

Time to Talk Next Steps

Evaluation Report

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contact For families with disabled children





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Executive Summary

Time to Talk Next Steps (TtTNS) has been a three-year (2021 – 2024) rights-based support programme for young people with additional needs aged 16 – 25 in England. The programme was delivered in partnership by [NDTi](#) and [Contact](#), and funded by The National Lottery Community Fund.

It offered short-term, online, one-to-one support sessions to young people (aged 16 – 25) with additional needs to build confidence and focus on goals. Young people did not require a diagnosis or 'label' to receive support from the programme. They could request support for themselves or have someone request it for them. Support was delivered by trained and experienced supporters employed by NDTi.

In addition to the online, one-to-one support, the programme also offered young people the opportunity to join a Peer Support Group to meet with and learn from other young people, as well as being part of a 'Training Squad' which codesigned and delivered training to professionals who work with children and young people with additional needs in England.

Partnership work with Contact provided advice, support, and information to the families of young people with additional support needs about preparation for adulthood and managing transition.

Programme Aims

The aims of TtTNS evolved during the three years to reflect the changing nature of the programme, but remained focused on:

- building confidence,
- reducing anxiety,
- supporting young people to recognise their own strengths,
- ensuring young people and their families know their rights,
- equipping professionals with the knowledge, tools, and techniques to support young people in a person-centered way,
- empowering young people to become involved and contribute to programme design including planning, training delivery, resource development and Peer Support Groups.

What did we find out?

Data from across the three years of TtTNS suggests the programme had an overwhelmingly positive impact on the young people who received support. Learning captured during the evaluation highlights that receiving one-to-one support and engaging with the social and training activities provided by the programme offered the following benefits:



It was evident that **young people** participating went on to achieve things they could never have dreamed of before requesting support from the programme. These included being able to speak to their parents/families about their wishes, having a group of people their own age they feel comfortable socialising with, and having paid employment opportunities both within TtTNS and more broadly.

The programme also had a positive impact on **the parents/carers** who received support either from NDTi, Contact or both. Many reported feeling better informed and less alone as a result of the support they received, which made them feel more confident and able to face challenges. Many parents/carers also found the support increased the aspirations that they had for the young person in their family.

Finally, **the professionals** who engaged with TtTNS, either by requesting support for a young person or attending training delivered by the Training Squad, reported feeling more confident and better equipped to support young people with additional needs in a person-centred way and had higher aspirations for their

futures than they had previously. There was also some indirect evidence that professionals were reminded of young people's rights from their engagement with the programme and pledged to ensure they were embedded more prominently in their places of work.

Recommendations

- **Free, strength-based support** like that provided by TtTNS should be **rolled out across England** to ensure it is available to as many young people with additional needs as possible. This roll out should be supported and guided by NDTi based on the learning garnered in the last three years, including capturing evidence of how different organisations deliver work to achieve similar outcomes.
- Any roll out of the programme should continue to utilise the **'Request for Support' form format** and not incorporate a more formal referral process.
- The roll out of the programme should consider **offering support** to those **under 16** in a bid to provide more preventative rather than reactive support. The roll out should also consider offering support to those **over 25** where the need is high, as well as face-to-face support sessions and support groups.
- If possible, NDTi should continue to provide **space and support for the established Peer Support Group** to continue meeting on a bi-weekly basis. Part of the support offered should include enabling the Group to take steps towards self-governance.
- NDTi should continue to work, where possible, with members of the **Training Squad** and other interested young people, as well as with parent/carers, to **develop and deliver Human Rights training for professionals**.
- Support and information for the parents/carers/families of young people with additional needs in England should continue to be offered via a series of **webinars, recordings, and conversation spaces with other parents/carers/family members**.
- The **findings** from TtTNS should be **widely disseminated** to assist mainstream schools to support young people with additional needs/SEND in England.
- The **findings** should be used **to inform conversations** and the development of new streams of work across NDTi and its partners.
- The Research and Evaluation team at NDTi should use the learning from this evaluation to inform future evaluations of programmes for children and young people. In particular, the team should further **develop and deliver evaluation training for peer evaluators**.



Introduction

Time to Talk Next Steps (TtTNS) has been a three-year (2021 – 2024) rights-based support programme for young people with additional needs aged 16 – 25 in England. The programme was delivered in partnership by [NDTi](#) and [Contact](#), and funded by The National Lottery Community Fund.

The programme was created as a result of the success of [Time to Talk](#) (2020 – 2021) which led to young people reporting reduced levels of anxiety, higher levels of confidence, and more plans for the future as a result of the support they received.

TtTNS offered short-term, online, one-to-one support sessions to young people (aged 16 – 25) with additional needs to build confidence and focus on goals. Young people did not require a diagnosis or ‘label’ to receive support from the programme. They could request support for themselves or have someone request it for them. Support was delivered by trained and experienced supporters employed by NDTi.

In addition to the online, one-to-one support, the programme also offered young people the opportunity to become part of a ‘Training Squad’ which codesigned and delivered training to professionals who work with children and young people with additional needs, in England.

Partnership work with Contact provided advice, support, and information to the families of young people with additional support needs on preparation for adulthood and managing transition.

Programme Aims

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- building confidence,
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- empowering young people to become involved and contribute to programme design including planning, training delivery, resource development and Peer Support Groups.

Please refer to [Appendix 1](#) and [Appendix 3](#) for details of the programme outcomes.

Programme Design

TtTNS was a long-term project, co-designed to grow and develop across the three-years (2021 – 2024).

Year 1: 2021 – 2022: Aimed to provide one-to-one support to 70 young people. Ten of these young people were also to be offered support via a Peer Support Group, and a further 10 were to be offered the opportunity to become a trainer. Support, advice, and information was also to be provided to family members via Contact's [Listening Ear Service](#).

Year 2: 2022 – 2023. Building on year one, year two aimed to meet the same annual target for one-to-one and Peer Support provision and family member support, with a further 10 young people offered the opportunity to become a trainer and deliver at least one of the four regional training days for professionals.

Year 3: 2023 – 2024: Building on Year 1 and Year 2, Year 3 aimed to provide support to meet the same annual target for one-to-one and Peer Support provision and family member support with a further 10 young people offered the opportunity to become a trainer and deliver at least one of the four regional training days for professionals.

TtTNS was able to exceed its aims and provided support to 248 young people across the three years. The fluid nature of the programmes design meant that it was also able to grow and develop organically in response to young people's needs and desires and suggestions from family members. This led to:

- the introduction of a Creativity Group for young people to come together to create art online,
- the development of Human Rights training created and delivered by young people,
- three young people having paid roles as co-evaluators of the programme after having received full evaluation training,
- four in-person residentials in different areas of England,
- an online conference by young people on rights and good support,
- young people and parent/carers working to roll out the TtTNS model and approach post 2024 through 'Partners Make Time to Talk', the aim of which is to share learning and provide training to partners.

The Evaluation

Just like the delivery of TtTNS, the evaluation was co-designed and threaded across all three years of the programme.

In July 2021, at the start of TtTNS, the evaluation team and key stakeholders came together in a series of online sessions to co-design the programmes Vision for Change ([Appendix 1](#)) and Outcome Framework ([Appendix 2](#)). These documents guided the evaluation for the first 18 months of the programme helping to capture learning from young people, their parents/carers, professionals, and those delivering the support.

At the 18-month point (January 2023) the Vision for Change ([Appendix 1](#)) and Outcomes Framework ([Appendix 2](#)) were adapted to reflect the changing shape of the programme, and the young people being supported. Reviewing and refining a Vision for Change and Outcomes Framework is not unusual in long term programmes, however within TtTNS this process came about because of the embedded coproduction, skills of the delivery and evaluation teams, and flexibility afforded the programme by its funders.

This unique combination of elements enabled a group of three young people who had received support from TtTNS to become paid trainee evaluators. These individuals worked alongside the evaluation team throughout Year 2, receiving a bespoke package of evaluation training delivered by NDTi before redesigning the Vision for Change and Outcomes Framework with key programme stakeholders.

The revised Vision for Change ([Appendix 3](#)) and Outcomes Framework ([Appendix 4](#)) guided the evaluation for the final 18-months of TtTNS (January 2023 – July 2024). The trainee evaluators continued working with the NDTi evaluation team to support data collection and dissemination.

More details of the evaluation training delivered, how the trainee evaluators and NDTi evaluators worked together and the key learning from this process can be found in this [podcast](#) from the team.

A graphic for a podcast series. It features a dark blue rectangular area on the left containing white text, and a vertical strip on the right showing several thick, colorful ropes (yellow, blue, pink, green, orange) intertwined. The text in the blue area reads: 'NDTi Podcast Series: Talking Inclusion', 'Ep. 19 - Time to Talk Next Steps: Co-production of Evaluation', 'Thomas is talking to Victoria Mason-Angelow from NDTi and Ikra and Ruth from the Time to Talk Next Steps programme about how coproduction worked for them.', '#livesincluded', and 'ndti.org.uk'.

**NDTi Podcast Series:
Talking Inclusion**

Ep. 19 - Time to Talk Next Steps:
Co-production of Evaluation

Thomas is talking to Victoria Mason-Angelow from NDTi and Ikra and Ruth from the Time to Talk Next Steps programme about how coproduction worked for them.

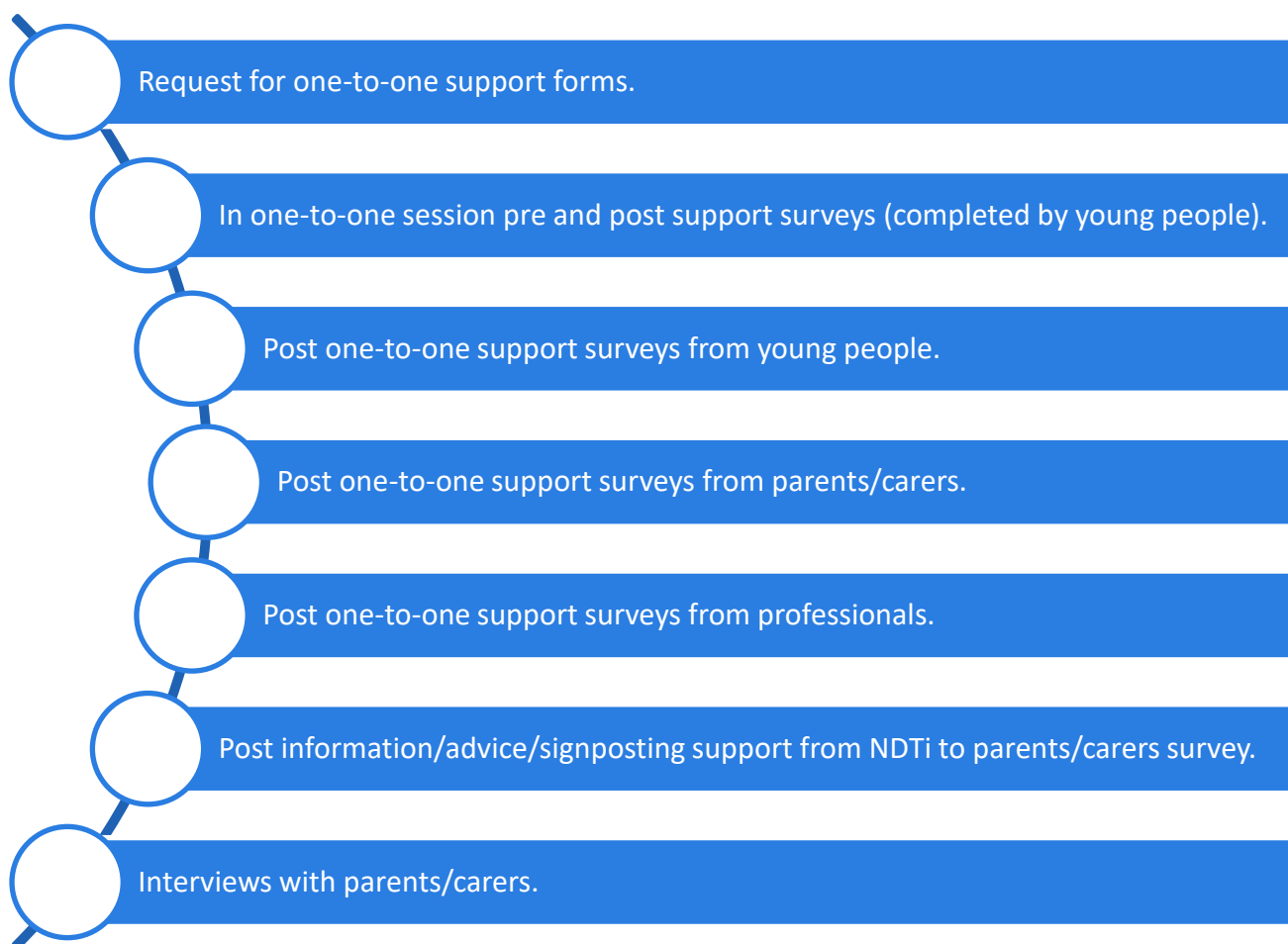
#livesincluded

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This report draws together in one place the learning captured from across the three years of TtTNS. It shares who was involved with TtTNS, what was learnt from the programme delivery and progress towards outcomes. Not all the data from across the three years is presented here, rather headlines are shared with links to additional publications from the programme to offer greater insights to the learning garnered.

Data collected

The evaluation is informed by information gathered from the following sources:



A note on data

It is important to note that whilst every effort was made to engage young people supported by TtTNS in the evaluation, such as adapting data collection methods, having young people facilitating focus groups and introducing social media, this has not always been possible. The reasons for this are unknown, but reflections from the trainee evaluators suggest that many evaluation practices emulate

statutory service practices and are therefore viewed with great caution and something to be avoided by many young people.

Whilst the voices of young people are at the forefront of programme delivery they are not as loud as we had hoped in this evaluation. There are, however, a small number of young people who have contributed extensively to the evaluation to provide insights into the impact of the programme on their lives, which when combined with evidence garnered from parents/carers and professionals, provides strong evidence of progress towards outcomes.

It is also important to note that due to the changes to the Outcomes Framework ([Appendix 2](#) and [Appendix 4](#)) at the midway point of the project, evidence towards outcomes was drawn from different sources accordingly. This is noted in the main body of the text as needed.





Take up and reach

This chapter provides details of who TtTNS reached during its three years of delivery (2021 – 2024). It provides an overview of who requested support from the programme, reasons for requesting support, demographics, and rates of engagement with the support available.

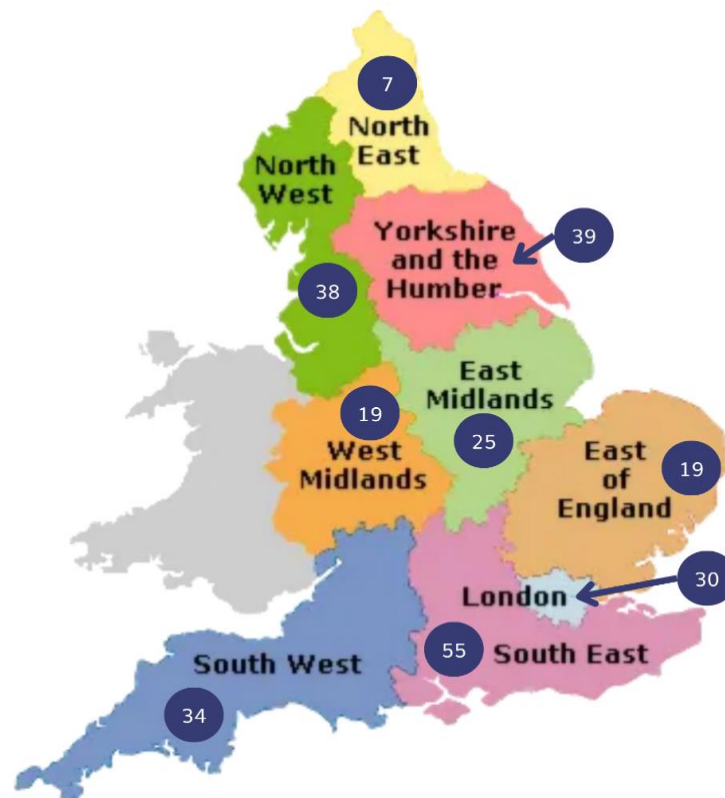
Young People

TtTNS aimed to reach 210 young people during its 3 years. The programme exceeded this target, receiving **266 requests for support**.

