

2012

BHIP, Brighton and Hove Inclusion Project, Impact Report and Evaluation



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the BHIP Staff Team

Evaluation of BHIP's child-care, play, youth
work and family support in Brighton and
Hove

BHIP Impact Report and Evaluation

Preface

Brighton and Hove Inclusion Project (BHIP) has been providing play, child-care, youth work, volunteer training and support to families since 1996. This report introduces BHIP's work, summarises what it does and reports back on external evaluation and internal review of the organisation's work

We are proud of the fact that we have sustained our work and that so many children have enjoyed our lovely clubs. Over recent years we have expanded our clubs and sessions. Now more children and families can enjoy playing in safe and stimulating environment whilst they can also explore their passions and take risks. Our free play approach, diverse activity programme and inclusion of children with varying abilities and needs helps hundreds of families in Brighton and Hove. In 2012 we have taken the opportunity to evaluate our work further. We have in place continuous improvement, assessment and evaluation with children and parents before and after sessions, as well as on-going review in our staff teams. We have extended evaluation by bringing in an independent evaluator, and undertaking further internal review of many activities.

Sustaining our work and getting funding is a perennial challenge. At the same time the need and demand for child-care for all sorts of children grows exponentially. More and more families want after school care and want 'inclusive play' that actively creates inclusion and diversity of experience. This demand and need is well

above and beyond the means available for providing for it. We would love to open more clubs in more places; extend our training and workforce development; and be able to have more 1:1 and family support. We really hope that the funding environment and our work with partners (schools and children's services amongst them) will enable this to happen.

Please look at the contents below to guide you through our evaluation as well as providing an explanation of what we do and what has been achieved alongside some really interesting stories and insights from parents.

We hope that this report is useful to you whether you are a potential partner or funder, a parent, a local resident or you are interested in how inclusion can work in practice.

Andrew Scanlon, Chair of Trustees¹

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¹ Outgoing Chairperson. Diana Leach is now Chair

Summary of BHIP's work

BHIP (Brighton and Hove Inclusion Project) runs play, youth work and after-school activities for children and families in Brighton and Hove. It has worked with hundreds, if not thousands, of children and families over the past 15 years plus that it has been operating.

In the **most recent year of operation** BHIP has:

- Worked with **146 children**
- Run an **after school club, a Saturday club, youth club and holiday clubs**
- Worked with **58 children with special needs**
- Trained, mentored and supported **18 volunteers** from many different backgrounds and levels of experience. In total **28 volunteers** have been involved in BHIP during the year
- provide a wide range of activities including **social, artistic, cultural, creative and health related activities** through the clubs.
- Expanded its capacity for **supporting children with additional needs** on a one-to-one basis
- **Supported parents and carers** and provides a much needed resource library.

Evaluation:

BHIP has monitored and evaluated its work using the following processes:

a) Through a continuous improvement and evaluation processes with children, parents and staff teams. This includes debriefing sessions using evaluation questions as laid out in the form attached as an appendix to this report.

b) Quality assurance processes including those required for OFSTED compliance as well as to comply with public funder requirements.

c) Through the use of an independent evaluator as in this report.

This report gives examples of how BHIP makes a difference in line with the objectives as detailed in BHIP's Business Plan.

"The idea for Adam in attending BHIP was to gain social interaction with his peers, because Adam is in an autistic unit at school there is no opportunity to interact with his peers.. This is why BHIP has been so brilliant.... It has brought him out of his shell and reduced his anxiety because everyone likes him and is nice to him. Also everyone treats him like an equal, like someone with mainstream abilities, in the way they interact and talk to him; this is amazing for his self esteem.

From Linda, a parent (with more about Adam in the big 'Gallery of Feedback')

BHIP's development and funding over recent years:

In 2008 BHIP received £243,083 as a 5 year grant from The Big Lottery Fund to run inclusive, out of schools clubs along with volunteer training programmes. The aim of the volunteer training was to improve the lives and opportunities of children and young people in Brighton and Hove. The project was informed by BHIP's many years of experience in running inclusive clubs along with the on-going evaluation of its activities. The project was

developed in response to a research project carried out by the city's Children and Young People's Trust which identified the need for more social and leisure opportunities in various neighbourhoods across the city.

The success of the Big Lottery Fund - BLF - formed the basis of BHIP's 5 year Business Plan (from April 2008 to March 2013). One of the project objectives was to increase the number of clubs and sessions delivered during this period. Since the grant from BLF was less than the initial bid of £332,696 further funding had to be secured from Brighton and Hove City Council, Children in Need, Sussex Community Foundation and People Can to support expansion of the project.

