

Connected Belonging in Practice

How Connected Belonging was used:

- To strengthen secure outcomes by connecting young people to support networks beyond the Advocate (Trusted Adult)
- Connected Belonging was embedded in the programme's support model and progression evaluation scale
- Partner organisation staff (Advocates and Tutors) were trained in Connected Belonging
- A bespoke Connected Belonging survey was developed to compare young people's, advocates and tutor's views of the impact of support on engagement in EET.

Individual identity

Advocate and Tutor get to know the young person and support them to get to know their own strengths and needs; help them identify/try things they enjoy doing; build self-esteem, self-concept, self-awareness; understand and proactively address barriers to engagement and belonging.

Peer Identity

Creating safe, manageable opportunities to connect with peers; slowly growing the number of young people they feel comfortable being round;

School/Work Identity

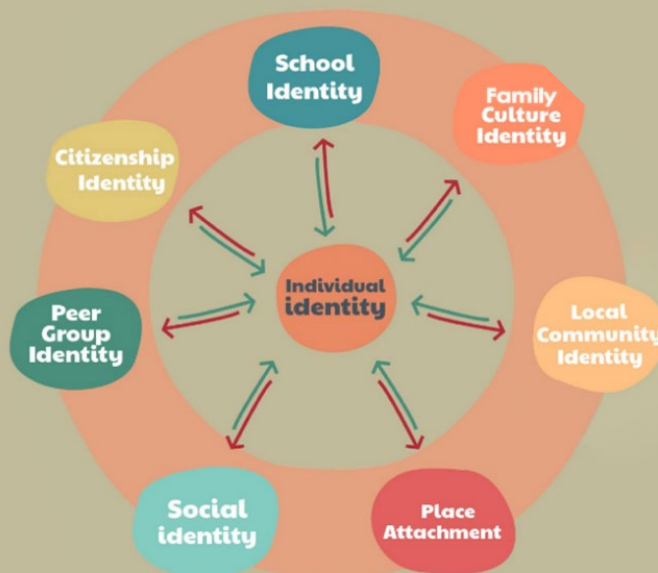
Unpicking negative educational experiences arising from unmet learning needs or not feeling accepted in school; identifying or creating academic, practical or work-related learning opportunities to develop their sense of being someone who can learn new things and succeed.

Social Inclusion Identity

Creating opportunities to connect with other facing similar challenges; proactively supporting accommodation of needs in provisions or placements; mentoring and considering how past experiences may have impacted their sense of self and their future.

Local Community Identity

Supporting them to leave home with an Advocate to go to new places, organisations and businesses nearby e.g. walks in the local area; visiting cafes, shops or local organisations; travel support, training and confidence.



Connected Belonging Model

Local Authority

Organisation:

Somerset Council, Imagine the Possibilities, Pre-Supported Internship Programme (2 Years)

Cohort:

17- 21-year-olds who: are NEET; have SEND; lack progression options; need extra support to be ready to engage with learning or work.



Impact

- The programme had a 94% retention rate
- The bespoke survey flagged that support for Individual Identity was a key factor in the programme's positive impact on engagement in EET.
- Surveys flagged support for Peer Group Identity, School or Work Identity, Social Inclusion Identity and Local Community Identity as positively impacting young people's Individual Identity, engagement and progression.
- Very strong progression at programme midpoint. 70% of young people made 3 out of 7 progression steps. Almost half (48%) had made 4 out of 7 progression steps. Almost a quarter (24%) had made 6 out of 7 progression steps
- Connected Belonging supported a holistic view of the young person and facilitated consistency and collaboration across project partner organisations.

Next steps



- Explore how this model could be used preventatively, while young people are still within statutory education.
- Cascade learning to schools.
- Explore how support could be made available regardless of EHCP status