These requests were predominantly made on behalf of young people (205 in total, 165 by parents and carers and 40 by professionals), with 61 young people requesting support for themselves.

Requests for support came from across England, with the most coming from the South East region (Figure 1, below).

Figure 1. Map of requests for support



Demographics

Figure's 2 to 4 (below) detail the gender, ethnicity and age of the young people who requested support or had support requested for them from TtTNS.

Whilst young people in TtTNS did not require a diagnosis or label to request support from the programme, the demographic makeup of requests is reflective of the [SEN population in England overall](#).

Figure 2. Gender of young people

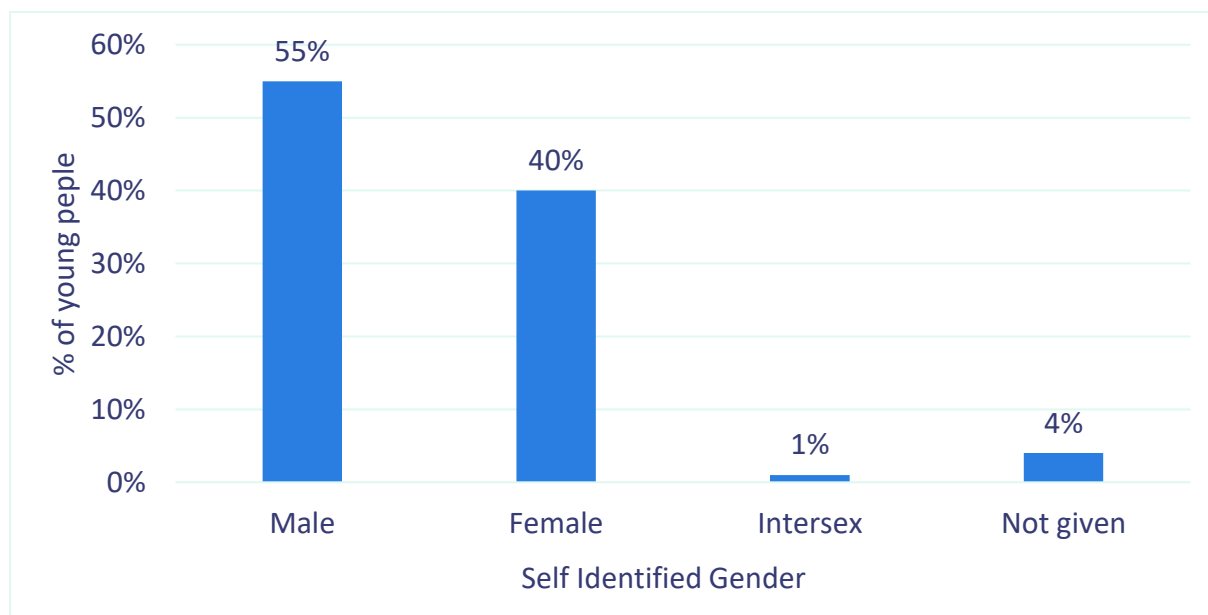


Figure 3. Ethnicity of young people

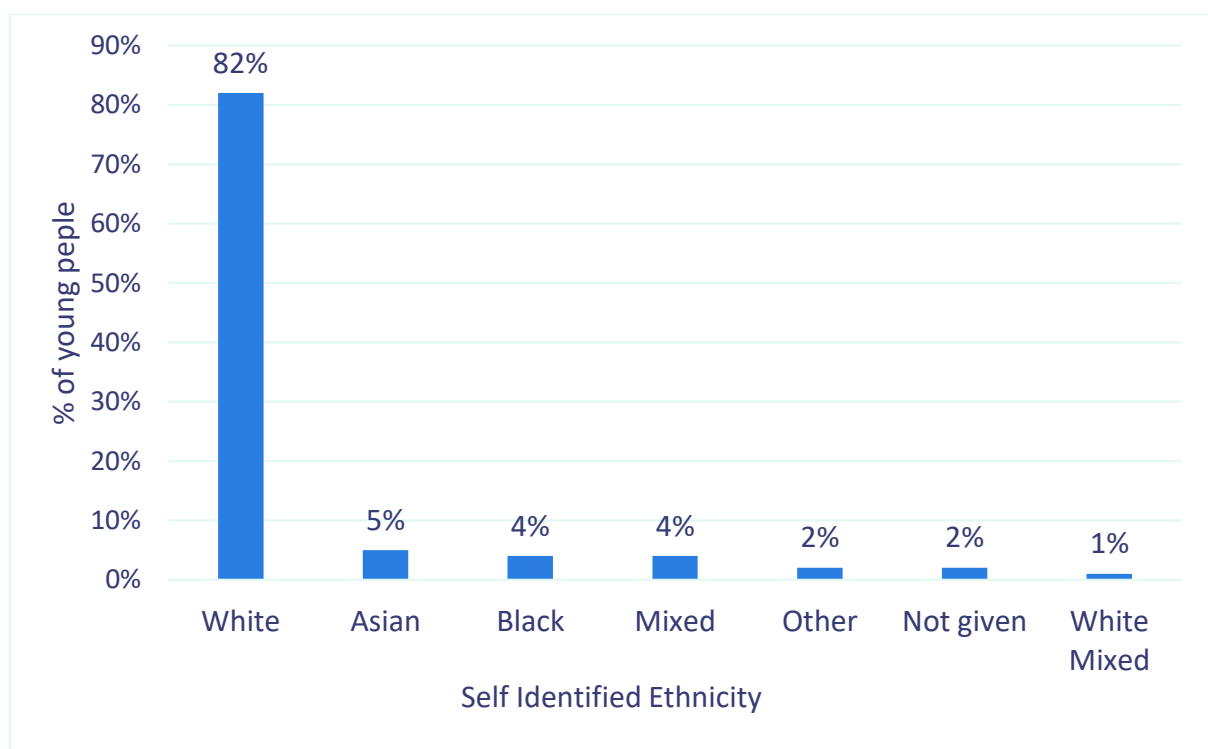
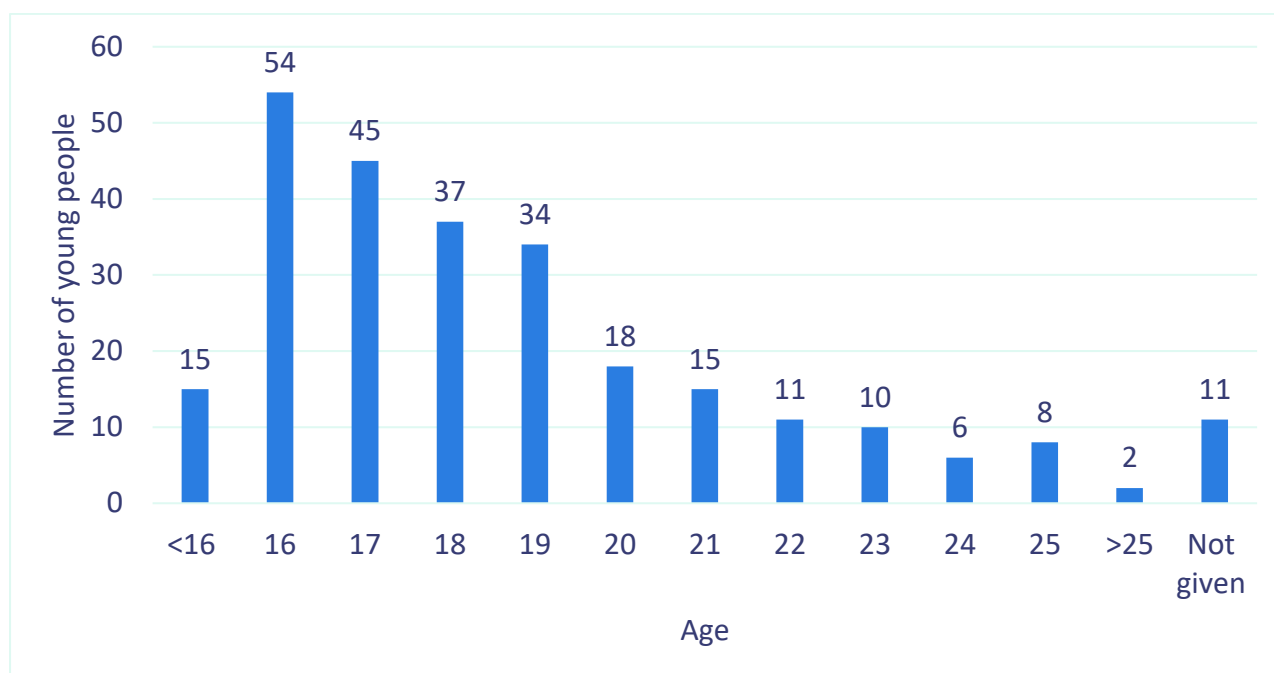


Figure 4. Age of young people



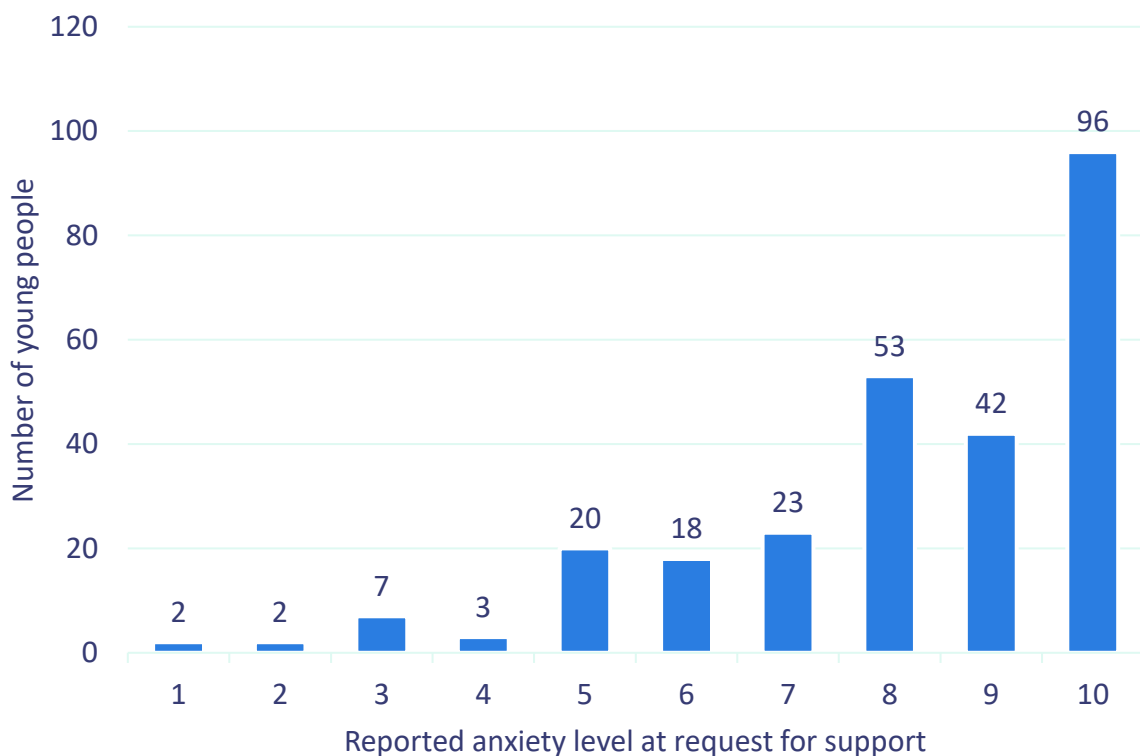
Reasons for requesting support.

Every young person who requested or had support requested for them from TtTNS had personal reasons for doing so. These were captured in their own words on their Request for Support forms. The programme delivery team reviewed and used these to support initial engagement conversations with young people and their parents/carers where appropriate.

Due to the personal nature of the reasons for requesting support, the evaluation has not reviewed this data. Instead, data captured in Request for Support Forms relating to anxiety, plans for the future and help making plans are reported.

As Figure 5 (below) highlights, just over 70% of requests for support reported young people having an anxiety level of 8 or more (191). This figure suggests that the majority of young people seeking or having support from the programme sought for them, were doing so because of their anxiety. However, it is important to note that this measure is not standardised and was reported by the person completing the Request for Support, which was often not the young person themselves. As such, this figure cannot be relied upon as an accurate measure of anxiety amongst the population at the point of requesting support. An exploration of the self-reported anxiety of young people before and after their one-to-one support, is presented in [‘Evidence of progress towards outcomes’](#) chapter.

Figure 5. Anxiety rate of young people at the point of requesting support.



In addition to support for anxiety, the request for support form data also suggests that the majority of young people had no plans for their future (61%) (Figure 6), and did not have the help they need to bring any plans they might have to fruition (62%) (Figure 7).

Figure 6. Plans for the future.

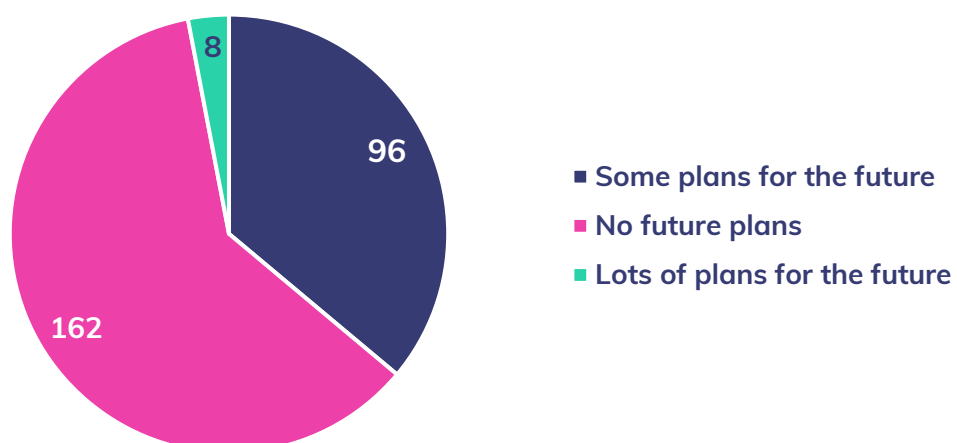
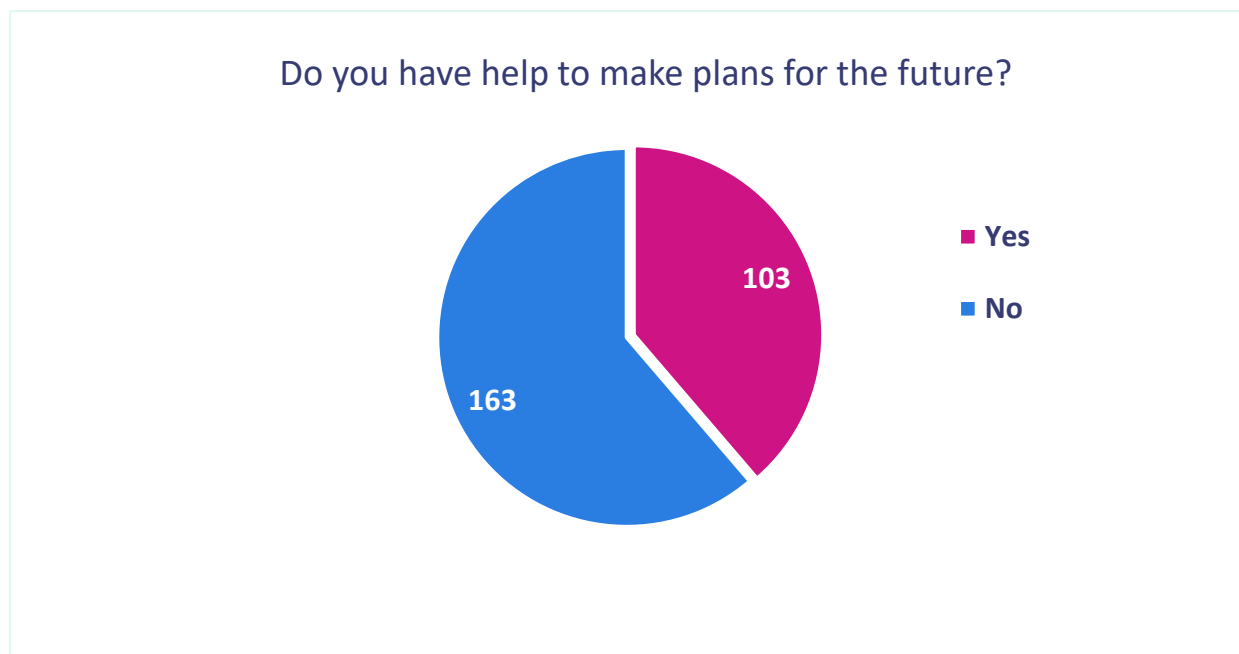


Figure 7. Help with plans.