The Big Lottery Fund (Reaching Communities programmes) supports projects that work in targeted geographic communities with groups of people with specific needs. It aims to fund projects that work with groups or people who are most in need. The 3 agreed priorities of the Reaching Communities programme that BHIP focused on were:

- People having better chances in life
- Stronger communities with more active citizens
- Healthier and more active people and communities

The Reaching Communities funded project started in 1st April 2008 and finishes 31st March 2013. This evaluation highlights BHIP's achievement against its five outcomes which clearly respond to BLF's 3 agreed priorities as well as the milestones identified. It was noted that good progress has been made against the remaining milestones that were not yet fully achieved at the time of this evaluation. Due to the limited funding and in order to ensure provision of the highest quality of

services (often in innovative new areas of operation) activities were delivered in partnership with other organisations and individuals as required. More than 480 children/young people, 82 volunteers and 35 paid staff have benefited directly from the project since 2008. A further 245 children and young people benefited from the project indirectly through joint delivery of activities with other organisations as well as through individual children using the community centre facilities from which BHIP operates.

80% of BHIP's volunteers went on to work for other children's service-providers including schools, after school services and youth clubs. As such BHIP's exceptional local service provision and training is benefiting many more organisations and children as our 'graduates' have taken their acquired skills and experience of inclusive work to other providers, activities and settings.

As most funding streams are coming to an end, it is important for BHIP to start working on consolidating its services and developing appropriate sustainability strategies:

- 1) To determine which key activities BHIP needs to focus on, in particular building on activities that have worked well.
- 2) To widen its funding sources as well as income generation activities: This includes further developing the After School Club into a successful social enterprise to generate more income as far as possible.
- 3) To Explore commissioning and joint working with partners; online donations (e.g. Justgiving which is already set up), innovative fundraising events and philanthropic opportunities.

- 4) Develop performance measurement tools to fully meet users and quality needs

BHIP's offer to the community:

The BHIP package provided for children, young people and parents get is truly unique, especially so in Brighton and Hove. Inclusion and integration have been the mission of BHIP long before they became a priority for children's service and education in general. BHIP has for many years successfully been 'doing' inclusion.

BHIP's clubs and support activities include and involve **all** children and young people. They grow together and they develop their confidence, communication skills and awareness of themselves and others. This evaluation has demonstrated that this vision is being realised and that BHIP creates:

- **THRIVING CHILDREN:**
Children and young people have fun, learn, develop and flourish
- **HIGH SATISFACTION:**
Parents and partner organisation are very satisfied with the services BHIP offers
- **A QUALITY SERVICE**
Parents and partners - such as Schools and Children's Services - appreciate BHIP's child and young person focussed activities and rate it very highly

"My little boy has been coming to BHIP since he was in reception and he is now aged 9. He has special needs. BHIP is fantastic for him because it is fully inclusive and he gets all the help and support he needs to practise his social skills and join in with everything. He really enjoys it there. The staff are fantastic, especially Mary and Vic. They are lovely people and very good at communicating with me and we sort any problems that my son has out together. BHIP gives me a much needed break, especially in the long summer holidays. Because my son is an only child it's great for him to interact with other children. He also goes to their after school club on a Friday which means that after work I can do the shopping for the weekend and have a much needed cup of tea in peace before I go and pick him up. BHIP is fab!"

Alison, Parent

- **A UNIQUE OFFER TO THE COMMUNITY:**
BHIP's skilled inclusivity is unique. It is integrating and including children with differing and diverse interests, talents, motivation, needs and conditions
- **PARENTING SUPPORT:**
Parents get to know one another and build up supportive and helpful networks through getting to know each other at BHIP sessions, clubs, events and training. This is an extra benefit above and beyond BHIP's direct work with children.

Local needs and provision

BHIP provides a life-line for many families. It is part of a range of after school and family support activities in the City. The package of clubs, parent carer support and activities in the City is significantly under- resourced and lacking capacity even-though there are beacons of high quality provision of which BHIP is one.

Increasing needs and fewer resources:

Now is the time for BHIP to be expanding its offer to the community. Expanding and building upon its solid, secure and valuable service provision. There is now more of a need for child care, in quantity terms, as so few places are available in so few locations. Also high quality and intensive support is very much under capacity. For instance respite for parents who have a child with a high needs as well as child-care for parents returning to work is worryingly under-catered for.

Evidence points towards a growing child population locally with increasingly divergent needs and abilities, whilst public sector support, service and grants are, overall, being cut.

1) Why BHIP

Back in the 1990s, when BHIP first started its after school care, local communities were desperate for more and better child-care. Against this back-drop BHIP set up its after-school clubs to provide inclusive

play opportunities where all children, with or without additional needs, can play together, learn and thrive.



