approached by a parent who had two children with SEND and were school refusers for different reasons. Both have a diagnosis of ADHD, the son is also diagnosed with ASD but the daughter refused to be tested. They hadn't been back to school since COVID-19 caused schools to close in 2020.

The daughter started with us at 14 years old, she was adamant that she didn't want to go back to school or do any schoolwork at home/ elsewhere. She was engaging in a lot of anti-social behaviours which included fighting in the streets, shoplifting and frequently running away from home. In addition to this, she struggles with severe mental health issues and her mum made us aware that she self-harms and has tried to take her life. Mum was at a crisis point with two children at home, refusing to leave the house and their mental well-being deteriorating.

Area of Development

Initially, their mum wanted us to work on reducing anxiety and improving self-image for her daughter. Each week, when they first started, they would arrive late or not at all due to her daughter spending hours on her make-up and getting ready in the morning. Her confidence was extremely low, and this was causing her to be involved in at-risk behaviours.

Support Strategy

Throughout the weeks we worked on many different areas with her, starting with positive self-image and what it means to be 'kind' to others.

After a few weeks of this, we included some interventions to help with mental well-being and invited her to volunteer on some of our family fun days, where she ran arts and crafts tables. Once we saw improvements in this area, we adapted her sessions to include some Math work to try and reintroduce education with her in a relaxed and safe setting. Each week we would offer an hour of social intervention working on positive relationships, being kind and making good choices. We would then do an hour of educational interventions.

Outcome / Progress

The progress we have seen with this young person has been incredible. She is now able to identify behaviours that could be considered anti-social behaviour, and the effect these can have on those around her. As a result of this, she has completely changed her friendship group and now has a positive and supportive group of friends, whom she socialises with on a regular basis.

We have seen such an improvement in her confidence and self-image. She is now able to arrive on time for sessions, as much less time is spent applying makeup and is excited to be attending sessions.

One of the biggest progress we have seen is that the young person has begun to re-engage in education and now has a home tutor supporting her while an appropriate school placement is found.

Additionally, she is on the waiting list to be assessed for ASD. She has also just celebrated a year of being self-harm-free.

Transitions and Family Support Pathway Summary

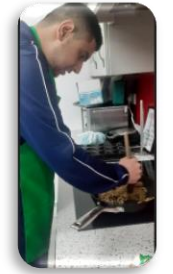
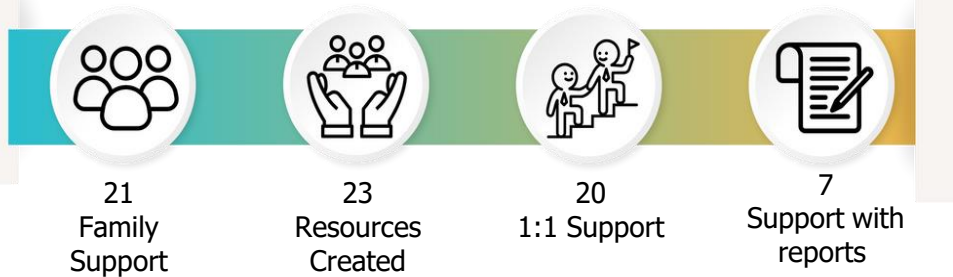
The transitions and family support pathway aims to address current concerns of social isolation and the declining physical and emotional health of young people with SEND.

A service such as this, with the flexibility to support young people and their families in a way that is holistically developed with our team, made it difficult to pre-empt the techniques, programmes or methods to foster. This is why it has been important for the team to expand their knowledge and understanding continually. To achieve this our Transition and Family Support Worker has attended training, researched and contacted additional professionals in areas such as loss, grief, mental health and supporting confidence and resilience.

Providing 1:1 support at our centre has provided young people the opportunity to work with our team to begin to understand their emotions, identify them and work on techniques to regulate them. It has provided time and space away from home where family members are experiencing the emotions of end-of-life care and provided much-needed structure to those who are currently out of education.

The team have also provided families with support in the way of personalised resources, ranging from social stories to support families in addressing behaviour issues, now and next packs to aid in the development of routines and reward systems.

Additionally, the team have supported families by writing observational reports to help with the process of diagnoses, to demonstrate the need for specialist SEND education placements, and to aid in personal budget reviews.