Support

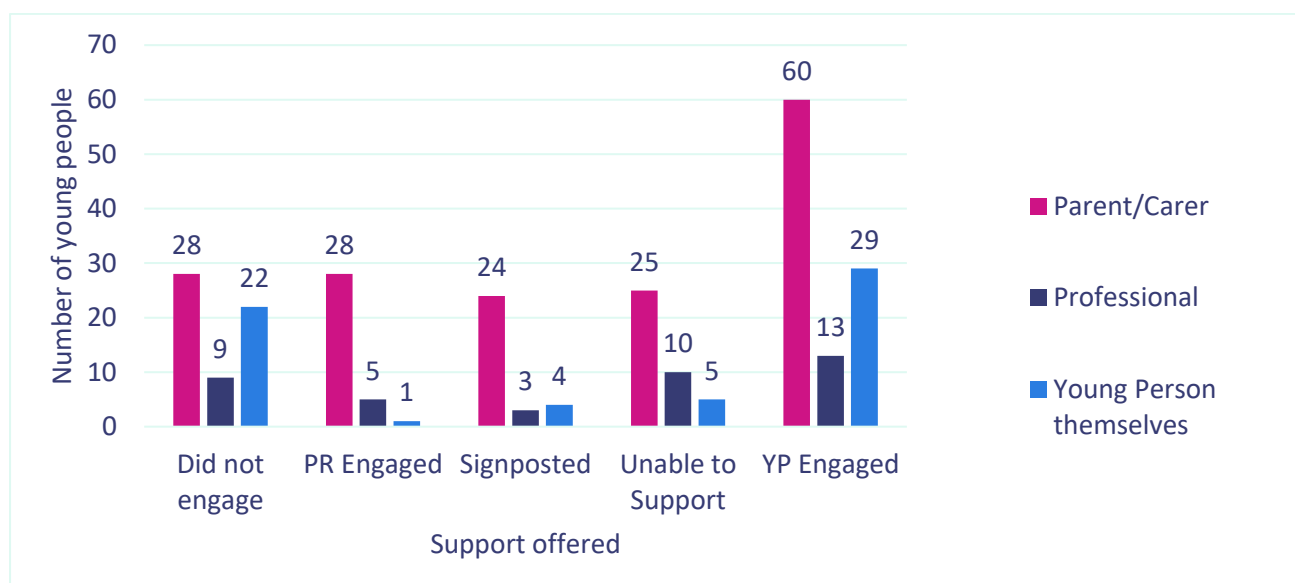
Of the 266 requests made to the programme:

- 102 young people were offered support and engaged.
- 59 young people were offered support but did not engage.
- 34 parents/carers engaged with the programme, but not the young person.
- 31 were signposted to other support and advice.
- 40 could not be supported.

Some of the reasons why young people could not be supported included young people could not be supported was the age of the young person, the other support they had in their lives and the level of support required better provided by specialist services or another organisation.

When these figures are broken down by who made the request for support, it is interesting to note that over a third of young people who requested support for themselves did not then engage with the offer of support made to them (Figure 8, below). The reasons for this are not known but might be due to the relatively high anxiety levels reported on request for support forms (Figure 5), missing follow-up communication from the programme, or being too busy to engage with anything new once an offer was made.

Figure 8. Support received by who requested support.



Parents/Carers

Whilst the primary focus of TtTNS was on young people, the programme knew from the learning garnered in [Time to Talk](#), that for young people to experience the best possible outcomes parents/carers had to be engaged and supported as part of the programme as well.

As such, NDTi and Contact worked together to ensure that advice, support, and information was provided to parent/carers in a variety of ways. The programme intended to invite a parent/carer, foster carer, family member or personal assistant to an introductory session to meet the supporter for every young person who was offered one-to-one support, understand the programme and be offered any support themselves. NDTi supporters were able to signpost and link parent/carers to personal support, such as relating to caring responsibilities, parenting, advocacy, family relationships, education, and other services available to their young person. Contact provided individual telephone support through “listening ear” and online group support sessions and webinars. The number of parent/carers who engaged with this support are presented in Table 1, below.

Table 1: Take up and reach of support provided to parent/carers from Contact

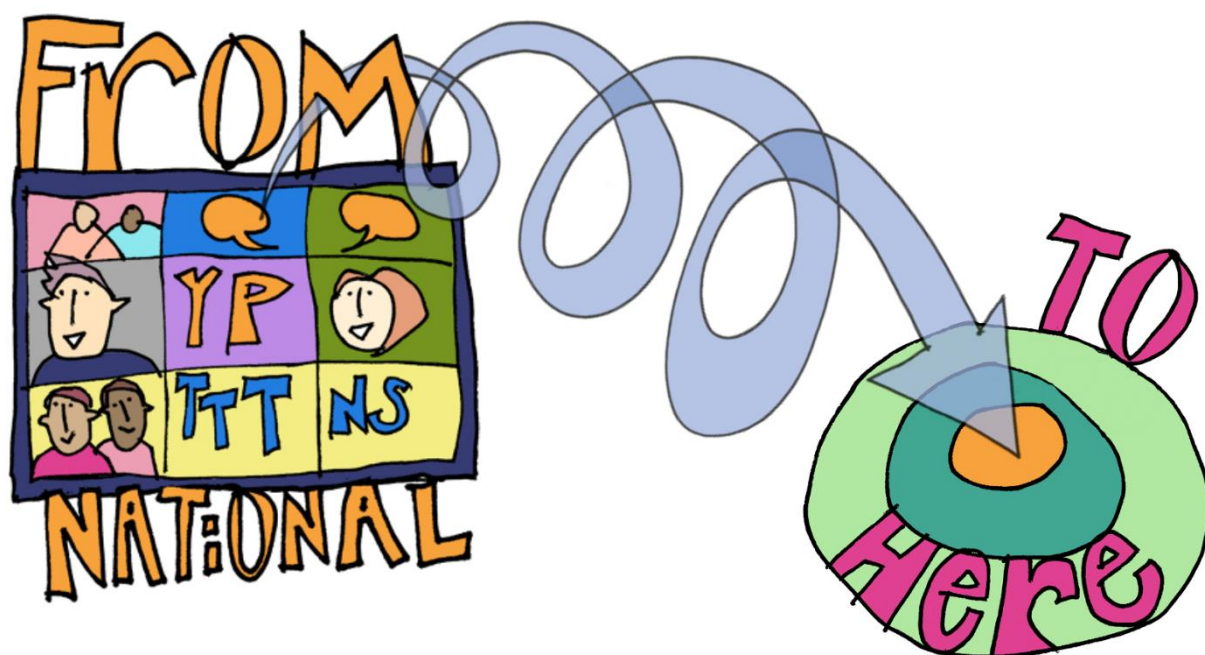
Method of engagement	Year of TtTNS	No. of parent/carers
Online Session	Years 1, 2 and 3	56*
Webinar recordings views	Years 2 and 3	329
Listening ear calls	Years 1, 2 and 3	5

*In year 1, there were 26 parent/carers who attended the online sessions. A number of other parent/carers were sent the links to the recordings of the sessions. The number of parent/carers these were sent to was not captured.

Data in this evaluation

Data in this evaluation is drawn from the 102 young people and 59 parent/carers offered support by TtTNS who chose to provide feedback on their experience of the programme. Due to the variety of ways these groups could engage with the programme and the evaluation, the number of responses reported does not always add up to 102 or 59 respectively.

Data from 15 professionals is also presented.





Evidence of progress towards outcomes

This chapter presents a summary of the evidence captured by the evaluation of the progress towards programme outcomes that TtTNS made during its three years for young people, parents/carers, and professionals. Where appropriate, links to additional information are provided.

Young People

Evidence of progress towards outcomes for the young people supported by TtTNS was garnered from in-session surveys, post-support surveys, focus groups and emails from parents/carers and professionals involved in their lives.

In addition to the information presented in this section, both the evaluation team and TtTNS delivery team have written and shared extensively the learning from across the three years on the programme's webpages. Please follow this [link](#) to these pages, where you will find blog posts, videos, podcasts, reports, and resources.

Outcome 1: Young people experience lower levels of anxiety.

As noted in the previous chapter, when requesting support from the programme, over 70% of young people had an anxiety level of 8 or more (191 young people). However, as these scores were predominantly reported by someone other than the young person (parent/carer or professional) each young person who was comfortable and able was asked to complete a short survey in one of their first TtTNS one-to-one support sessions for the evaluation to capture self-reported data.

For a variety of ethical reasons, such as ensuring the survey was welcoming and accessible to as many young people as possible and did not cause them harm, young people were not asked to directly rank how anxious they had been directly. Instead, they were asked to rate how relaxed they had been feeling recently and how hopeful they were feeling about the future.

Of the 36 young people who completed the survey at the beginning of their one-to-one support sessions 78% reported that they had recently been feeling relaxed

sometimes (42%), usually (18%) or always (15%). With only 22% reporting they rarely (17%) or never (8%) felt relaxed.

Whilst these survey responses are not representative of all the young people who received one-to-one support from TtTNS, the difference in the self-reported answers are markedly different to the information provided on the Request for Support forms. Reasons for this reporting are not known but might be due to

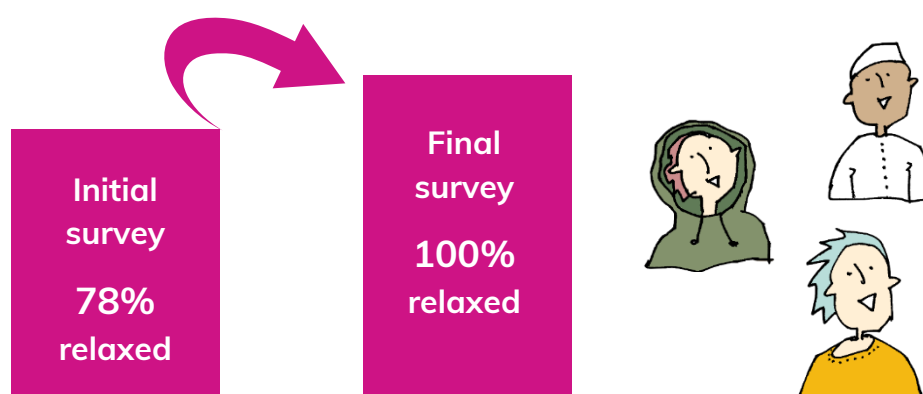
- the question in the survey not asking directly about anxiety thus eliciting different responses,
- young people feeling more relaxed when answering the survey as they were receiving support compared to when this support was being requested,
- there being a genuine difference in the perceived levels of anxiety young people to how they are actually feeling, or
- those requesting support from the programme over emphasising anxiety levels in the hope that this would lead to support being offered.

This final point is a [known legacy](#) of the statutory service referral process where the performance of need is set at a higher threshold to receive services.

Similar answers were given by young people when asked whether they were feeling hopeful about the future, with 78% saying they sometimes (42%), usually (18%) or always (15%) felt hopeful. With only 22% (8 young people) reporting they rarely (17%) or never (8%) felt hopeful about the future.

Young people were asked the same questions about how relaxed they had been feeling and how hopeful they felt about the future in a survey as part of their final one-to-one support session. Answers in the final session saw 100% of young people feeling relaxed sometimes (15%), usually (46%) or always (39%) and 99% of young people feeling hopeful about the future sometimes (34%), usually (34%), or always (31%). This is a statistically significant improvement in self-reported rates relating to anxiety, thus suggesting the support provided by TtTNS has achieved this outcome for those young people completing the survey.

Improved feelings of relaxation



In addition to the survey data, a plethora of examples of how TtTNS impacted young people's anxiety were gathered over the three years of the programme. A sample of these are presented here to provide an overview into the difference this programme has made to young people:

“When I started TtTNS I hardly looked at the screen and spoke through my mother. I was struggling to leave the house, I was out of school, not accessing social activities. TtTNS definitely helped me take some steps towards thinking of alternative plans for the future.” (Young person)

“Less anxious. Better at breaking down and self-regulating their own needs and recognising more the build-up - will literally breakdown each emotion had during the day and at that particular moment. From this our YP has been giving me feedback on what sensory strategies they have been using during the day to keep deescalating to a minimum; anchoring, therapy putty, mindful breathing, thinking about what [supporter] has so positively said etc... Loci of control/zone of regulation has improved noticeably since September to now.” (Parent)

Outcome 2: Young people feel more socially connected.

This outcome was guided by the learning from Time to Talk (2021) in which young people expressed the need for there to be more opportunities for young people like them. As such, TtTNS provided the young people a variety of ways to connect with one another across the three years; the Peer Support Group, Creativity Group, Training Squad, training sessions and in-person residential events in Year 1 one and Year 2.

The Peer Support Group ran bi-weekly throughout the three years of the programme (103 sessions in total) and was attended by 40 young people. 3 young people also became co-facilitators of the Group. Some young people attended consistently whilst others attended when they were able or there was a topic being discussed that interested them. Naturally, due to the length of the programme and its success at supporting young people into education and

employment, a number of young people were only able to attend for a short period of time as their lives became fuller. However, no matter how many sessions they attended, the Group overwhelmingly enabled young people to feel more socially connected:

“TtTNS is really helpful for people who are isolated. Meeting other people through the peer group who are similar to me was reassuring. We shared ideas and discussed things and heard about things that interest us.” (Young person)

In fact, for some young people just being able to log on to a Peer Support Group was a huge achievement for them as social activities are something that they found challenging.

“The peer support group is out of her comfort zone, and I think she has worked hard at trying to join in and meet new people, something she does get anxious about.” (Parent)

“It was incredible, [supporter] let me know she had logged in! It has to have been about a year since her support ended...all that time and she has been thinking about it...and to finally do it. It’s HUGE...I couldn’t believe it..” (Delivery Team)

For the young people who joined **the Creativity Group**, which evolved from the Peer Support Group, they also benefitted greatly from the social connections developed as well as the space to share creatively.

“I think the creativity group was a smart idea because a lot of young people enjoy using their imagination and creativity in their own different ways, but it can be quite difficult expressing it to other people. With this group, everyone is free to share whatever they like and in a safe, friendly environment. Big plus if you ask me.” (Young person)

The safe space created in these social groups was something a number of young people and their parents/carers noted in their feedback to the evaluation and was also reflected on by some professionals who received training from the Training Squad.

“The young people were so supportive of each other and of us when we asked questions, it was so lovely to see...and different to other training.” (Professional)

Whilst the feedback about the social groups provided by TtTNS was overwhelmingly positive, learning from early in year one found that many young people valued being able ‘to meet face to face’ (young person). TtTNS was not designed to be delivered face-to-face, but due the responsive nature of the programme and the ability to utilise funding to meet need, a number of face-to-face sessions and residential events were able to take place across the three years. These face-to-face gatherings not only met the social needs of young people and helped them feel listened to in the programme, but also provided some of the ‘rites of passage’ experiences that so many of the young people had missed out on previously.

“I have been told that I couldn’t go on school trips because I have a helper...I missed out. I didn’t go to Prom...coming here I am finally able to do those things.” (Young person)

This was an unexpected impact of the programme, which in turn had an impact on young people and their parent/carers confidence, independence and family relationships as will be discussed later in this chapter.