Youth Club woodland workshop

Meeting local needs:

The need for BHIP's clubs and activities remains acute. In most areas the local need for BHIP's play and youth work continues to increase. It is clear from evaluating parent's experiences and from observing BHIP's activities that children really enjoy coming to BHIP and that it meets their critical social and development needs. BHIP enables children to enjoy themselves, progress and achieve. Parents need BHIP so that they can work or undertake training and further education. This includes parents returning to work who otherwise would not be able to cope with the complex set of demands placed on them. Parents also use the service to get some respite from looking after their child. This is especially where the child has an additional need such as an Autistic Spectrum Disorder or a Specific Learning Difficulty.

BHIP serves communities with high needs – which in Brighton and Hove are actually much higher than observed in the South

East generally. Across the City of Brighton and Hove 22% of children are living in poverty. For many parents even with a 'normal' child profile this creates a situation that is obviously acute. For families where there are children with disabilities the situation is even more extreme; "because they have a high risk of living in poverty with a greater risk of reduced income accentuated as a result of the recent benefit changes"². In fact this is but one of many reasons why families with disabled children or children with additional needs are more likely to be both financially as well as socially disadvantaged.

BHIP's after school club and youth club primarily serves the Hangleton and Knoll areas of the City which is an area of the city considered to be in the top 10% most deprived areas of the country, experiencing a 46% lone parent level with 63% having reported experiencing depression at some point in time.³

Children and families who are considered 'hard-to-reach' and children that other clubs, services and groups find hard-to-include are catered for through BHIP's services. This comment below illustrates this point.

....."the quality of care and understanding that Jake gets at BHIP is unmatched by anything else he does. We simply have not found any other situation that enables Jake to 'be himself' whilst being in a social and controlled environment"

Julie, Parent

In Brighton and Hove not only is the child population rising but so is the incidence and severity of additional needs.

According to the Local Authority's own assessment⁴ 3,391 children in the city were assessed as having a special educational need or a need requiring additional support / school action.

Introduction to BHIP and its inclusion approach

BHIP is a charity organisation that was formed in 1997 by a group of parents of children with disabilities and special needs to enable them to interact with their mainstream peers and to provide respite to their parents. Since then the project has expanded to include children and young people who face other social disadvantages including financial support and language barriers. Its main objective is to provide inclusive out of school opportunities that bring together children and young people with and without disabilities/special needs and those from families with low incomes to play, learn and socialise together on the basis of equality. This reduces isolation and provides support so that children and

² Local Authority and Health Trust "JSNA Joint Strategic Needs Assessment" 2011 and 2012

³ Local need consultation Hangleton and Knoll Project 2012

⁴ *Ibid* footnote 3

young people can achieve their full potential.

Through working alongside children and young people with diverse needs as well as their families, BHIP is developing an inclusive and enabling environment. This addresses issues of social exclusion and inequalities and it promotes a sense of respect and togetherness in children and young people.

BHIP's strength is in its ability to reach out to isolated children and young people using its skills and experience in inclusion gained over many years. Through its projects and activities it brings together children and young people from diverse backgrounds giving them access to opportunities and a chance to interact with each other to form meaningful relationships.

Inclusion is always a challenge both in terms of the financial resources it requires and the commitment it demands. This is why services tend to be specialised for classified groups of children hence leaving children growing up isolated from each other with little understanding and less ability to deal with differences among them. BHIP aims to reduce barriers to inclusion by investing in suitable services, activities, materials, resources and staff training and development to respond effectively to the needs of each individual child. (Shonge Holdgate, Manager 2012)

BHIP's clubs provide a focal point where children and young people, many of whom are marginalised, are able to access affordable services and facilities that meet their various, and often competing, needs.

BHIP strives to achieve the above by:

- Operating out of school activities for children and young people

aged 3 to 19 years old at various locations across the city.

- Running a volunteering programme; recruiting, training and providing hands on experience of working with children, who have a variety of needs, to individuals, students and members of the community.
- Working in partnership with schools or other organisations that are interested in working towards this inclusion ethos, by reducing barriers to accessing opportunities for children and young people.

BHIP currently works with 152 children and young people of which 56 have special needs and about 72 come from families with low income.



Engrossed busy decorating masks

2) What BHIP Does

After School Club and Holiday Club

A Monday to Friday After-School Club and Holiday Play Scheme for 3 to 11 year olds

This runs from Hangleton Community Centre. The club currently has between 18 and 21 children attending at each session. It provides 25 affordable places per week for children who receive free school meals or those who need financial support for other reasons with parents paying as little as £2 per session. A further 8 places per session are provided to children with special needs.

