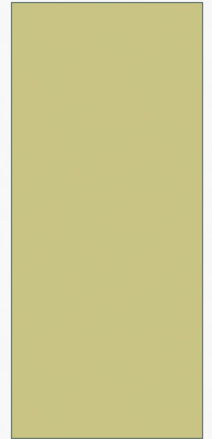




**CHANGING MINDS FOR INCLUSION
THROUGH KNOWLEDGE AND CHILD-
CENTRED MULTI – PROFESSIONAL
WORKING**

DR SUE SOAN



FOR ALL CHILDREN TO ACHIEVE IN EDUCATION

Recommendations:

- **Learning together** – regular and high quality opportunities to learn together
- **Working together** – learning to work together should commence during initial training and continue throughout professional lives
- **Child – centred working** – there needs to be a system that is child- centred to facilitate learning and working together, and explores individual children's needs, rather than meeting the requirements of a particular job / role / statutory assessment.

(Soan, S. (2013) PhD An exploration, through a small number of case studies, of the education provision for Looked After Children (LAC) who have experienced early life abuse or neglect, unpublished)

INCLUSIVE PRINCIPLES AND PRACTICES THREADED THROUGHOUT..

Findings led to the creation of a multi – professional shared practice group at CCCU (March 2014)

Aim: To develop an transdisciplinary community of learning, teaching and research

- To provide training professionals with regular, on-going trans- disciplinary learning experiences
- Trans-disciplinary assessments
- Practice –based experience across disciplines

THE PROJECT

1. A Virtual Approach – connecting all

- i) ‘A day in the life of.....’
- ii) A Case Study Scenario.....
- iii) A Serious Case Study Review

2. Staff engagement

- i) Visits and reflections
- ii) Show and Tell

CASE STUDY SCENARIO

Scenario

- *“A 30 year old woman is brought to A&E by paramedics on a Friday evening with hand fractures and an associated laceration, facial injuries and abdominal pain following a suspected domestic violence incident. Her facial injuries will require surgery and she is expected to remain in hospital for approximately three days. Upon admission a routine pregnancy test is positive. The woman lives at home with her partner and 4 children; two pre-school children arrive in the ambulance with her and she informs medical professionals that two school – aged children are at home with her partner. She has no other family or friends who could help with the children. “*

RESEARCH – INFLUENCING THINKING AND DELIVERY OF PROGRAMMES

- i. Staff Reflections**
- ii. Student evaluations – and impact
on practice**

Early stages suggest

STAFF FEEDBACK

“I had no idea what SENCO stood for! An example of profession specific language/abbreviations.”

“They did engage & some good discussion was generated, especially in their individual groups when I interacted with them to help develop their thinking.” (July 2015)

VISITS.....

“.....was surprised by the similarities in health and education – you think you are a ‘breed on your won’ but the same issues are encountered – deprivation, physical and mental health issues and the need for multi – professional working.

There is a sense of putting a Band Aid on it – what is simmering underneath. Children don’t ask for help so we assume they are ok. Should we be asking whether it is okay?.”

STUDENT FEEDBACK

- **What did you learn from this activity?**
 - What other professions do
 - Holistic care- social and medical for every patient
 - Importance of sharing info with other services
 - Learnt that domestic violence is serious and things such as confidentiality, emotional factors and pt themselves can be barriers to treating the incident
 - Any domestic violence can give children a psychological disturbance so if it is done in their presence so domestic violence should be avoided
 - I have learnt role of each profession in protecting vulnerable and the importance of communication
 - Safeguarding is not a straightforward thing to deal with as depends on many variables
 - Other ways in which different professions look at scenarios and how different they react
 - Importance of team working; communication; participation; recognises each team members role.

AND MORE....

- Collaborative working
- I think it will be useful for my future practice
- It is not enough to simply know a relevant extension number, you must know how they will help you
- Other professions roles and responsibilities
- I learnt effective communication is valuable in collaborative working with multi-professionals in providing safeguarding vulnerable people.
- That HCG in urine can indicate prostate cancer!
- Key concerns questions, multi-disciplinary approach, barriers for care, persons/professions who need to be contacted
- It is not always simple and highlights importance of reporting, documenting and liaising with other professionals.
- Working with the multi-disciplinary team/ importance of knowledge of what my duties could entail.

[illegible]

NEXT STEPS

- **Research**
- **More Opportunities for students and staff**
- **Validation documents and programmes**
- **Assessments**
- **Practice**