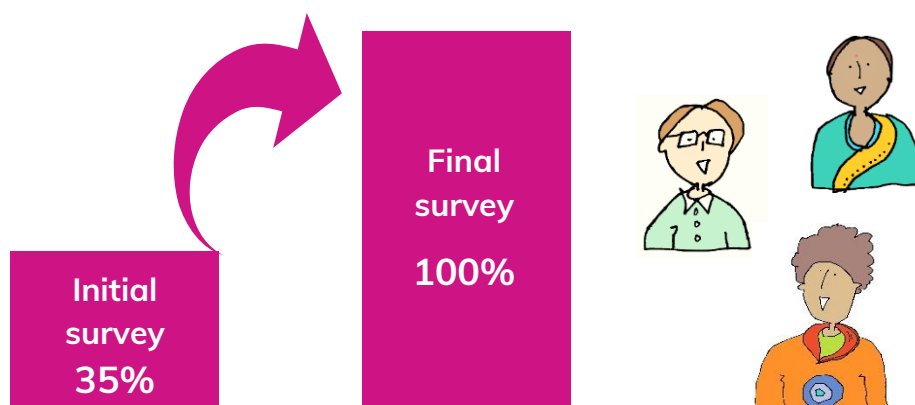
Outcome 3: Young people experience increased confidence, self-worth, and aspirations.

As seen in the evidence presented for outcomes one and two, TtTNS has impacted young people’s confidence, self-worth, and aspirations.

The one-to-one support offered allowed young people, many for the first time, to focus on themselves, what they were good at and what they wanted to achieve in the future. Which, with the tools and knowledge of their supporter, enabled them

to start taking the steps needed to achieve those things with confidence. The impact of this support saw the rate at which young people were 'feeling good about themselves' improve from 35% rarely feeling good about themselves at the start of their support to 100% feeling at good about themselves at least some of the time in their final one-to-one session.

Young people feeling good about themselves



The social spaces offered by the programme allowed young people to have a safe and supportive environment to foster relationships, develop new skills such as travelling across the country, and take on opportunities like delivering training.

“The future was really difficult, and I didn't see myself managing to get there at all. Being supported to deliver some training really boosted my confidence, as I could help other people like me, by delivering training to professionals. It felt great to make a difference and to be heard.” (Young person)

“As [young person] becomes more confident we are able to give her more responsibility, simple things like answering the door or making a cup of tea, things she would be normally anxious about, especially answering the door, however I think that's on track now, which is great.” (Parent)

“It really made a difference for me. It helped me build my confidence, so I could talk to people. I was out of school and now I have got back into education, in college. I am planning for the future again.” (Young person)

The remainder of this chapter provides additional examples of the impact the programme has had on young people's confidence, self-worth, and aspirations.

Outcome 4: Young people have greater awareness of, increased motivation and the skills to make decisions about and access the educational, employment, support services and organisations available to them.

As noted in the evidence presented for outcome three, the support provided to young people in their one-to-one support sessions allowed them to explore what they are good at and what they want to do in the future, with the knowledge and tools provided by their supporter helping bring this to fruition.

The skills and knowledge of the one-to-one supporter was paramount to the success in this area for many young people. The supporters were able to hear what young people were good at and what they wanted to achieve and offer suggestions, provide resources, support applications, and facilitate conversations. Importantly they were also someone who sat outside the young person's family and weren't viewed as a 'professional' which appears to have been beneficial:

“TtT helped [young person] talk to people outside our family and gave them confidence to think about the future. Previously [young person] didn't want to think about the future at all. It caused a lot of anxiety. TtT helped and helped break down the unsurmountable mountain into small steps. [young person] has even managed to get a weekend job, something we could not have imagined them doing before.” (Parent)

The steps taken by young people as a result of their increased motivation and awareness of the opportunities available to them are as varied as they are as individuals. However, the case studies presented in this [report](#) provide a detailed insight into the journey of three young people supported by the programme, as does this short [video](#).

Outcome 5: Young people experience improved relationships (family and friends).

There is limited evidence of progress towards this outcome from young people themselves. It is not a question that was directly asked of them in the evaluation, and it was not information that young people offered of their own accord. However, a number of parent/carers reflected on the impact the support offered by the programme had on family relationships.

“I think maybe in a small way it has had a knock-on effect on the family. As [young person] seems more confident now so more willing to join family meals etc.” (Parent)

Please refer to the evidence discussed for outcome 6 later in ‘parent, carer and family member’ section this chapter.

Outcome 6: Young people are aware of their rights and have the language and confidence to exercise them.

At the heart of all the work NDTi does is the commitment to uphold, protect, and promote people’s **Human Rights**. As such, all the support offered by TtTNS was underpinned by Human Rights. Human Rights were also explicitly discussed with young people in Peer Support Group sessions and residentials in Year 1 and Year 2.

The conversations with young people about Human Rights had a profound impact on them and the programme as a whole. Many young people expressed an understanding that Human Rights were something that applied to them, but they didn’t know what they were, how to talk about them confidently or what the discourse in the media at the time meant in relation to the law. As a result, the [British Institute of Human Rights](#) (BIHR) ran two training sessions for young people, one online and one in-person.

These sessions provided young people with an introduction to Human Rights, their history, how they apply to them in all aspects of daily life and, most importantly, what language to use when talking about them. They also provided a safe, supportive and creative space for young people to explore their rights and think practically about how they can be applied. The creative elements of which were [shared in an online event](#) in May 2024.

“It’s been fun learning...some of the information made my head hurt, but I understand it now...it is important. It makes sense for my life...I think I know now what I can say to stand up for myself...” (Young person)

As a result, it is felt that TtTNS made great progress towards this outcome for young people within the programme. It is also noted that the training provided by BIHR allowed TtTNS to go further in this domain with a small group of young people hoping to develop and deliver Human Rights training as told from their perspective to professionals in the children and young people’s (CYP) arena.

Outcome 7: Young people have their voices heard.

Outcome 8: Young people influence Time to Talk Next Steps, Professionals, services, and organisations.

As has been alluded to throughout this report, young people’s voices have been central to TtTNS both to ensure that the support they received was led by them, and that the programme was responsive to the needs of the young people moving through it.

Both young people themselves and their parents/carers noted how valuable the focus on young people’s voices was to them, particularly as they felt this differed significantly from other support they had received.

“...the calls with [supporter] were really good, I looked forward to them. She listened to me...we had fun.” (Young person)

“It gave him space to think about his options...someone other than me and my husband, which usually ends in tension. Having that space, to hear his voice on its own has really helped his confidence.” (Parent)

“I feel listened too, seen... I was in crisis before mainly because so many people didn’t listen...I had been through so many people...[supporter] made me feel seen.” (Young person)

In relation to the wider programme, TtTNS's ability to listen to the voices of young people led to the programme growing and developing in ways that weren't originally envisaged. For example, the Creativity Group grew out of the Peer Support Group as a number of young people wanted to explore their creative interests together, and the Human Rights training delivered by BIHR in Year 3 of the programme happened as a result of the requests from young people to learn more about rights for their futures.

The programme's ability to listen to young people's voices also allowed the training delivered to CYP professionals by the Training Squad to be truly led by the young people and not the delivery team. This not only had a significant impact on the young people's confidence and self-worth:

"I took part in delivering some training with support and that really gave me confidence, to think that I could help things for other people for the future. I really enjoyed doing it and was really pleased I could talk to people and explain things. I feel heard and able to make a difference." (Young person)

but, also led to the training having a greater impact on the professionals who received it:

"It's so important to hear these perspectives, hearing [young person's] story really hit hard. Keep up the good work, more training needs to be like this." (Professional)

Please refer to the 'professionals' section of this chapter for more discussion of this final point.



Parents, carers, and family members

Parents, carers, and family members engaged with the evaluation via email, survey, interviews and focus groups at the end of year residentials.

Outcome 1: Family members/carers experience lower levels of anxiety and stress.

Outcome 2: Family members/carers experience higher levels of confidence to overcome barriers they and their young person face.

Outcome 4: Family members/carers feel supported, knowledgeable, and confident to support their young person to move into adult life.

Evidence for Outcomes 1, 2, and 4 (above) are closely linked, as the more knowledgeable parents/carers felt as a result of the support offered, the more likely they were to experience a reduction in anxiety and an increase in confidence to overcome barriers. For example:

“Just getting offered the support without having to jump through hoops and forms helped. It is usually such a fight. Then when the support started, well, I don’t know how to describe it...not only did [supporter] help [young person], I had so many conversations, I think I got more support at times... now I’m linked to a parent’s guide to employment group...to know what’s out there helps so much.” (Parent)

“I think it gives me confidence in knowing that we are trying to do the right thing by encouraging her out of her comfort zone a little and that by pushing her a bit, we can see improvements in her confidence and less anxiety. The programme offered a safe space to do this in.” (Parent)

“The webinars and, what are they called, chats, drop ins, with others were really good... the chats were the most useful. Most of the information in the webinars I knew, but to share with others, to know we aren’t the only ones ‘in the trenches’...learning what others are doing or have done, gave me confidence, knowing it can be done...gave some ammunition.” (Parent)

As these quotes suggest, the signposting and knowledge sharing provided by both the TtTNS delivery team as well as other parents/carers was a vital part of the programme. In addition, parents/carers reported finding the information shared in the webinars delivered by Contact particularly helpful:

“The information provided has been really useful and I feel more confident and informed in pushing for what my son needs.” (Parent)

“I have found these webinars extremely useful. They have provided a wealth of knowledge that I can use going forward to help my son.” (Parent)

“Great introduction to this minefield.” (Parent)

This support provided to parent/carers helped them feel less alone (85%) and more confident to take on the challenges facing them and their families as a result (84%). The evaluation was able to capture the impact of these outcomes on some families, including:

- parent/carers being able to get social workers involved where previously they weren't,
- applications being made for benefits to support familial finances, and
- returning to work.

It is important to note that this final point includes the paid work opportunities NDTi has been able to provide some parent/carers as part of the programme.

Outcome 3: Family members/carers have heightened aspirations for their young people due to an increased awareness of their rights and options.

Outcome 5: Family members/carers are aware of theirs and their young person's rights and have the language and confidence to exercise them.

As with Outcomes 1, 2 and 4, evidence towards Outcomes 3, and 5 is closely linked. That is, as a result of the knowledge acquired in the programme and the subsequent increased confidence and reduced anxiety, parents/carers reported having aspirations for the young person in their family that weren't there before

engaging with the programme. These aspirations ranged from thinking about the big steps that might happen as a result of the project.

“My son’s confidence has grown so much, I don’t know what the future holds but we are now thinking about work and different jobs.” (Parent)

“...what they have achieved in the last 12 months is beyond any of our hopes, it has made me think that anything is possible.” (Parent)

To the smaller things:

“As her mum, I can see small changes...She has been able to order a drink in a restaurant and has agreed to meet a few new people, this didn’t seem possible 2 months ago.” (Parent)

“Her anxiety about going out alone is so much more relaxed, and or her to make a phone call to doctor is amazing that’s a big step, I am hoping this continues and we can work on more and more things as her confidence grows. It will do so much for independence.” (Parent)

As these quotes suggest, it was not just the support parents/carers received that helped them have increased aspirations for the young person in their family, but also them bearing witness to the support offered to the young people by the NDTi delivery team. For example, of the parents/carers who engaged with the evaluation, 74% had been involved in some or all of the support provided by TtTNS to the young person in their family. A number of these commented on how experiencing this support helped change their thoughts and aspirations for the future:

“...seeing what [supporter] did with him each session made me see things differently...I think I have become so used to using the negative, you know, like services do...always thinking the worst. But seeing the chilled out support, just having a chat about what he likes and that, that works and how support should be.” (Parent)

“I didn’t go to all the sessions as [young person] didn’t need me, but what I did see was...not like support. He has been able to set himself goals, little ones, that he has been able to accomplish... this has given him so much confidence...and me...you don’t have to eat the elephant all at once, you can do it one bite at a time...it was good to be reminded of that.” (Parent)

Unfortunately, whilst rights were covered in the sessions provided by Contact during the three years of the programme, there was no feedback from parents/carers relating specifically to this element of the programme. This is possibly a result of there not being a direct question about rights in the Contact Feedback form or could suggest that more needs to be done in this area in the future.

From reviewing the data on Contact’s Feedback forms, it is felt reasonable to suggest that more work needs to be done in this area in the future as rights-based language is not part of the parent/carers responses to questions relating to what they have learnt, what they are taking away or what they are going to do as a result of the sessions. As we have seen in the evidence towards outcomes for young people, information sharing about rights needs to be at a level that results in it being adopted into everyday language and situations. As this is not seen in the feedback provided, further work in this area would be beneficial for parents/carers and family members to be equipped with the language needed to express and stand up for their and their families rights, which in turn would likely further increase their confidence, and reduce their anxiety.

Outcome 6: Family members/carers experience improved family relationships and increased well-being.

Across the lifespan of the programme there were various examples of how the support provided by TtTNS helped family relationships. For example, a number of parents/carers shared that the changes in their young person as a result of their support from TtTNS increased their presence in the family home which in turn led to better communication with one another:

“[Young person] is more talkative in the evenings and their relationship with younger sibling has increased again - talking and laughing more.” (Parent)

“As [young person] confidence has grown, we can all start to go out of the house more and can go out to enjoy things together. We can invite people into the house again. Previously it was too stressful for [young person] to have people visit the house. This means we can socialise again and go out as a couple again, after years of going out one at a time. We are more hopeful as [young person] takes more control of their future and starts to hope again. It is still a bumpy journey but has moved on a long way.” (Parent)

This support also improved the confidence and aspirations of the young people, which when combined with the support provided to parents/carers by Contact, reduced their anxiety and gifted them the time and confidence to be present within their family:

“...the weight has been lifted. I worried so much before...like signing up for Time to Talk, I used to spend every evening looking for something, anything that would help us...I was at my wits end... I know I missed so much for [siblings]....even if I was there, I wasn't, you know what I mean?... [Supporter] has taken the weight off. [Young person] is taking more control...I have more time, and I am mum again you know? Not a care co-ordinator, admin assistant, nurse, teacher and all the other things...I know I'm not on my own as well, that helps, too.” (Parent)

Finally, the residential events held at the end of years one and two of the programme were noted by some parents/carers to have had a positive impact for their families:

“It's been wonderful. To come away, to see the difference from last year...just to be able to come away the two of us, not a whole family... means a lot to her and her sister...And now we are here, her independence has grown so much....feels like she doesn't need me...how it should be...who knows what the future will hold...” (Parent)

Professionals

Capturing evidence towards the Outcomes for professionals has been a challenge for the evaluation of TtTNS. Few professionals who requested support for a young person from the programme engaged with that support or the evaluation. As such, learning has been captured via emails shared with the evaluation by the TtTNS delivery team (6) and from training course feedback (9).

The professionals who provided information to the evaluation worked in the Children and Young People's arenas in a variety of role's including Employment Advisor's, Project Engagement Officers, Occupational Therapists, and SEN educators and supporters.

Outcome 1: Professionals experience an increase in confidence around supporting young people with additional needs.

Outcome 3: Professionals have the knowledge, tools, and techniques to support young people in a person-centred way.

As a result of the training delivered by the TtTNS Training Squad, professionals felt more confident in supporting young people's additional needs in a person-centred way. With all those who completed the evaluation survey (83% of the those who undertook one or more training session) stating upon the completion of the training that they either 'agreed' or 'strongly agreed' with the statements:

"I feel confident when I am working with young people with additional needs." (Professional)

"I feel confident I can communicate with young people with additional needs." (Professional)

This group also 'agreed' or 'strongly agreed' with the statements:

"I have the knowledge that I need to work with young people with additional needs." (Professional)

"I have the skills that I need to work with young people with additional needs." (Professional)

It is important to note that this was found for professionals who attended all the training sessions delivered (4 in total), just one or somewhere in-between.

When asked, professionals suggest the reason for their giving these responses was due to the training:

"...reminding [me] how important young people's voice is and that they need to be in the centre of all discussions/planning." (Professional)

"...increasing my confidence- it helped me to highlight some things I already do well and give me ideas on how I can improve too." (Professional)

Furthermore, professionals overwhelmingly stated that the training had this impact on them because of the delivery by the young people which had 'great energy' was 'facilitated well, especially the discussion' and 'was really powerful hearing the information from them themselves.'