Saturday Club

A weekly Saturday morning club for 5 to 12 year olds with between 10 and 15 children attending each session

The club has been running since 1997 and most of the children have special needs.

The Saturday club promotes Inclusion through play.

We run play sessions every Saturday morning during term time from 9.30-12.30 for children between 5-11 years. We are situated in Florence Road Fiveways. We have an amazing setting with a large field and a newly built centre that the children love.

We provide a range of different activities and themes such as cooking, arts and crafts as well as role play. A healthy snack is also provided which can range from soup/pizza to Indian food which the children help prepare every

week, we have some excellent chefs at BHIP!. We try and encourage the children to explore their play opportunities and promote freedom and choices as part of our ethos. We have seen the children develop and grow in confidence both socially and physically. The main reason we are so unique is the children get to understand that we are all different and that is OK and it is wonderful to be part of this project. We have an amazing team of staff and volunteers who help to make the sessions as magical as possible."

Naomi Holdgate, Saturday Club Supervisor

Youth Club

A Saturday Afternoon Youth Club for 11 to 19 years which started operating in 2010.

It has between 8 and 15 young people attending per session with 2/3 having special needs.

"We run sessions every Saturday from 12.30-3.30pm at Hangleton Community Centre for youth aged 11+.

We encourage the youth to take ownership and make choices as to which activities they would like to pursue. These have included a wide range of outdoor and indoor activities, workshops and trips that reflect their needs. We also have regular cooking workshops with an emphasis on healthy eating!"

Ade Lovejoy Youth Club Supervisor

Volunteer and Training Programme

A volunteer recruitment and training programme which runs 3 times a year.

BHIP has provided training and work experience for up to 10 volunteers at each programme of which many have gained employment or went on to further training.

What happens at BHIP clubs?

BHIP provides a range of activities which are able to differentiate as to the individual child or young person's interest so that their own curiosity can be stimulated and their preferences met.

Below is a taster list of a few of the things that BHIP has done at its clubs in recent times – plus there is a sample programme in the appendices.



Sports, abseiling, football, making puppet, trips out (e.g. a farm, a zoo a steam railway) and much more...



Cooking activities e.g. healthy pizza's, celebrations for festival days, child/young person led activities of their choice and much more...



Crafts, art, playing woodland games, kayaking, archery, graffiti art, banner making and much more...

Staffing, quality and training

BHIP is able to provide high quality care embedded within a good fun experience

for a range of children partly because it has a very high staff to child ratio. This is usually 1:5/6 or better. Additional staff members are deployed to support children who need 1:1 attention. BHIP has trained up highly skilled and resourceful staff and volunteers. It has a dedicated, enthusiastic and resourceful staff team with both parents and staff having every confidence in the leadership of clubs.

Having an excellent team does not just happen nor can it be simply purchased. BHIP attracts motivated people to come and be play workers and then nurtures and trains them up with the ethos, skills and knowledge they need. BHIP has put considerable effort, over many years, into mentoring / supporting people on the job as well as providing additional training which has ensured BHIP always has highly skilled and experienced play-workers at all the sessions delivered.

Below is an example of a BHIP internal volunteer training course:

Date	Session	Venue
Wed 6.00pm to 9.00 pm	BHIP INDUCTION & INTRODUCTION TO POLICIES & PROCEDURES	Kings House Training Room 1
Wed 6.00pm to 9.00 pm	Disability Equality and Inclusion/ Equality of Opportunity	Kings House Training Room 1
Wed 6.00pm to 9.00 pm	Play and playwork Children's well being	Kings House Training Room 1
Wed 6.00pm to 9.00 pm	Working with individual children/ Working in a team	Kings House Training Room 1

In addition to extensive on the job training and mentoring staff undertake training in specific topics such as; challenging behaviour and makaton, as well other training that contributes to Level 2 and Level 3 awards.

The Child-Care and Play Workforce

BHIP has not only developed and trained its own staff over many years it has also made a big contribution to developing the local work-force across the city. Many people have been recruited into these child-care activities and then trained and developed as outlined above. As such schools, child-care providers and the local economy get a continual benefit through BHIP acting as a local training 'school' in childcare and play.

Potential foster carers have come to BHIP for their essential child-care experience. Also BHIP has provided an ideal work experience setting for volunteers from diverse backgrounds⁵ (including those speaking different languages, from different cultures and coming from a diverse set of countries) and adults with specific needs (such as health issues and mild learning disabilities).

