

# Multimedia Advocacy

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To discuss this case study, please contact us via email [customersupport@camdenlearning.org.uk](mailto:customersupport@camdenlearning.org.uk)



# Key Points

- Multimedia Advocacy is a really effective way of using media to communicate the wants and needs of children, young people through the use of video, image, sound and picture esp those with a large number of professionals involved across a number of sectors
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## Purpose

### What were your reasons for doing this development work?

Building on research from UEL around effective pastoral planning and in response to new Code of Practice and the emphasis on CYP's voice being placed at the centre of planning.

There was also a need to codify and improve our own approach to planning around education, health and care.

### Who were the identified target learners?

Target here is RFHCS Day School – generally outpatient referrals with significant medical and mental health challenges supported by large multi-agency teams. Could be applied in any pastoral context.

### What specific curriculum area did you intend to have impact on?

All – including specific outcomes for individuals Post-16.

### How were you intending to improve pupil learning?

- Clearer sense of ownership of both academic targets and those related to personal development.
- It gives the student more power/ control over their lives e.g. They make choices based on their own preferences.
- It is a great way of keeping everyone that supports an individual in the loop but most importantly putting the individual child right at the centre of their own plans.
- It makes use of digital Photography/ audio and video to organise thinking, reinforce memories, communicate preferences and viewpoints.
- Multimedia advocacy shows that even the little things are important and each individual has the right to change something if they wish.

## **What were your success criteria?**

- Improved attendance.
- Improved engagement from multi-agency teams around the child.
- Pupils achieving relevant SMART targets.
- Parents/carers and other professionals engaging with the process.

## **Methodology**

### **What did you do - what teaching approaches did you use?**

Two school 'champions' undertook a 12 week training programme then led group sessions with young people.

School utilised online 'Wiki Sites'. Wikis are simple and accessible, private and secure easy-to-build personal websites. They can be used to create multimedia Person-Centred Plans that use pictures, words, video and sound to capture the voice, skills, aspirations and needs of the individual. Wikis give ownership of the planning process to individuals and families, facilitating genuine collaboration between parents, teachers and professionals.

### **What specific teaching resources did you use?**

School utilised online 'Wiki Sites'. The portfolio can take different forms depending on the needs of an individual for example: curriculum vitae, person centred plan, health action plan, support plan or record of achievements.

### **What CPD experiences, materials, research and expertise have you drawn on?**

The Rix Centre is a research and development centre based at the University of East London.

Work is about making IT and new media technologies bring real benefit to the learning disability community and beyond. The Rix Centre has been delivering Multimedia Advocacy training courses to education and care professionals for more than eight years and has worked with key education, health and care providers in the UK to help them improve their services.

At RFHCS we focused particularly on Circles of Support, two stages, first is based on working with the Relationship Circle tool to identify existing people in the person's life. The second stage is building on the existing Relationship Circle, identifying the gaps and actively finding ways of making new connections and more effective strategies for support.

## **Outcomes and Impact**

### **What has been the impact on pupil learning?**

- Builds IT skills and self-confidence
- Creates more effective support network that is focused on improving outcomes
- Improved opportunities for aspiring, learning and achieving.

### **Evidence of impact on pupil learning**

- LAMS Reports (Looking at Myself and School)
- ECM Profile Data
- Learner Profile
- Year 11 Outcomes

### **What has been the impact on teaching?**

More transparent, child-centred practice.

### **Evidence of impact on teaching**

LSAs have developed technical skills and confidence that help them personally and professionally.

### **What has been the impact on school organisation and leadership?**

Outcomes for staff

- Gain wider knowledge of applications for IT and assistive technology in the SEN classroom

- Gain a new understanding of person centred approaches and how to apply them in your practice

Transition arrangements more robust

### **Evidence of impact on school organisation and leadership**

- Very much In line with SEND policy and new legislation/reforms and Brian Lamb's report
- Professional staff development linked to National policy objectives and reforms
- Develops your services with the latest methods and approaches
- Improves staff retention with meaningful learning and satisfying personal development

### **What is the crucial thing that made the difference?**

See attached 'Implementing MMA'.

### **What would your next steps be?**

- Further collaborative work with The Rix Centre
- School now trialling Multi-agency 'Progress Review' Day in July

## **Sharing Practice**

### **If another individual or school was attempting to replicate this work, where should they start?**

Contact the Rix Centre Course Coordinator at [rixadmin@uel.ac.uk](mailto:rixadmin@uel.ac.uk) or on 0208 223 7561 to request a registration form.

### **What would be the essential elements to include?**

Appoint school based champions to undertake The Online Foundation Course in Multimedia Advocacy.