In addition to the immediate impact of the training on people's confidence, some professionals also provided an insight into how they felt they were going to use the training in their work places. For example:

"A very good reminder of the basic things - but we often don't DO the basic things! We need to make sure we do them – the information in profile is so important. We will be doing something like that in the future." (Professional)

"The training has allowed our service to review/revise our own engagement with YP & we are planning how to make improvements." (Professional)

It was not within the remit of this evaluation to follow-up with professionals on the things they were going to change as a result of the training as that was not a question that was directly asked of them. However, as professionals offered this information of their own accord, it is hoped that the motivation to create change because of the training will have led to some of the changes being implemented.

Outcome 2: Professionals have heightened aspirations for the young people they support.

Feedback from professionals who requested support for young people from TtTNS suggests that as a result of seeing what the support provided did for them within a relatively short period of time, has raised their aspirations for 'what's possible' for other young people they support.

In addition, the documentation used by TtTNS led by example to ensure that professionals who became involved with young people because of the support provided by TtTNS, such as Job Centres, colleges, and employers, started from an asset-based position:

“The one-page profile [delivery team member] created is what led to [young person] getting the job. The Job Centre didn't seem to be getting anywhere, at least as far as we knew, for about 6 months. But with the one-page profile the employers were able to see who [young person] is...it might not be the job they really want, but it is paid experience...” (Delivery Team)

It is hoped that the impact of this way of working will lead to those professionals who have engaged with the programme, or the young people supported will adopted these approaches within their practice.

Outcome 4: Professionals are aware of the rights the young people they support have and have the language and confidence to ensure they are upheld.

Unfortunately, it is not possible to report any explicit evidence towards this Outcome for professionals. This is due, in part, to young people's rights not being addressed directly within the training delivered by the Training Squad.

However, as **Human Rights** are at the heart of all NDTi's work, the training delivered will have been underpinned by young people's rights as expressed in their own terms. As such, it is not unreasonable to suggest that the progress towards Outcomes 1, 2 and 3, provide indirect evidence of progress towards this Outcome.

Furthermore, the following statements from professionals who undertook the TtTNS training, suggest they are now more confident and knowledgeable in enacting them (particularly articles 3, 4, 12, 13, 14, 15, 23, 28 and 29), and the [Human Rights Act](#) (article 10 and protocol 1 article 2):

“The training reminded me to remember the basics - they make all the difference. For example, giving people the time they need to make a decision and not rushing them.” (Professional)

“Knowing what difference, it makes to YP when they are actively involved in decisions relating to them & their SEN should not make them an invisible party to conversations.” (Professional)

“We are setting up a new SEN support group, I will be sending the leader on this training to make sure they hear the messages and understand how important groups like this are for YP.” (Professional)

TtTNS Human Rights Legacy

Finally, whilst it has not been possible to demonstrate direct evidence towards this Outcome within this evaluation, it is an aspiration of many in the TtTNS Training Squad that part of the legacy of the programme will be the development and delivery of bespoke Human Rights training for professionals delivered by young people as part of NDTi's offer. This aspiration has arisen as a result of the positive experience the young people have had delivering training to professionals and the knowledge, they have gained from the Human Rights sessions they have undertaken with the [British Institute of Human Rights](#) (as previously mentioned).



Programme delivery: What helped make it work and what were the challenges?

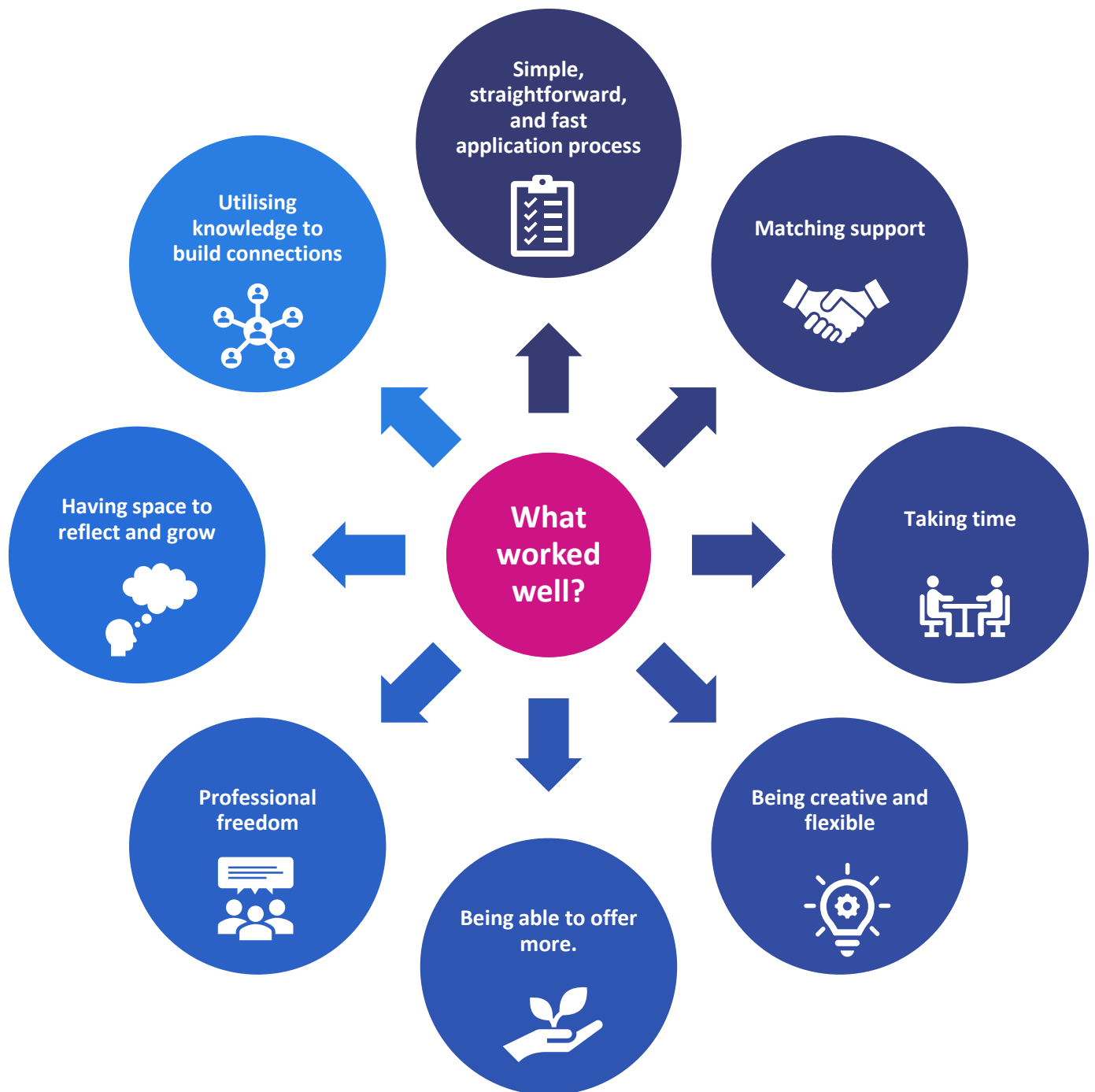
Time to Talk Next Steps was delivered by a team of six highly skilled and experienced NDTi staff members and associates. The majority of these individuals delivered Time to Talk (2020- 2021), with two joining the organisation specifically to deliver this programme. The delivery team also included staff members from Contact who oversaw and provided support to parents/carers as part of the programme.

As has been presented in the previous chapter, TtTNS has been an overwhelmingly successful continuation of NDTi working collaboratively to deliver direct support to young people and their families. A success which, for the most part, was due to the experience and skills of the individuals employed to provide the support. The team's previous roles working directly with young people and their families meant they were able to utilise a variety of approaches, such as coaching, trauma-informed approaches, art, games and music, person-centred tools. They guided conversation activities to foster relationships and facilitate conversations that focused on the project outcomes – increasing confidence, reducing anxiety, building resilience, and developing aspirations.

Throughout the lifespan of TtTNS, the delivery team (NDTi and Contact) held regular meetings to share learning, explore ideas and overcome challenges; as well as being in contact with one another via email, text, and phone call in the interim. The evaluation team attended several of the team meetings to share information and capture learning for the evaluation; as well as receiving emails and having a number of conversations with the team to help inform this report.

The remainder of this chapter focuses on the learning garnered from these sources to further understand the delivery of the TtTNS programme. Please note, there is more information about the key learning from the programme in the [Time to Talk Next Steps: Key Learning](#) report.

What worked well?



TETNS

Simple, straightforward, and fast application process



From the outset, TtTNS was created to sit outside the statutory services/support offered by local authorities and the NHS to young people with SEND in England. As such, it did not operate a [traditional referral](#) based system to access support, but rather a short 'Request for Support' form was all that was needed and this could be completed by the young person themselves, a family member or professional. This form did not ask people to define themselves by any labels they might have been given (e.g. learning disability, autistic, etc.), their needs, or whether they had an Education Health and Care Plan ([EHCP](#)), but rather allowed them to state the reason for needing support in their own terms along with any access needs. This helped establish an asset-based approach to support from the start; the young people were people first, not a diagnosis. Please refer to this [vlog series](#) created by the delivery team to explain more about the request for support and eligibility criteria. These vlogs were created for Time to Talk but are relevant to TtTNS as the same system was applied.

The project team believe this non-systems-based approach to access support was fundamental to the success of TtTNS. They said it is likely to have encouraged more young people/families to come forward who might otherwise have been put off by long referral processes that reflected past experiences of statutory services. The TtTNS approach also allowed the time from requesting support to being sent an allocation email to take place on average within 4 week (27 days), with the longest time waited being just under 7 weeks (47 days). This is far quicker than the average wait time from referral to first assessment within statutory support services of this nature which in many areas in England [exceeds the legal limit of 20 weeks](#).

Feedback from parent/carers' supports the delivery team's belief that this approach to accessing support was important to the success of TtTNS. The process was described as '*straightforward and easy to do*'. However, some parent/carers did note that the length of time between filling in the form and being contacted by the programme meant they had forgotten what it was or what they had asked for. Although this was noted to be a symptom of families having to apply for '*every offer available to see if we can get some help*' rather than a fault of the programme.

Young people were not asked directly how they found accessing support from TtTNS and none of them mentioned it in any feedback captured by the evaluation.

Matching support



As noted in the previous section, as well as sitting outside the traditional referral systems-based approach to support, TtTNS continued and built on Time to Talk's approach to matching those requesting support and those providing it. Information considered when matching the support included age, gender, and location, as well as personal interests, current situation and plans or ideas for their next steps. This approach differs to many statutory support services of this nature where it is often the first person available who picks up a referral for support.

The TtTNS delivery team feel that working in this way allowed 'genuine connections' to be built between them and the young people and/or families they were supporting. Connections were made over mutual interests including sport, music, cooking, and crafting. These led to conversations about emotional resilience, confidence and planning for a future filled with things that mattered to the young person.

These connections had a positive impact on the young people supported, as well as on the project team. Throughout the lifespan of TtTNS, the delivery team expressed how much they enjoyed it, especially working with young people directly, how much they looked forward to catching up with them and learning from them.

"...you know, I genuinely look forward to our sessions...in our last session we played each other music we like, it was great."

(Delivery Team)

"...being able to see her grow from the support to joining the Peer Support Group and then the residential's has been incredible, just incredible.... When she started, she wouldn't talk to me, everything went through mum...now she's socialising with others. The difference is incredible."

(Delivery Team)

As this second quote suggests, the length of time TtTNS ran for allowed young people to join elements such as the Peer Support Group, Training Squad, Creativity Group, and residentials in their own time once their one-to-one support had ended. For some, the relationship they had with their one-to-one supporter meant that joining these sessions or events felt more comfortable due to the trust created and the presence of their supporter at the session or event. As one parent told the evaluation:

“I honestly don’t know if we would have come if [delivery team member] wasn’t going to be here. She has been wonderful and spent time with us when we arrived to make sure we were OK and settled. It made such a difference, made us both comfortable. Now we are both doing our own things. I am so grateful for this opportunity.” (Parent)

However, it is important to note that whilst the matching of one-to-one support was seen as overwhelming positive by all involved, some of the delivery team reflected that the matching of the team to the delivery of new elements in the programme that evolved from young people’s interests, could have been improved. This was not necessarily due to the skills, knowledge, and abilities of the delivery team but rather due to their capacity to take this on alongside their one-to-one work and other commitments.

Taking Time



As alluded to in the ‘Matching Support’ section above, taking time to get to know each other was an integral part of the TtNS programme. For some, the time needed was before the support began taking place with the delivery team having to gently encourage and prompt engagement in the support offered.

“It takes time, sometimes it’s 2 maybe 3 weeks before someone emails back and that’s each time.” (Delivery Team)

But for most, once the support was offered and young people engaged, the delivery team could use the time they had to work with each young person (six hours) in whatever way felt comfortable for the young person and themselves.

In all instances, some of the time at the start needed to be used for the delivery team member and the young person to get to know each other and understand how best to work with one another. In some instances, this was via a series of WhatsApp messages that progressed to either phone calls or video calls, although not always, as for some support via WhatsApp messages is what worked for them. For others it was short 10-minute video calls that progressed into longer calls as time went on, but again not always, if shorter calls worked better for the

young person. For some the first full session (one hour) was used for getting to know each other.

The approach and speed at which the support progressed was guided by the young person in each instance with the allocated delivery team member using their professional judgement, skills, knowledge, and creativity to work with them.

It is important to note, that due to this approach and the time needed for relationship building, the in-session evaluation survey was often completed in the second full hour session or some way down the line if shorter sessions or messaging services were used initially. This is discussed more in the 'Additional Learning' chapter.

Being creative, flexible and use of tools



As noted in the previous section, the TtTNS delivery team had to be flexible and creative in all aspects of their engagement with young people, from the logistics and content of the sessions to the mediums used to capture discussions and ideas for next steps.

As within Time to Talk, the delivery team used a variety of creative tools such as the '[What Matters Island](#)', the '[Like and Admire](#)' tool and the '[Coping Strategies](#)' tool to help young people focus on their lives and what they want for the future, as well as their own personal creative skills such as drawing and music.

"[Supporter] has an excellent way of engaging with people and getting them to feel comfortable speaking to him. He brought out a side in my own daughter that I hadn't seen for a long time. He also encouraged her (not pressured) to take part in the creativity group he hosts. She initially declined but changed her mind and was quickly out in the garden taking pictures to show [supporter] and the others. I think what [supporter] has provided is really just an opportunity to speak to somebody other than myself (which can often lead to conflict) and feel part of something. She actually looked forward to their meetings and was sad when they ended. After initially refusing to even have the camera on she felt comfortable enough after only 2 sessions with him to switch it on. He shared his own life experiences with us and that too was helpful and is no doubt why he was able to relate so well with my daughter." (Parent)

Being able to be flexible and creative in TtTNS was also important outside of the one-to-one support delivery to ensure the wider programme was responsive to the needs of the young people engaging with the programme 's additional activities such as the Peer Support Group and Training Squad. The ability for the delivery team to listen and then act upon the suggestions of the young people and their families about the focus of the programme is viewed by most to be invaluable to its success and was only possible due to the flexibility of the funding granted by the National Lottery. Being able to work in this way led to:

- the development of a Creativity Group in year three (2023/2024)
- the provision of Human Rights training delivered by the British Institute of Human Rights in year three (2023/2024)
- the delivery and recording of information Webinars for parents/carers to be viewed at convenient times rather than specific times, alongside drop in support sessions.
- three young people becoming co-evaluators in the programme from year two (2022/2023).
- residentials in Years 1, 2 and 3
- a final online celebration event to share successes and learning (June 2024)

Being able to offer more



Again, due to the flexibility of the National Lottery funding for TtTNS the ability for the programme to offer support to young people beyond their six hours of one-to-one support was invaluable to several young people in the programme. For some this looked like being given some more one-to-one support sessions or having time funded to support travel, for others this was helping them to develop and grow within the programme to deliver/oversee the Peer Support sessions, plan residential trips, become young evaluators, or give talks at national and international Children and Young People professional events.

Professional freedom



Similarly to being able to use creative approaches, the delivery team shared that they greatly valued the professional freedom they were afforded in the delivery of TtTNS. The team felt they were able to manage their work with each young person in their own way, using their knowledge and skills to make the judgements needed to provide the support the young person needed in a way that was comfortable for them. The ability to work in this way, was noted to be different to

how many statutory services allow those providing support to work and instilled a sense of 'being trusted and respected' within the team.