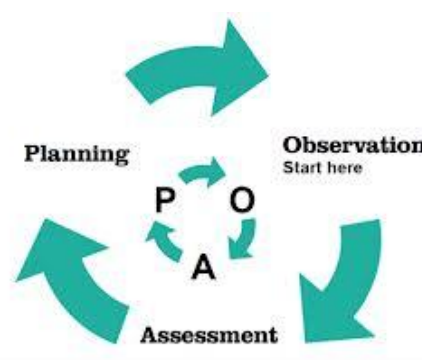
The BHIP approach

The driving force at BHIP is to provide as much opportunity as possible for children to enjoy themselves, learn and grow,

Why Play?

Through play children develop socially, emotionally, physically, creatively and intellectually. BHIP provides play that is freely chosen and self-directed. This encourages children to experiment with 'Play Types' such as creative play, symbolic play, re-capitulating experience or social play (for a fascinating look at this see the play types page in the appendices).

At the same time as nurturing free play and choice BHIP staff also plan and develop activities using the POA model approach.



Observation

Observation describes the process of watching and listening to the children in our care and taking note of any significant information. This is supported by information provided by parents and carers.

Assessment

BHIP assesses children's play, preferences and progress by analysing the observations it makes of children. Observation and experiment informs the

⁵ All BHIP volunteers are suitably assessed and supervised

staff team of children's interests, development, learning capacity and learning style.

Planning

BHIP plans how it can support the next steps in children's development and learning and puts in place opportunities, activities, equipment and resources.

Variety of play:

BHIP leaves no stone un-turned in providing what can be provided to cater for a variety of learning styles that, when combined together, appropriately help children. Play and learning is differentiated for the needs of individual children. BHIP's approach involves combining visual, auditory and tactile (kinaesthetic) experiences in ways that suit the needs of the child.

3) What Difference BHIP Makes

Evidence gathered and assessed on a continuous basis shows that parents are impressed with BHIP and that their children are content and happy at BHIP. Here is one example of feedback gathered in the recent evaluation.

".....It has made a huge difference – without it, my children would not be able to attend West Blatchington School.

It also gives them the chance to play with children who are different from them..and this is now very normal for them"

Parent, After School Club

BHIP plans to make a difference to children through them learning by experience and enjoying the community of which they are a part. The work makes a positive difference to children, young people, families and communities in many different ways.



Enjoying a tractor ride at Washbrooks Farm

In this section the two tables show; firstly, BHIP's outcomes achieved with children and families and, secondly; its performance record on a project level judged by relationship to outcomes that it set for itself.

The table below shows, in summary form, some of the outcomes BHIP has achieved

with children and families as reported to the external evaluator. It also includes feedback to staff given by parents / children and by colleague/ other professionals working with children attending BHIP's activities.

BHIP manages to stay focussed on every child and all types of children. It differentiates activities by varying staff input and other resources that are devoted to each child. This is done depending upon their needs and wants, and depending upon what the child and the parent want to do and achieve. All children are different – something that BHIP celebrates and enjoys. Therefore the starting points, end points and journeys that children and young people travel when they are with BHIP also vary.

BHIP Outcomes Achieved with children and young people and parent carers

Personal and Social Development:

- More confidence
- Including children in a choice of activities and social groups new to them; wider social range than they normally encounter
- Enabling children to 'be themselves' whether or not they have additional needs (such as an ASD)
- Ability to establish effective relationships
- Constructive communication

- Other achievement of Department for Education⁶ outcomes such as: initiating ideas and solving problems; independence in selecting activity

Physical Development and Health:

- Experiencing wider play opportunities than is accessible anywhere else
- 'venting physical steam'
- New skills and experience (from woodland games and abseiling to sports, dance, using making technologies and healthy food cooking and learning)
- Achievement of Department for Education⁷ outcomes such as: Moving confidently and imaginatively with increasing control and co-ordination; skill in handling appropriate tools, objects and materials

Family Support:

- Respite enabling parents to do other things; take it easy and 'unwind a little'
- Advice, support and building further capability in care and child development
- sign-posting and information giving about support services and networks

Community Benefit:

⁶ Department for Education (then DfEE) Nursery Education: Desirable Outcomes 1998 and several documents since have specified these kinds of outcomes

⁷ *Ibid* 5

- Providing a stimulating and fun environment
- Providing a regular service of which there are very few
- Supporting attendance at suitable schools
- Facilitating access to training; access to employment; and sustainability of employment (for parent 'service-users' and trainees/volunteers)

understand behaviours including good communications. Interaction and communication helps children think about what they are doing and what they want, leading to child-led activity and learning as this picture illustrates.