We are able to assess the quality of these outcomes through comments such as:

- *"L has had major improvements in her attitude"*
- *"E is less aggressive to his sister; he is much more regulated during the day"*
- *"speaks more confidently and positively about themself"*
- *"less suicidal ideation as they feel they belong"*

With the addition of 100% of families marking either agree or strongly agree to statements such as attending sessions has improved my child's resilience, anxiety, mental well-being and others as outlined in appendix 3 from our recent questionnaire.

One of the main concerns that we have faced with this pathway is the overwhelming demand for support. We are currently operating a waiting list for families, to provide an approximate timeframe for when we can provide support. As this service is bespoke to the family's needs, it can be difficult to assess the length of time support is needed, especially when supporting children through grief.

Due to demand outweighing capacity, we are currently in the process of applying for extra funds with additional trusts and foundations to complement the work being carried out under this pathway. It is our hope that this will help increase capacity and support families who are in crisis, are going through challenging times and support these young people with these life transitions.

Lifelong Learning Pathway

The lifelong learning pathway sets out to build independence, confidence and life skills in 14 to 30-year-olds. Sessions are designed to provide individuals with the support and knowledge to help them with independent living, washing, cooking, money handling and travelling.

At the beginning of each course block, we work alongside those attending, mapping topics they wish to cover and focus on, ensuring that coproduction is at the heart of each session and individuals learn life skills that they want to build upon. These will range from household chores like changing the bed, putting a load of washing on, drying washing, tidying rooms and planning, buying and cooking a meal as well as how to get a bus to a destination.

Session topics and activities will then be repeated each week so that it reinforces learning and knowledge becomes cemented within individuals.

Individuals will have bespoke support from the team to create individual lifelong learning plans to help guide them through the pathway and develop the skills, knowledge and understanding they wish, relevant to their circumstances and disability.

Session staff will then step back the level of support they offer, whilst still being around for help and assistance so individuals can become as independent as possible and confident with the new life skills they have learnt.



Value of the service

The Young People have said how proud they feel being able to accomplish tasks independently and can't wait to tell us that they can now do it at home as well.

"I can now make sure that I am storing things in my fridge properly, to stop cross-contamination"

100%
of young people have transferred their skills to tasks at home

Parent / Carers

"It has been great to see L using his skills at home, he has been so helpful around the house especially helping with the washing"

"N has taken a real interest in helping with chopping vegetables for dinner at home, he has even been teaching me which chopping boards I should be using"

93%
of young people felt an increase in their confidence to carry out tasks

93%
of young people felt that attending sessions has had a positive impact on their independence

Case Study

Background information

J started with us on our Lifelong Learning sessions, he has a diagnosis of Autism and Learning Difficulties. He was very shy when he first started with us, he wouldn't often speak and if he did it would be in response to staff questions and not with his peers. He was also just about to start college when he began accessing this service and would focus his communication around how anxious he was about it. We noticed also that he would not answer questions in a group setting and was unsure about a large portion of the topic taught.

Area of Development

While the main focus of the programme was developing the group's understanding of Healthy Eating and Hygiene in the Kitchen to prepare them for independent living, it was apparent that in order for him to fully participate, we would also need to support the development of his confidence and social communication skills.

Support Strategy

J's support plan was for a member of the team to work closely with him on sessions, provide positive reinforcement, break down each task into smaller steps and encourage him to problem-solve the answers, without providing too much support. This method allows for a deeper understanding to develop, and the retention of knowledge, rather than just telling him the answers.

To support the development of J's social communication, we provided opportunities during break times for the young people to chat, with members of the team looping J into the conversations that were happening, enabling him to begin to build rapport with peers.



Additionally, the team worked on finding topics of conversation that interested many of the young people on the course so that they could discuss them amongst themselves.

It would find that they were all big fans of Minecraft, Roadblocks and going to the gym so they were able to talk about these things together.

Outcome / Progress

We have seen a significant increase in confidence from J since he first started with us. He is now able to make his way from the car and into the centre independently and will initiate conversations with the other young people before the session begins.

J is more confident with answering questions when given the time to process it and formulate his response.

His knowledge has really improved, and we are finding that he is able to remember content from the week before, demonstrating that he has been able to understand and retain this. He has also discussed his college placement with us and is using our sessions as a place to openly talk about his worries there and also his achievements.

Lifelong Learning Pathway Summary

The outcomes for our Lifelong Learning pathway are to increase independence, and confidence, in addition to teaching and developing the life skills of young people with SEND.