However, this professional freedom was set within a broader way of working that also supported the delivery team, as discussed in the following section.

Having space to reflect and grow



The TtTNS delivery team explained throughout their engagement with the evaluation that the time they spent together in team meetings, TtTNS residentials and NDTi wide events was a key part of what made the delivery of the programme work as well as it did. The time together allowed each team member to reflect, share and learn from others to help support and develop their practice as well as to feel supported.

“to have the freedom without the support and knowledge of everyone else...it wouldn't have worked, well, not as well I don't think...every so often they throw you a curve ball and you have no idea what to do...or you hear something difficult and you need to talk about it....the meetings and phone calls really help with that.”

(Delivery Team)

“It was really useful to come together and talk about what was working and not working. The time at the end of year one, particularly helped...we discussed what was working and not working...I got to talk to some parents and it helped shape the rest of the work we did in the programme.” (Delivery Team)

Utilising knowledge to build connections



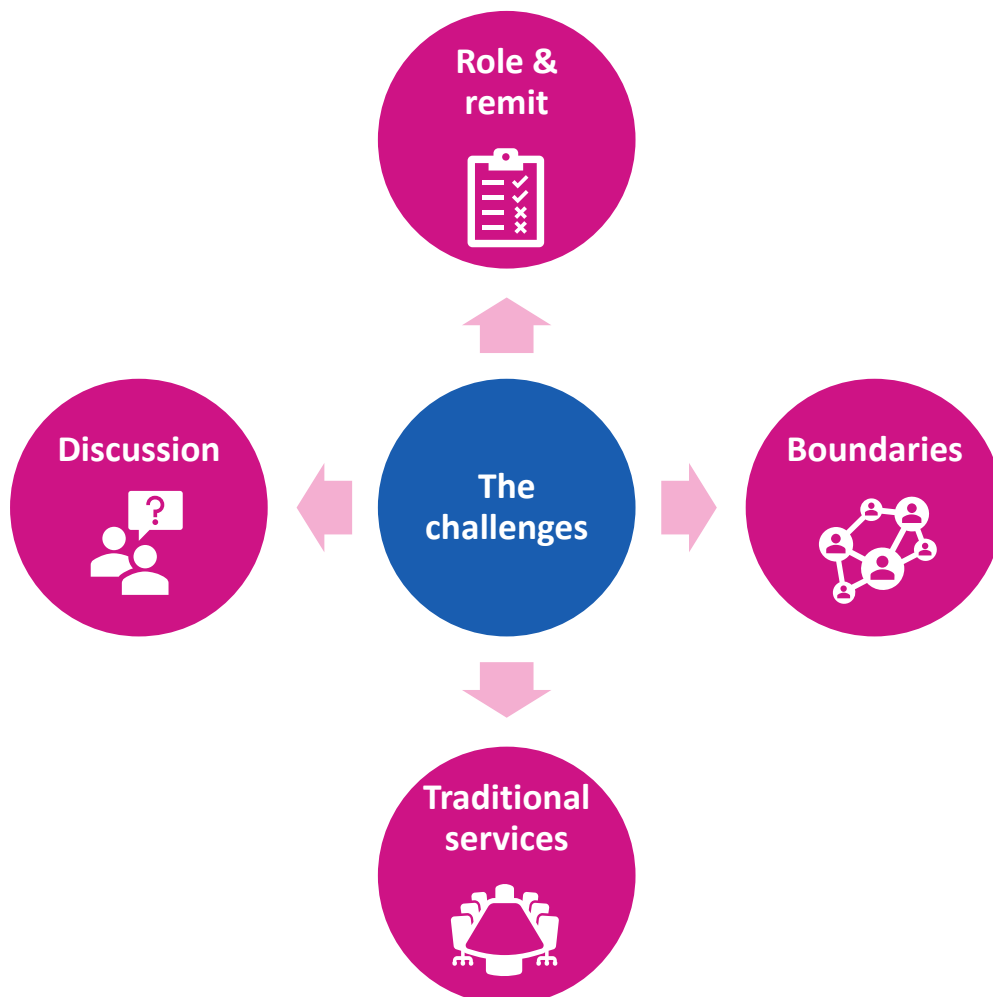
As well as being able to reflect and grow together as part of the programme, the delivery team were also able to utilise their knowledge and connections for different geographical and professional domains to help support the young people engaged with the programme.

“...at the [residential] I was able to ask about what there was in their borough as I had been searching online and couldn’t find anything...I don’t live in the area so it is hard to know. So much often goes on that isn’t online... you’d be surprised. Having someone who often has their ‘feet on the ground’ there meant I was able to ask and connect [parent] to [delivery team member] to share knowledge about what is available.” (Delivery Team)

Being able to work in this way not only strengthened the programme itself but has led to the work of TtTNS being known in more areas and development of a potential new project ‘Partners take Time to Talk.’

The challenges

Whist the TtTNS programme has been overwhelmingly successful, it was not without its challenges. This section details how these were experienced and how they were addressed or overcome.



Role and remit



As has already been noted in this chapter, TtTNS was not a traditional service for young people and/or their families; it did not offer counselling, brokerage or provide ongoing support. Instead, it was a programme that focused on emotional resilience and future planning for 16–25-year-olds with additional needs in England.

The need for support was defined by those requesting it, and the process for achieving the outcomes were individual in nature. Whilst this was positive for many young people, understanding the purpose of the programme was difficult for some, especially those who had a lot of experience with statutory services and/or those who engaged with more than just one-to-one support from the programme.

Taking heed of similar learning from [Time to Talk](#), the programme ensured that the remit of the support available and how it sat alongside statutory services was clearly communicated in all promotional material (leaflet, website information, and introductory videos), in initial contact emails/phone calls/messages and during first support sessions where permissions and consent forms were completed.

However, due to the length of TtTNS and the ability of young people to be engaged in a variety of activities for a number of years of the programme, the delivery team have reflected in the months approaching the end of year three, that ending a programme like this, the relationships it has created and the ability for young people to sustain their plans for the future is challenging.

The delivery team acknowledged this challenge early in year three of the programme and have been having conversations with young people, and working to ensure there are clear closure activities such as an [online webinar celebration event](#) in June 2024, and continuing funding for the Peer Support Group.

“Communication is key to managing expectations. For some young people Time to Talk [Next Steps] has filled that gap that other services have created...genuine relationships have been made and for that to all end when the funding stops needs to be managed well...some of these young people have been let down again and again, we can’t want to add to that.” (Delivery Team)

Boundaries



As the previous section suggests, programmes such as TtTNS can make setting relational boundaries difficult. Not being bound by supporter-supportee rules set out in more traditional support services has been of great benefit to the TtTNS but was not without its challenges.

Learning from Time to Talk was again heeded in this iteration of the programme and guidelines and policies were introduced to support relationship management, however each working relationship had to be managed by the delivery team on an individual basis with each young person. The team's skills and experience meant they were well equipped to assess how to manage relationship boundaries that worked for them; however, it has been noted by the delivery team that this has become increasingly harder as some young people have been involved in the programme for two-and-a-half years.

Working alongside traditional services



As noted in the 'role and remit' section (above), TtTNS was not a traditional service for young people and/or their families; it did not offer counselling, brokerage or provide ongoing support and was not connected in any way to education, health, social care or employment services provided. However, whilst the programme sat outside of these traditional services, the support offered quite often dovetailed with them in a bid to resolve problems and ensure sustainability of the plans being made.

“...the situation was ridiculous, I don't what we would have done had [Delivery Team Member] not gone with her to the Open Day. Her knowledge, patience, reassurance...everything really meant it got sorted...I could never have got that done so quickly.” (Parent)

As this quote from a parent suggests, most of the delivery team had connections with or knowledge of the statutory services their systems and the language they use to assist young people to make progress towards their own personal outcomes in the programme. However, this did not mean that the process of working with statutory or traditional services was straightforward.

“It can feel impossible, people don't always want to listen. You have to be willing to try lots of different routes...push lots of doors...” (Delivery Team)

The delivery team addressed these challenges head on sharing knowledge, skills, and connections with each other to help make progress for each young person who needed or wanted it as part of their support from TtTNS and acknowledge that doing so took a lot of pressure of families who would otherwise be trying to navigate systems and processes on top of their everyday lives.

In addition, part of the aim of TtTNS was to influence professionals in Children and Young People's associated services to work in a person-centred way and, hopefully, as a result reflect and amend the systems and processes that make accessing support so challenging for many young people and their families. The training delivered by the [TtTNS Training Squad](#) focused on these issues and reached 8 professionals. Whilst the changes made as a result of the training cannot be reported as they were not captured as part of the evaluation, professionals who took part in the training suggest that what they heard in the session had a significant impact and implies changes might be made in the future.

"It made me think, hearing from the young people I understand better now." (Professional)

"I am more confident to be person-centred than I was before."
(Professional)

Discussion



The information presented in this chapter has highlighted how TtTNS continued the legacy of Time to Talk; learning, growing, and developing the unique approach to support for young people with additional needs and their families in England. As with any innovative project, there were a number of challenges faced along the way, but the highly experienced delivery team utilised their knowledge and skills to address and learn from these.



Other Lessons Learnt

In addition to the evidence towards identified outcomes and learning from the delivery of the programme, the evaluation has also captured learning and undertaken analysis on the impact of TtTNS on young people and their families more widely, as well as to the educational, social, health and economic arenas of Children and Young People's services.

The evaluation has also captured reflections on how the project could be developed for more young people in the future.

This chapter draws this learning into one place and provides links to additional publications that can provide further information.

Economic impact

Whilst the primary goal of TtTNS was not about economics or saving public funds, analysis undertaken on three cases studies of young people supported by the programme found that **for just £9,000 investment** from the programme across these young people substantial **potential savings of nearly £60,000 were made to the public purse**. In addition, this analysis found that as a result of the support received, both young people and their families were now contributing both directly and indirectly to the public purse through taxes paid on earnings and being active in the economy. Please click [here](#) to read the full report.

Filling a gap

As alluded to in this report and [other publications](#) related to the evaluation, there is a significant gap in statutory services for young people and families to talk about the future as they approach their transition to adulthood. In fact, 100% of the parent/carers who completed an evaluation survey said there was a need for a programme like TtTNS in the future due to the gap in provision it fulfilled.

"It would be good for this to continue, so other people can have the same support that I did. It really made a difference for me. It helped me build my confidence, so I could talk to people. I was out of school and now I have got back into education, in college. I am planning for the future again." (Young person)

“There are so many vulnerable young people and families who do not know where to turn. They are feeling lost and abandoned by mainstream education. This programme offers a light at the end of a very dark tunnel. It is a lifeline!” (Parent)

This finding, alongside the challenges TtTNS faced with navigating how it sat alongside statutory services, speaks to a wider need for the findings of this evaluation to inform national conversations about young people with SEND in England, their needs and how mainstream schools need support to implement Preparing for Adulthood

Hopes for the future

As the previous section has alluded to, the evaluation of TtTNS has captured feedback from those involved about their hopes for the future of the programme. A number of young people, parents/carers, and delivery team members chose to share their hopes for the programme in the future based on their experiences. These are listed below, not in priority order:

For TtTNS or a new iteration of the programme to continue into the future, to ensure more young people who need it can be supported in a similar way across the UK.

For any future iteration of the programme to consider:

*supporting young people under the age of 16

*offering face-to-face support where needed/appropriate.

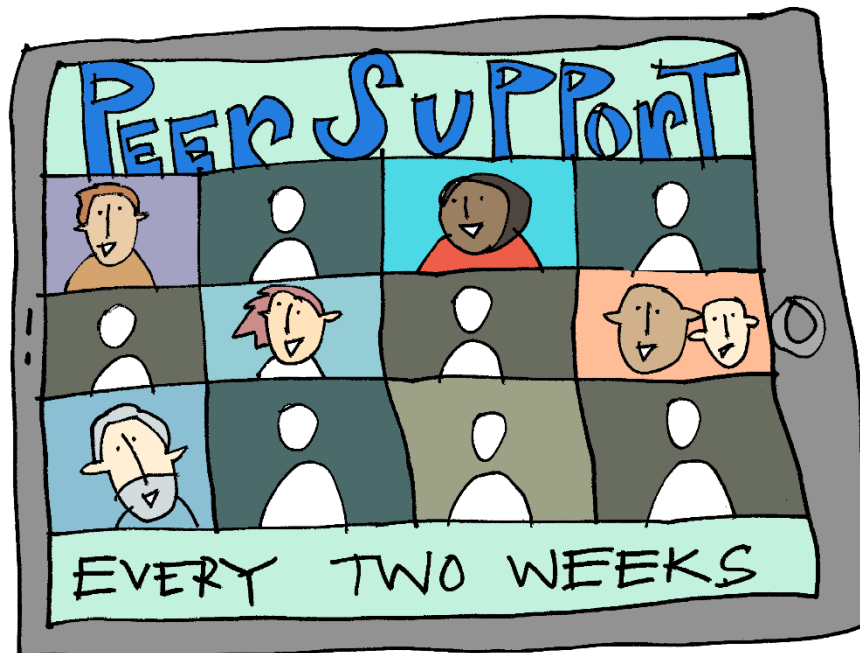
For Contact to continue hosting webinars and information sharing sessions for parents/carers to help hold the whole family on their journey from children to adult services.

For NDTi to maintain the Peer Support group created as part of TtTNS in order to support the young people to sustain the relationships they have fostered.

For NDTi to embed the learning from *TtTNS* into future work with young people with additional needs and their families. Including,

- *maintaining working relationships with young people and parent/carers to develop and deliver programmes of work.

- *developing Human Rights based training for CYP professionals to be delivered by young people and/or their parents/carers.





Discussion

Time to Talk Next Steps continued the unique legacy of Time to Talk, by providing a programme of free, strength-based support for 16 – 25-year-olds in England with additional needs and their parents/carers. It also provided training to professionals within the CYP arena.

Learning captured in the evaluation highlights that receiving one-to-one support and engaging with the social and training activities provided by the programme saw young people experience:

- improved confidence,
- reduced anxiety,
- increased social connections,
- raised aspirations and,
- improved knowledge of their rights and how to express them.

The programme also provided **young people** with opportunities they could never have dreamed of before requesting support from the programme. Such as being able to speak to their parents/families about their wishes, having a group of people their own age they feel comfortable socialising with, and having paid employment opportunities both within TtTNS and more broadly.

The programme also had a positive impact on the **parents/carers** who received support either from NDTi, Contact or both. Many reported feeling better informed and less alone as a result of the support they received, which made them feel more confident and able to face challenges. Many parents/carers also found the support increased the aspirations they had for the young person in their family.

Finally, **the professionals** who engaged with TtTNS, either by requesting support for a young person or attending training delivered by the Training Squad, reported feeling more confident and better equipped to support young people with additional needs in a person-centred way and had higher aspirations for their futures than they had previously. There was also some indirect evidence that professionals were reminded of young people's rights from their engagement with the programme and were going to enact there being embedded more prominently in their places of work.