Children, young people and communication:

BHIP clubs help children to interact with adults. The BHIP staff model is helpful to

Report on outcomes from BHIP's business Plan and submissions to funders

The tables below show in more detail outcomes and milestones that BHIP set for itself in its own Business Plan (2008 to 2013) and outcomes/milestones subsequently agreed with funders. These were planned, agreed and reported on annually. The comments column on the right summarises conclusions from the evaluation about BHIP's performance on its original plans.

Outcome	Milestones	Comments
1. Increased opportunities for children and young people with special needs to play, develop, socialise and have fun with their "mainstream peers".	<p>Staff training and development e.g. on disabilities, equality and diversity issues.</p> <p>Delivery of inclusive play provision which all children can access</p> <p>Celebratory events focusing on diverse activities and cultural festivals.</p> <p>Consultation and engagement with children, young people, families and communities in development and delivery of project.</p>	<p>All milestones have been achieved or exceeded. The "inclusion" ethos is fully imbedded in all BHIP's activities including: the daily activities and sessions; materials/resources used; staff training and development programmes on offer; and the communication processes with parents/carers, children and other services users. These are all indicative of BHIPs commitment to providing</p>

Outcome	Milestones	Comments
	Develop facilities, policies, procedures and practices to enable inclusive play provision to continue in the longer term	opportunities to children with special needs and those from diverse backgrounds.
2. Increased confidence, self-esteem and well-being in children and young people	<p>Consultation and involvement of children in planning play activities and group games.</p> <p>Opportunities for children to exercise choice and control.</p> <p>Positive images of difference and impairments are made visible.</p> <p>Encourage and enable children and young people to engage in creative and cultural activities</p>	Children and young people are given the support, space and time to explore and experiment at their own individual pace and ability and by deploying their preferences. BHIP has teams of creative and playful staff and volunteers who facilitate a wide range of activities for children to try new things and push boundaries. Its daily activities are child led with supervision and support from staff/volunteers.
3. Increased understanding and a greater respect for others by cultivating a sense of belonging and togetherness among children and young people	<p>Employ and train specific support workers to work directly with disabled / non disabled children.</p> <p>Develop and provide play settings that are open and accessible to both disabled and non-disabled children.</p> <p>Provide high staff ratios where required in order to meet the needs of individual children. In some cases one-to-one support.</p> <p>Working in partnership with other organisation to ensure appropriate service provision.</p> <p>Disseminate good practice and provide information to raise disability awareness and the standards of inclusive practice.</p>	This outcome underpins what BHIP is about and is very well reflected in all its areas of work. The positive relationships and rapport that exists among its diverse children and with staff and parents indicates how BHIP staff teams work hard to achieve this outcome. Children's/young people's views are taken into consideration when planning activities as are views from partner organisations. BHIP offers wide range of training sessions to staff/volunteers and activities to ensure the needs of all children are met.
4. Increased respite care, access to childcare, and reduced stress and isolation for	<p>Offer affordable sliding scale of fees to parents and carers.</p> <p>Promote and provide services to both new and existing users.</p> <p>Engage parents and carers in service</p>	Evidence from many parents/carers indicates that this outcome has been achieved. Parents express how much they appreciate the family support, information and advice BHIP offer's them and all the positive

Outcome	Milestones	Comments
families with disabled children and families with low income.	<p>planning and delivery.</p> <p>Establish and operate 2 more Saturday clubs.</p> <p>Provide celebratory events for children, parents and carers</p>	<p>things that they are able to do as a result. Parents are regularly consulted in defining the kind of support they need through AGMs, parents meetings or by email. Costs and opening hours are big issues for parents and BHIP has responded positively by maintaining the sliding scale of fees and running clubs on Saturdays and on holidays.</p>

5. Increased volunteering, personal development and training opportunities for local residents to have a more skilled and inclusive workforce in the play and childcare sector	<p>Develop and deliver inclusive play training programmes.</p> <p>Develop a network of trained volunteers and link them with organisations that provide play/care and are working towards the promotion of inclusive play.</p> <p>Work in partnership with other play training providers.</p> <p>Encourage volunteers to access external training programmes.</p>	<p>BHIP's volunteer training has benefited many individuals in the city with a lot of them moving on to employment in other child related organisations or further education. Partnership work with local universities and colleges has enabled students to access work experience for personal development or support with their studies especial those in childcare related courses and overseas students who are looking to improve their English.</p>
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4) What People Say About BHIP

The Gallery of Feedback from Evaluation

Positive outcomes are not something that can always be taken for granted. The data in this section reports back on the qualitative difference BHIP makes to

children and families in their own words, as they want to describe their experiences, reporting on the change, progress and positive difference achieved.

These responses fall under three broad questions posed as part of the external evaluation (the Parent Evaluation Form is appended). The questions asked were:

'HOW HAS BHIP HELPED YOUR CHILD?'