This programme has continued to be popular with young people and their families, the feedback that we have received is that other than within parts of their education, there are not many opportunities for the development of life skills, such as learning to use the washing machine, the importance of food safety or community travel training.

One of the most popular themes delivered was food safety. The young people developed their understanding of the safe preparation and storage of food, as well as, health and safety in the kitchen.

"J was so excited about learning about how to put things in the fridge the right way, that he came home and has reorganised ours. If anyone puts things on the wrong shelf, he is able to tell us why it's wrong" – Parent / Carer

"M has grown in confidence; she has begun helping at home chopping the vegetables and salads for dinner, and not on the wooden chopping board as I get told." – Parent / Carer

In a questionnaire completed by the young people who have attended this pathway, 100% of them agreed or strongly agreed that their confidence has improved, they have made new friends, they have learnt new skills that they are continuing to use at home and feel more independent (appendix 4).



When conducting our initial programme for his pathway it became apparent that the induction process, especially the assessment process to determine suitability for the programme, needed further thought and development. While all those who attended the pilot grew from the experience, many would need continual support from a 1:1 to ensure they remain safe. A change to our promotion to outline the service is aimed at those young people with SEND who have the capacity to transition into assisted living or who have the capability to live independently developed initially.

This led to the evolution of our induction process by introducing a skills assessment of each young person to demonstrate their aptitude to fully engage with the programme, as well as, where needed, introducing initial visits to allow the young person and their family to discuss the programme with a member of the team to ascertain if we can provide the experience that they are searching for.

As with most programmes, taking the premiss from paper to delivery can highlight some areas that need refining. Each programme has needed to develop along the way to meet the needs of the group. In some cases, we have needed to add an extra theme as the young people needed less repetition and worked their way through quicker than expected, and in others, the end goal has needed to be simplified and more time taken to break down the programme further to aid the progress in their understanding. The team have learnt to be more agile with the programmes and allow them to be led by each group of young people, providing outcomes that are achievable.

Social Impact

Employment and Volunteering

Promoting local skills and Employment

10 people from West Sussex are employed by the Stepping Stones Project.

Approximately 120 hours of employment and 30 hours of volunteering are provided per week.



Springboard's



Community Support

Working with the local community

Working with local employees we have been able to support and develop their understanding of SEND and the impact they can offer to young people in their community

Individuals supported

Improved skills of SEND young people

33- 45 young people supported each week through person centred services

Increasing opportunities for SEND young people to access service, like their neurotypical peers



Stepping Stones



Family Support

Improving family wellbeing

By supporting families on the verge of crisis, we are able to allow time to rest and recuperate, reducing GP visits, and providing vital early intervention work.

Next Steps

We have used this first year as our pilot, a chance to take the project from the written page to living and breathing services. Within this first year, we have learned so much from developing assessments to creating new themed programs to the need to be more agile when delivering services.

We have also had the pleasure of observing the tremendous progress made across each pathway, from young people gaining employment to increased confidence and self-esteem to young people building friendships for the first time that transcend our services.

Through discussions with everyone involved with the project, young people and families included, we have devised our next steps for the coming year:

- **To continue to recruit support workers for our Worthing community sessions, to enable us to increase the number of families we can support**
- **To work with families to unpack how we can further support their young people feeling connected with their communities**
- **To continue to develop the check-in visits with graduates from our Volunteer and Employability pathway**
- **To widen our network of employers within the local community, to offer additional work experience, volunteer hours and part-time employment**
- **To work creatively to increase the capacity within our Transitions and Family Support pathway, in an attempt to meet the growing demand**



While we will take all of this learning and success into our second year, we must also be mindful of what the year will bring. We will remain aware of the ever-developing economic issues and how they could affect services, and ensure steps are taken to safeguard and sustain the quality of outcomes we are witnessing, not only for the length of the contract but planning for the longevity of them too.

We would like to thank The National Lottery Community Fund, our staff, volunteers and the young people and their families for getting involved in the surveys that underpin this report, sharing their stories and trusting us to be part of their journey.

To witness the incredible achievements made in our first year of the project has surpassed all of our expectations and we can't wait to see what the coming year has to offer.



Thank You



The logo features the word "Springboard" in a blue, sans-serif font. The letter "i" is replaced by a vertical spring icon consisting of a series of stacked, curved lines. The background is white with a large, abstract blue shape at the top, and red and grey geometric shapes at the bottom corners.

Springboard