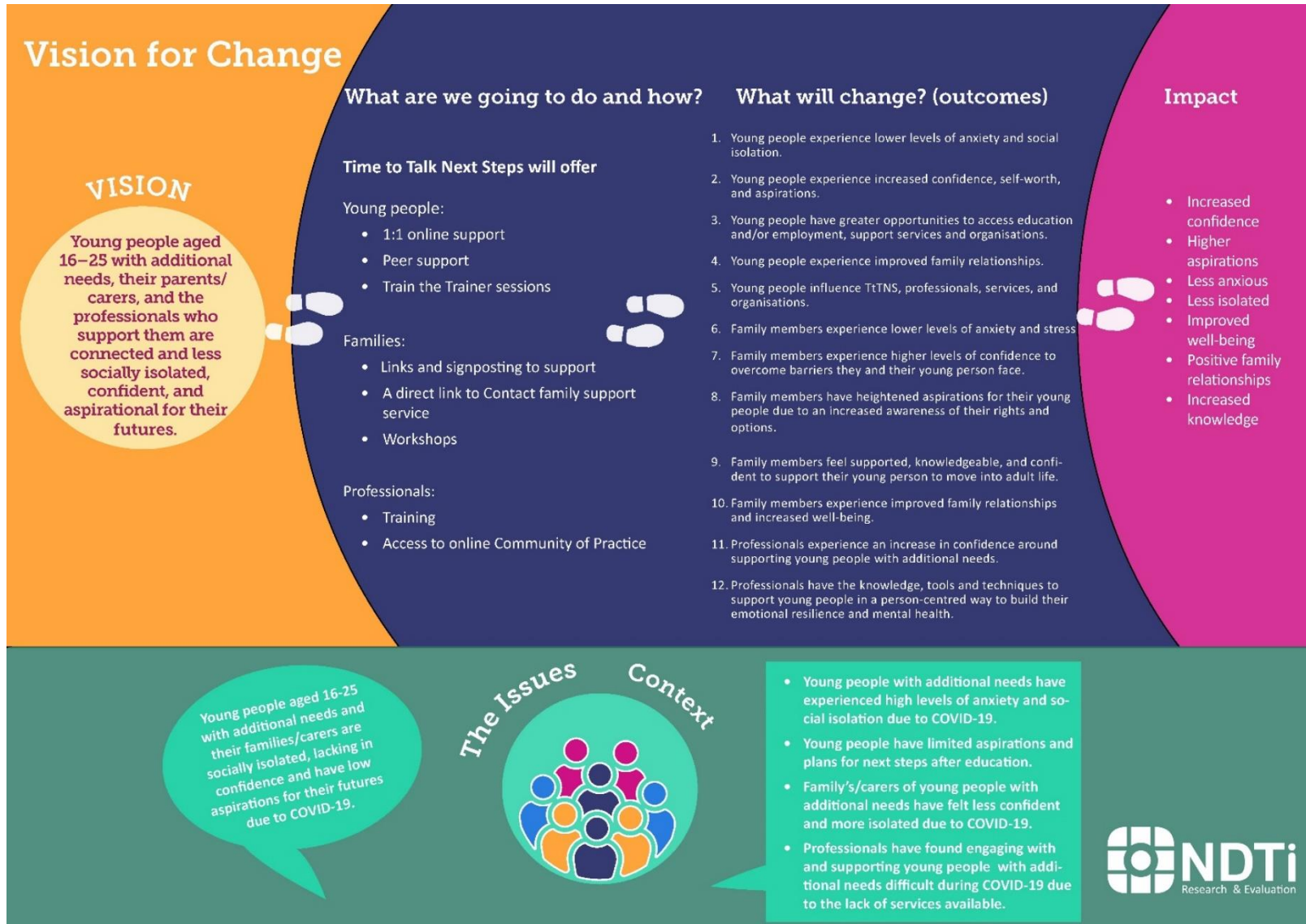
Recommendations

Based on the evidence collected and reviewed in this evaluation, the following recommendations have been made for the delivery and future of the project, and for NDTi as an organisation:

- **Free, strength-based support** like that provided by TtTNS should be **rolled out across England** to ensure it is available to as many young people with additional needs as possible. This roll out should be supported and guided by NDTi based on the learning garnered in the last three years, including capturing evidence of how different organisations deliver work to achieve similar outcomes.
- Any roll out of the programme should continue to utilise the **'Request for Support' form format** and not incorporate a more formal referral process.
- The roll out of the programme should consider **offering support** to those **under 16** in a bid to provide more preventative rather than reactive support. The roll out should also consider offering support to those **over 25** where the need is high, as well as face-to-face support sessions and support groups.
- If possible, NDTi should continue to provide **space and support for the established Peer Support Group** to continue meeting on a bi-weekly basis. Part of the support offered should include enabling the Group to take steps towards self-governance.
- NDTi should continue to work, where possible, with members of the **Training Squad** and other interested young people, as well as with parent/carers, to **develop and deliver Human Rights training for professionals**.
- Support and information for the parents/carers/families of young people with additional needs in England should continue to be offered via a series of **webinars, recordings, and conversation spaces with other parents/carers/family members**.
- The **findings** from TtTNS should be **widely disseminated** to assist mainstream schools to support young people with additional needs/SEND in England.
- The **findings** should be used **to inform conversations** and the development of new streams of work across NDTi and its partners.
- The Research and Evaluation team at NDTi should use the learning from this evaluation to inform future evaluations of programmes for children and young people. In particular, the team should further **develop and deliver evaluation training for peer evaluators**.



Appendix I, Vision for Change, July 2021





Appendix 2, Outcome Framework, July 2021



Building a Vision for Change: Time to Talk Next Steps

Young People		
Outcomes	The signs that things are changing	What evidence might we collect?
Young people experience lower levels of anxiety and social isolation	<ul style="list-style-type: none"> • Young people feel less anxious • Young people feel more connected to the peers, families, and communities • Young people have more social opportunities 	<ul style="list-style-type: none"> • Request for support form data • Post 1:1 support online survey – immediate and 3 months post support • Interview or audio/video change stories guided by questions from Eval team, • Change stories from delivery team • Survey from families • End of year workshop/gathering/reflection session
Young people experience increased confidence, self-worth, and aspirations	<ul style="list-style-type: none"> • Young people feel more confident • Young people have greater self-worth • Young people have higher aspirations for themselves and their futures • Increase in standardised measures. 	<ul style="list-style-type: none"> • Request for support form data • Post 1:1 support online survey) – immediate and 3 months post support • Interview or audio/video change stories guided by questions from Eval team, • Change stories from delivery team • Survey from families • Reflective diaries and/or online platform to share stories from peer supporters and/or young trainers • End of year workshop/gathering/reflection session
Young people have greater opportunities to access education and/or employment, support services and organisations	<ul style="list-style-type: none"> • Young people apply for and/or start an educational course • Young people undertake work experience, apply for and/or start jobs • Young people engage with the support services and/or organisations they want and need. • Young people know where to go for support with future planning at the end of their TtNS support/engagement 	<ul style="list-style-type: none"> • Post 1:1 support online survey – immediate and 3 months post survey • Interview or audio/video change stories guided by questions from Eval team, • Change stories from delivery team • Survey from families • Reflective diaries and/or online platform to share stories from peer support and/or young trainers • End of year workshop/gathering/reflection session.
Young people experience improved family relationships	<ul style="list-style-type: none"> • Young people experience better relationships with their families 	<ul style="list-style-type: none"> • Post 1:1 support online survey – immediate and 3 months post survey • Interview or audio/video change stories guided by questions from Eval team, • Change stories from delivery team • Survey from families • End of year workshop/gathering/reflection session
Young people influence Time to Talk Next Steps, professionals, services, and organisations.	<ul style="list-style-type: none"> • Young people contribute to the development of Time to Talk Next Steps • Young people are able to influence professionals, services and organisations through the training delivered. 	<ul style="list-style-type: none"> • Interview or audio/video change stories • Reflective diaries from young people in train the trainers • End of year workshop/gathering/reflection session • Change stories from delivery team • Professionals' survey/interviews • Notes from delivery staff team meetings • Interviews/conversations with delivery staff

Family/carers		
Outcomes	The signs that things are changing	What evidence might we collect?
Family members/carers experience lower levels of anxiety and stress	<ul style="list-style-type: none"> Family members/carers feel less anxious Family members/carers feel more relaxed 	<ul style="list-style-type: none"> Online survey Change stories, End of year workshop
Family members/carers experience higher levels of confidence to overcome barriers they and their young person face.	<ul style="list-style-type: none"> Family members/carers feel more confident 	<ul style="list-style-type: none"> Online survey Change stories, Evaluation data from Contact End of year workshop
Family members/carers have heightened aspirations for their young people due to an increased awareness of their rights and options	<ul style="list-style-type: none"> Family members/carers know their rights Family members/carers understand what options are available to them and the young person in their family Family members/carers have increased aspirations for their young people 	<ul style="list-style-type: none"> Online survey Change stories, End of year workshop
Family members/carers feel supported, knowledgeable and confident to support their young person to move into adult life.	<ul style="list-style-type: none"> Family members/carers have access to the support they need to support their young person Family members/carers have the knowledge to support their young person Family members/carers feel confident in supporting their young person transitioning to adult life. 	<ul style="list-style-type: none"> Online survey Change stories, End of year workshop Evaluation data from Contact
Family members experience improved family relationships and increased well-being	<ul style="list-style-type: none"> Family members/carers experience an improvement in their relationships with their family. 	<ul style="list-style-type: none"> Online survey Change stories, End of year workshop Young people surveys, conversations, reflections, diaries, workshop

Professionals		
Outcomes	The signs that things are changing	What evidence might we collect?
Professionals experience an increase in confidence around supporting young people with additional needs	<ul style="list-style-type: none"> Professionals feel more confident when supporting young people with additional needs. 	<ul style="list-style-type: none"> Pre and Post training survey Community of practice notes
Professionals have the knowledge, tools and techniques to support young people in a person-centered way to build their emotional resilience and mental health	<ul style="list-style-type: none"> Professionals use person-centred/strength-based language Professionals have more knowledge of how to support young people with additional needs Professionals have a toolkit of techniques they can use to support young people. 	<ul style="list-style-type: none"> Post training survey Community of practice notes Reflective journal notes from train the trainer's - young people

Summary of data and information collection and timescales

(who, what and when)

Young People

One-to-one support

- When young people, families/carers, professionals request support they will consent to having the information on the form shared with the evaluation **(created and shared by delivery team)**
- At the end of their 1:1 support, each young person who has previously consented to being involved in the evaluation, will be provided with a post evaluation survey. This survey will ask the YP their next steps – end of involvement in TtTNS, peer support and/or train the trainer. This survey will also ask if it is OK for the evaluation team to send them follow up survey in 3 months **(created by eval team, shared by delivery team)**
- 3 month follow up survey sent to those who consent **(created and shared by eval team)**
- Delivery team will be asked to share change stories from their time supporting young people

Peer Support

- Young people who attend monthly peer support sessions will be asked at the end of each session they attend a short series of questions about the session they have attended. Responses to these questions will be anonymously shared with the evaluation. **(Created in collaboration between delivery and evaluation team, shared by delivery team)**

Peer Supporters

- At the start of the peer support happening an online platform for young people to share and reflect about their experience and how it is working etc. This will be known as the 'Magic Moments' evaluation platform. The tech to host this platform will be agreed with the steering group. **(Platform will be set up and 'supervised' by eval team,)**
- Every 6 months – March and September, the evaluation will ask peer supporters to share their thoughts, experiences, stories and anything else they feel important with the evaluation. This will be done in a way that suits the YP, but could be a survey, conversation, sharing a video, audio, picture etc. **(set up and managed by the eval team, with delivery team support).**

Train the Trainers

- At the start of the train the trainer training, an online platform for young people to share and reflect about their experience and how it is working etc. This will be known as the 'Magic Moments' evaluation platform. The tech to host this platform will be agreed with the steering group. **(Platform will be set up and 'supervised' by eval team,)**
- Every 6 months – March and September, the evaluation will ask train the trainers to share their thoughts, experiences, stories and anything else they feel important with the evaluation. This will be done in a way that suits the YP, but could be a survey, conversation, sharing a video, audio, picture etc. **(set up and managed by the eval team, with delivery team support).**
- Train the trainers will also be encouraged to keep a journal where they reflect on what they are doing, how its working, how it feels and anything else significant to them.

They will be asked if they would like to share any segments from this record throughout their involvement in the train the trainer programme with the evaluation **(set up and managed by the eval team, but supported by the delivery team)**

All young people, no matter what their engagement in Time to Talk Next Steps, will be invited to an end of year workshop/gathering/reflection session (either online or face-to-face) to be held in May half term each year (2022, 2023 and 2024). For those who are engaged across multiple years, they will be invited to attend each year

Family Members/Carers

- With their young person's consent, family members/carers will be asked to complete an online survey about the experience of being involved with Time to Talk Next Steps. This survey will also ask them what support they have received themselves. **(Created and administered by the eval team, supported by the delivery team)**
- NDTi delivery team will provide the evaluation team with the numbers of families/carers who have been referred to Contact for support **(delivery team to provide, 6 monthly)**
- Contact will provide the evaluation team with the numbers of people who have been in touch with their services, including number who were referred, and their pathways from initial contact **(Contact to provide, 6 monthly)**
- Contact will provide the evaluation team with the completed evaluation forms from the family members/carers who consent from the workshops and/or Listening Ear support **(Contact to provide, 6 monthly)**
- Survey sent to consenting family members/carers who have done the workshop **(created and managed by the eval team).**

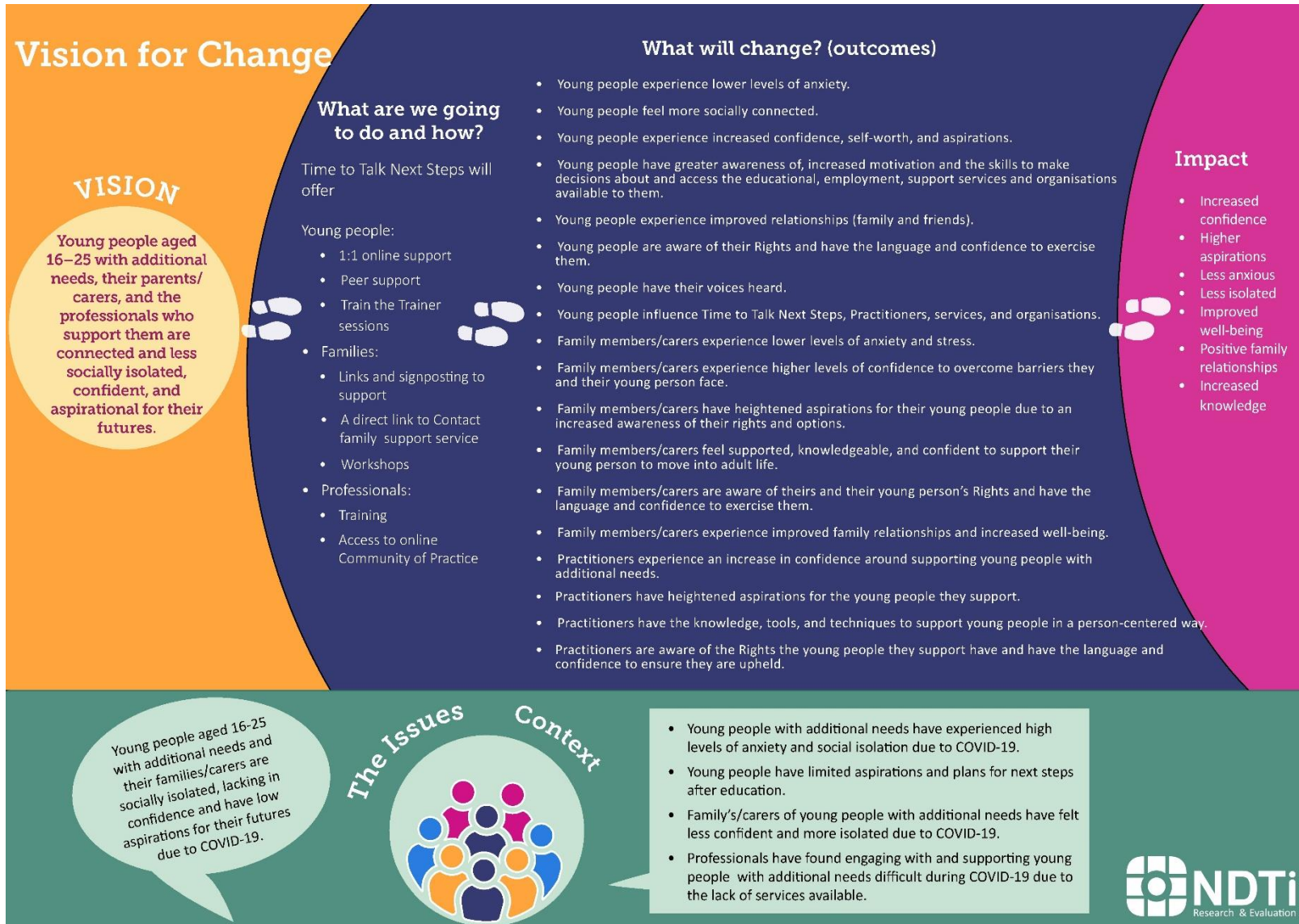
All family members/carers, no matter what their engagement in Time to Talk Next Steps, will be invited to an end of year workshop/gathering/reflection session (either online or face-to-face) to be held in May half term each year (2022, 2023 and 2024).