'WHAT HAS HE OR SHE GOT OUT OF COMING TO THE CLUB?'

and....

'WHAT DIFFERENCE HAS BHIP MADE TO YOU AS A PARENT?'

Responses from volunteers and partner organisations are featured here too. BHIP has made a difference to so many volunteers helping to develop their skills, build their confidence and increase their employability. The clubs and groups are a rich training ground and as such BHIP has become a very significant contributor to developing the child-care, play and youth-work workforce capacity across the city.

"BHIP are an important group that we work with and we fully support their aims and objectives. The staff are friendly and there is good communication, which always leads to a successful session."

Emma, Youth Activities Leader, Adventure Unlimited (a partner organisation BHIP works with)

Answers to questions;

- 1) I think he is better socialized and I think the peer pressure helps him to try new things more willingly!
- 2) I think Fin enjoys seeing his friends and it makes the weekend more interesting having the different activities going on.
- 3) Its been great that I don't have the pressure to always have to think of something to do over the weekend and I get 3 hours to do the things I can't do when he is with me- the dog is very grateful for a walk on Saturdays! :)
best wishes
Jess, Parent



Having fun dressing up

"Anton has been attending BHIP "Saturday Club" for a year and in that time he has benefitted enormously. The range of other children he meets there is wider than those he encounters at school (he attends an autistic facility within West Blatchington school). This diverse mix of special needs means he has to adapt his social communication skills which he clearly struggles with as a child with ASC. He mixes well with the other children and although one child from his class at school is also at BHIP, he tends to mix with the others which I like to see as he has such limited play opportunities.

He looks forward to Saturday Club and talks about it on Friday evening and is always keen to go. He knows the names of the play leaders and particularly relates to Ali, one of the male play leaders. This is also good as the class he attends only has female teachers and classroom assistants. Ali is able to be play more physically with Anton which he loves.

The best thing about Saturday Cub is the emphasis on fun rather than learning. Anton can find school very demanding with the rules and curriculum, so to go a bit wild on a Saturday and just vent his physical steam is really important."

David, Parent

"BHIP has made the world of difference to us. Jake can't do anything by himself, can't play by himself at all, and has lots of emotional problems, so is very hard to be around as he needs our full attention continually. This is always very hard work and intense physically and emotionally as he finds everything so hard, gets angry and upset etc.

As he has trouble with his emotions time we do spend with him is quite draining emotionally and physically. So just getting a break on a Saturday morning is the only time we can have some time to spend together, just going for a walk with the dog (something Jake can't cope with), or doing work around the house, or just trying to unwind a little.

We haven't been able to access any respite, as Jake's needs are quite hard to pin down, so this is our respite. It really helps us to be able to cope with Jake for the rest of the weekend, and to feel a little more energised and in a better space emotionally and mentally to cope with him."

Julie Parent

"After graduating from my psychology degree, I approached BHIP for some experience working with children who display a range of additional needs. Specifically, I am working with behavioural, social and emotional difficulties, sensory, physical or medical needs or any other additional educational needs (e.g. Autism and ADHD). As a result, BHIP are giving me the experiences that will help me to gain the skills required for working in an inclusion team, in a school. Every day is different and the children have taught me so much, if I have the time I would love to volunteer for BHIP indefinitely. The after school club team, are fun and friendly, and the overall experience, for me, has been life changing and served to cement my continued commitment to offering inclusive provisions for children."

AMY COPPARD, Volunteer

"BHIP has been fantastic for both of my children, David and Helen. It provides them with a stimulating and fun environment after school and they love mixing with the other children, of all age groups. It also gives them the chance to play with children who are different from them..and this is now very normal for them.

Helen and David have really good relationships with the play workers at BHIP. The different style of adult/child relationship in the play work environment, compared to the school teacher / child relationship is very positive for them too and helps them build trust with adults and learn how to communicate constructively with them"

Helen, Parent, After School Club

"Owen loves coming to BHIP he has loved the trips and has enjoyed the kayaking and it is something I would have never thought of doing with Owen

The difference BHIP makes to me as a parent is that it breaks the weekend up and can change Owens moods as he gets bored so going to BHIP gives something to focus on"

Rhianydd, Parent

Re evaluation feedback.

BHIP has helped Kane by becoming more sociable , although he still tends to talk via adults mainly, hopefully this will continue to improve.

Kane enjoys the cooking activities and as the staff are getting to know him more he is now more confident around them? They allow him to be himself.

BHIP is fantastic for me as a parent, it gives me those few hours on a Saturday where I don't have to worry and know that Kane is enjoying himself, and will be safe.