Professionals

- With the young person's consent, professionals who referred a young person to Time to Talk Next Steps will be asked to complete an online survey about what the process was like and the impact they have seen (if appropriate) for the young person **(created and administered by eval team)**
- Professionals will be asked to complete an evaluation survey pre and post training. This will ask if they can be contacted 3 months after by eval team to capture impact. **(created and managed by eval team, supported by the training delivery team)**
- A 3 month follow up survey will be sent to those professionals who consent in the immediate evaluation survey **(created and managed by eval team, supported by the training delivery team)**
- The evaluation team will have access to the online Community of Practice to capture learning of changes and impact to practice **(managed by eval team)**



Appendix 3, The Revised Vision for Change, January 2023





Appendix 4. The Revised Outcomes Framework, January 2023



Building a Vision for Change: Time to Talk Next Steps

Young People		
Outcomes	The signs that things are changing.	What evidence might we collect?
Young people experience lower levels of anxiety	<ul style="list-style-type: none"> Young people feel less anxious. 	<p>1:1 Support</p> <ul style="list-style-type: none"> Request for support form data In session survey Post 1:1 support online survey. Facebook Direct Messages Feedback from supporter. Feedback from professionals (email questions) Feedback from family (emails, survey/interview). <p>Peer Support</p> <ul style="list-style-type: none"> Mood boards from sessions (start and end of session) Answers to end of session questions Facebook group comments/responses Twice yearly check ins via Gather Platform End of year residential conversations.
Young people feel more socially connected.	<ul style="list-style-type: none"> Young people have made some social connections, if they want this. Young people feel less isolated. Young people feel part of a community 	<p>1:1 Support</p> <ul style="list-style-type: none"> Request for support form data In session survey Post 1:1 support online survey. Facebook Direct Messages Feedback from supporter. Feedback from professionals (email questions) Feedback from family (emails, survey/interview). <p>Peer Support</p> <ul style="list-style-type: none"> Mood boards from sessions (start and end of session) Answers to end of session questions Facebook group comments/responses Twice yearly check ins via Gather Platform End of year residential conversations. <p>Train the Trainers</p> <ul style="list-style-type: none"> Facebook group comments/responses Reflective conversations throughout the year. End of year residential conversations.
Young people experience increased confidence, self-worth, and aspirations.	<ul style="list-style-type: none"> Young people feel more confident. Young people have greater self-worth. Young people have higher aspirations for themselves and their futures. 	<p>1:1 Support</p> <ul style="list-style-type: none"> Request for support form data In session survey Post 1:1 support online survey. Facebook Direct Messages Feedback from supporter.

		<ul style="list-style-type: none"> • Feedback from professionals (email questions) • Feedback from family (emails, survey/interview). <p>Peer Support</p> <ul style="list-style-type: none"> • Mood boards from sessions (start and end of session) • Answers to end of session questions • Facebook group comments/responses • Twice yearly check ins via Gather Platform • End of year residential conversations. <p>Train the Trainers</p> <ul style="list-style-type: none"> • Facebook group comments/responses • Reflective conversations throughout the year. • End of year residential conversations.
<p>Young people have greater awareness of, increased motivation and the skills to make decisions about and access the educational, employment, support services and organisations available to them.</p>	<ul style="list-style-type: none"> • Young people have the confidence to make decisions about their education, employment, and support. • Young people apply for and/or start an educational course. • Young people undertake work experience, apply for and/or start jobs. • Young people engage with the support services and/or organisations they want and need. • Young people know where to go for support with future planning at the end of their TtTNS support/engagement. 	<p>1:1 Support</p> <ul style="list-style-type: none"> • Request for support form data • Post 1:1 support online survey. • Facebook Direct Messages • Feedback from supporter. • Feedback from professionals (email questions) • Feedback from family (emails, survey/interview). <p>Peer Support</p> <ul style="list-style-type: none"> • Answers to end of session questions • Facebook group comments/responses • Twice yearly check ins via Gather Platform • End of year residential conversations. <p>Train the Trainers</p> <ul style="list-style-type: none"> • Facebook group comments/responses • Reflective conversations throughout the year. • End of year residential conversations.
<p>Young people experience improved relationships (family and friends).</p>	<ul style="list-style-type: none"> • Young people experience better relationships with those that matter to them, including their family and friends. 	<p>1:1 Support</p> <ul style="list-style-type: none"> • Request for support form data • Post 1:1 support online survey. • Facebook Direct Messages • Feedback from supporter. • Feedback from professionals (email questions) • Feedback from family (emails, survey/interview). <p>Peer Support</p> <ul style="list-style-type: none"> • Answers to end of session questions • Facebook group comments/responses • Twice yearly check ins via Gather Platform • End of year residential conversations.

<p>Young people are aware of their Rights and have the language and confidence to exercise them.</p>	<ul style="list-style-type: none"> • Young people talk about their rights when discussing their experiences and futures. • Young people discuss their rights with those providing support and services. 	<p>1:1 Support</p> <ul style="list-style-type: none"> • Post 1:1 support online survey. • Facebook Direct Messages • Feedback from supporter. • Feedback from professionals (email questions) • Feedback from family (emails, survey/interview). <p>Peer Support</p> <ul style="list-style-type: none"> • Answers to end of session questions • Facebook group comments/responses • Twice yearly check ins via Gather Platform • End of year residential conversations. <p>Train the Trainers</p> <ul style="list-style-type: none"> • Facebook group comments/responses • Reflective conversations throughout the year. • End of year residential conversations.
<p>Young people have their voices heard</p>	<ul style="list-style-type: none"> • Young people have their voices heard within Time to Talk Next Steps delivery. • Young people have their voices heard in their personal lives. 	<p>Peer Support</p> <ul style="list-style-type: none"> • Answers to end of session questions • Facebook group comments/responses • Twice yearly check ins via Gather Platform • End of year residential conversations. <p>Train the Trainers</p> <ul style="list-style-type: none"> • Facebook group comments/responses • Reflective conversations throughout the year. • End of year residential conversations.
<p>Young people influence Time to Talk Next Steps, Practitioners, services, and organisations.</p>	<ul style="list-style-type: none"> • Young people contribute to the development of Time to Talk Next Steps • Young people are able to influence Practitioners, services and organisations through the training delivered. 	<p>Peer Support</p> <ul style="list-style-type: none"> • Answers to end of session questions • Facebook group comments/responses • Twice yearly check ins via Gather Platform • End of year residential conversations. <p>Train the Trainers</p> <ul style="list-style-type: none"> • Facebook group comments/responses • Reflective conversations throughout the year. • End of year residential conversations.

Family/carers		
Outcomes	The signs that things are changing.	What evidence might we collect?
Family members/carers experience lower levels of anxiety and stress	<ul style="list-style-type: none"> Family members/carers feel less anxious. Family members/carers feel more relaxed. 	<ul style="list-style-type: none"> Post young person 1:1 feedback (email, survey/interview). Data captured by Contact post support sessions. End of year residential conversations.
Family members/carers experience higher levels of confidence to overcome barriers they and their young person face.	<ul style="list-style-type: none"> Family members/carers feel more confident. 	<ul style="list-style-type: none"> Data captured by Contact post support sessions. End of year residential conversations.
Family members/carers have heightened aspirations for their young people due to an increased awareness of their rights and options.	<ul style="list-style-type: none"> Family members/carers know their rights. Family members/carers understand what options are available to them and the young person in their family. Family members/carers have increased aspirations for their young people 	<ul style="list-style-type: none"> Data captured by Contact post support sessions. End of year residential conversations.
Family members/carers feel supported, knowledgeable, and confident to support their young person to move into adult life.	<ul style="list-style-type: none"> Family members/carers have access to the support they need to support their young person. Family members/carers have the knowledge to support their young person. Family members/carers feel confident in supporting their young person transitioning to adult life. 	<ul style="list-style-type: none"> Data captured by Contact post support sessions. End of year residential conversations.
Family members/carers are aware of theirs and their young person's Rights and have the language and confidence to exercise them.	<ul style="list-style-type: none"> Family members/carers talk about their and their young persons rights when discussing their experiences and futures. Family members/carers talk about their rights when talking with services and Practitioners. 	<ul style="list-style-type: none"> Data captured by Contact post support sessions. End of year residential conversations.
Family members/carers experience improved family relationships and increased well-being.	<ul style="list-style-type: none"> Family members/carers experience an improvement in their relationships with their family. 	<ul style="list-style-type: none"> Post young person 1:1 feedback (email, survey/interview). Data captured by Contact post support sessions. End of year residential conversations.

Practitioners		
Outcomes	The signs that things are changing.	What evidence might we collect?
Practitioners experience an increase in confidence around supporting young people with additional needs.	<ul style="list-style-type: none"> Practitioners feel more confident when supporting young people with additional needs. 	<p>Those who receive training:</p> <ul style="list-style-type: none"> Reason for doing training from signup sheet. Word clouds from end of training Post training survey Follow up impact interviews (3 months after training) Community of Practice notes. <p>Those engaged/involved with 1:1 support:</p> <ul style="list-style-type: none"> Feedback from professionals (email questions) <p>All:</p> <ul style="list-style-type: none"> Focus group twice a year.
Practitioners have heightened aspirations for the young people they support.	<ul style="list-style-type: none"> Practitioners have higher aspirations for the young people they support. Practitioners aspirations are in line with those of the young person they support and their parent/carer/families. 	<p>Those who receive training:</p> <ul style="list-style-type: none"> Reason for doing training from signup sheet. Word clouds from end of training Post training survey Follow up impact interviews (3 months after training) Community of Practice notes. <p>Those engaged/involved with 1:1 support:</p> <ul style="list-style-type: none"> Feedback from professionals (email questions) <p>All:</p> <ul style="list-style-type: none"> Focus group twice a year.
Practitioners have the knowledge, tools, and techniques to support young people in a person-centered way.	<ul style="list-style-type: none"> Practitioners use person-centred/strength-based language. Practitioners have more knowledge of how to support young people with additional needs. Practitioners have a toolkit of techniques they can use to support young people. 	<p>Those who receive training:</p> <ul style="list-style-type: none"> Reason for doing training from signup sheet Word clouds from end of training Post training survey Follow up impact interviews (3 months after training) Community of Practice notes. <p>Those engaged/involved with 1:1 support:</p> <ul style="list-style-type: none"> Feedback from professionals (email questions) <p>All:</p> <ul style="list-style-type: none"> Focus group twice a year.

<p>Practitioners are aware of the Rights the young people they support have and have the language and confidence to ensure they are upheld</p>	<ul style="list-style-type: none"> • Practitioners talk to the young people they support about their rights. • Practitioners advocate for the young people support using rights-based language. 	<p>Those who receive training:</p> <ul style="list-style-type: none"> • Reason for doing training from signup sheet • Word clouds from end of training • Post training survey • Follow up impact interviews (3 months after training) • Community of Practice notes. <p>Those engaged/involved with 1:1 support:</p> <ul style="list-style-type: none"> • Feedback from professionals (email questions) <p>All:</p> <ul style="list-style-type: none"> • Focus group twice a year.
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In addition

- Interviews twice a year with delivery team (supporters) and partners (Contact).

Summary of data and information collection and timescales (Who, what and when)

Young People

One-to-one support

- When young people, families/carers, practitioners request support they will consent to having the information on the form shared with the evaluation **(created and shared by delivery team)**
- In their first and last support session, young people will fill in an online survey with their supporter **(created by the evaluation team, done by supporters)**
- At the end of their 1:1 support, each young person who has previously consented to being involved in the evaluation, will be provided with details of how to engage with the evaluation by their supporter:
 - Post evaluation survey
 - Peer interview
 - Link to Facebook to comment/share audio/video.**(Created by evaluation team, shared by supporters).**
- Delivery team will be asked to share, with the consent of young person change stories/progress towards outcomes from their time supporting young people 1:1 **(templates created by evaluation team, completed by supporters, and shared with evaluation team).**

Peer Support

- At the start and end of each peer support session, the facilitator will do a mood board with those attending. How people responded will be anonymously captured by the facilitator and shared with the evaluation **(created and done by peer support group facilitator and shared with the evaluation team).**
- At the end of each peer support session a link to 3/4 questions will be shared, young people can follow this and fill it in if they wish. **(Created by evaluation team, shared by peer support group facilitator).**
- All who attend the peer support group, will be made aware of, and have details of how to access a Facebook closed Peer Support Group to share thoughts and feedback about the sessions with the evaluation **(created by evaluation team, shared by the peer support group facilitator).**
- Twice a year (every 6 months), the evaluation team will invite all those who have engaged with the peer support group to an event online to share their thoughts and reflections in an interactive way **(created and facilitated by the evaluation team, shared by the peer support group facilitator).**
- Conversations will take place at the end of year residential events **(arranged and developed in collaboration between the delivery and evaluation teams, evaluation team will conduct conversations).**

Train the Trainers

- A closed Facebook group for Train the Trainers will be provided to all involved in the Train the Trainer programme to share their experiences, reflections, thoughts and ideas with the evaluation. The evaluation team will periodically ask questions of the trainees to answer. **(Platform set up and 'supervised' by evaluation team, link to it shared by train the trainers facilitators)**
- Every 6 months – March and September, the evaluation will ask the trainees to share their thoughts, experiences, stories and anything else they feel important with the evaluation via an online focus group/group conversation. **(Dates and times to be agreed by evaluation team and Trainees, facilitated by the evaluation team).**

Family Members/Carers

- With their young person's consent, family members/carers will be asked to share their thoughts, reflections, and suggestions about the programme via either email, online survey, or interview. The survey/interview will also ask them what support they have received themselves. **(Created and undertaken by the evaluation team, shared by supporters towards the end of 1:1 support with young person).**
- NDTi supporters will provide the evaluation team with the numbers of families/carers who have been referred to Contact for support **(delivery team to provide to evaluation team, 6 monthly)**
- Contact will provide the evaluation team with the numbers of people who have been in touch with their services, including number who were referred, and their pathways from initial contact **(Contact to provide, 6 monthly)**
- Contact will provide the evaluation team with the completed evaluation forms from the family members/carers who consent from the workshops and/or Listening Ear support **(Contact to provide, 6 monthly)**

Some family members/carers will be invited to an end of year residential (either online or face-to-face) to be held in May half term each year (2022, 2023 and 2024). Who is invited will be decided by the NDTi delivery team and Contact team.

Practitioners

- With the young person's consent, practitioners who requested support from TtTNS will be asked via email from the supporter to answer 3/4 questions about the support **(created by the evaluation team, shared by supporters)**
- When practitioners sign up to do training they will be asked why they are choosing to do the training. This will be shared with the evaluation. **(Designed by evaluation team, collected by trainers, shared with evaluation team).**
- At the end of each training session delivered to practitioners by Time to Talk Next Steps Trainers, attendees will be asked to do the following things:
 - share one thing they will be taking away with them from the training. This will be turned into a word cloud live on screen. This word cloud will be shared with the evaluation **(done by the trainers and shared with the evaluation team after each training session)**

- follow a link to a short online survey about the training. In this survey, participants will be asked to provide their contact details if they can be contacted in 3 months' time to explore the impact of the training on them. **(Created by evaluation team, shared by trainers).**
- 3 month follow up survey sent to practitioners who consent to it (above). **(Created and shared by the evaluation team).**
- The evaluation team will have access to the online Community of Practice to capture learning of changes and impact to practice **(set up and managed by the Trainers, evaluation team to have access).**
- Twice a year an online focus group will be held with practitioners who have received training and/or requested support for a young person from Time to Talk Next Steps. **(Publicised by NDTi delivery team, hosted by evaluation team).**

Delivery team and partners

- Every 6 months interviews will be undertaken with all NDTi supporters delivering Time to Talk Next Steps **(Set up, managed and undertaken by evaluation team).**
- Every 6 months interviews will be undertaken with Time to Talk Next Steps Partners **(Set up, managed and undertaken by evaluation team).**



More information

The National Development Team for Inclusion (NDTi) hope that you find the learning from Time to Talk Next Steps shared here useful. If you would like more information about the information in this document, or about Time to Talk Next Steps more generally, please refer to the project website

www.ndti.org.uk/projects/time-to-talk-next-steps or contact:

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