Claire, Parent

"In terms of feedback Adam who has severe learning difficulties, severe autism and challenging behaviour has been to many clubs in Brighton without success. BHIP has been completely different. Because it is a small club it feels like a big family and the same people and children go regularly so that Adam gets the chance to recognise everyone. Ade is amazing and Adam remembers him very well, every time I say club he says Ade!!! Adam doesn't speak much at all so this is a big thing him speaking and particularly associating a club with a person!!

The idea for Adam in attending was to gain social interaction with his peers, because Adam is in an autistic unit at school most of his peers do not interact. This is why BHIP has been so brilliant because many of the other young people have moderate difficulties and speak - they talk to Adam and interact with him. This is something he is not used to but really likes. It has bought him out of his shell and reduced his anxiety because everyone likes him and is nice to him. Also everyone treats him like an equal or like someone with mainstream abilities in the way they interact and talk to him, this is amazing for his self esteem.

The best thing about this club is that they organise trips out which means Adam has something to focus on. He would not cope if he attended a youth club that was unstructured. I would love there to be more trips out and would be very happy to help with funding.

If you need more info let me know. Long may BHIP run!!!"

Linda. Parent

"Harry actually says, "I love BHIP"

The club has helped us as a family because I (mum) get special time with my daughter on her own so we can go shopping for example without a big fuss from Harry!! He will just run out of the shops so it is impossible!

Harry's sister has actually said to me that I must favour Harry but he just needs more of my time and help; it is so hard on the siblings.

The club has given Harry so many great experiences with all the different trips. It has given him a feeling of independence as he is out in the world 'without' me or his dad or stepdad. This all aids him for the future.

We can not praise BHIP enough and Ade and his team are really great. Harry does not talk about the staff as 'teachers' he sees them as mates.

They have achieved a fabulous environment for our children where they can relax and have fun and be completely safe.

Regards. Caroline Bell (Harry Jacksons' mum)

How has BHIP helped your child?
Alison has gained more independence by being encouraged to do things for herself, gained more self confidence by having time without her parent & gets a great deal of pleasure with BHIP. She gets really excited about going each week.

What has he/she got out of the club? As an only child it is great that Alison has a chance to mix with other children who play at her level. Also she has done activities through adventure unlimited that she would never do with her family, and has joined in activities she is normally reluctant to do, due to seeing how much the other children enjoy them, and encouragement from the staff.

What difference has BHIP made to you as a parent/carer? It is wonderful to see Alison mixing with other children & having fun. Whilst Alison is at BHIP we, her parents, can get on with tasks that bore Alison, such as the weekly food shop.

Sandy, parent

Stories told by 2 of BHIP's 'graduate' volunteers

"I decided to volunteer with the Brighton & Hove Inclusion Project as I wanted to gain experience working with young people with additional needs, and thought volunteering at an inclusive youth club sounded like fun. My duties as a volunteer included supervising and supporting youth during activities, while encouraging equality and diversity in an inclusive environment. I enjoyed interacting with the youth and developed trusting relationships. I also found that watching the youth develop in terms of social skills, relationships, and functional skills was very rewarding.

As well as observing the development of the youth I also learnt a lot of new skills myself. By accepting responsibility for the safety of the youth I was able to build on my leadership skills. I also developed more of an understanding of issues such as Autism Spectrum Disorders, Attention Deficit Hyperactivity Disorder, physical disabilities, as well as safeguarding against abuse and neglect. The BHIP induction training was particularly useful in teaching skills such as Makaton, dealing with challenging behaviour, and hearing first hand experiences from a speaker with Autism. The knowledge and understanding gained from my time at BHIP has been invaluable in developing my ability to effectively communicate with a wide range of people. This experience has helped me gain a role as a Learning Support Assistant for college learners with learning difficulties and disabilities.

As soon as I started volunteering with BHIP I was made to feel welcome and felt like I fit in straight away. Other volunteers and supervisors were very helpful in ensuring I had all the information, support and advice I needed. I would recommend volunteering with BHIP to anyone considering a career working with young people and/or people with disabilities, or just anyone wanting to help out their local community and have fun at the same time."

Sara, Past Volunteer

"I joined BHIP last year during the final year of my degree It's been a fantastic experienceI feel like it's taught me invaluable skills. I've learnt about the value of inclusion and play as a means for social development. I am currently doing a PGCE at Sussex University and I feel that BHIP has given me the confidence and skills to pursue a career in teaching specialising in special educational needs."

Becky, Past Volunteer

7) Conclusions and Recommendations

Above all else this meta-level evaluation demonstrates that BHIP successfully provides:

- a) good quality play and child-care on a general level
- b) real inclusion on a specific level that includes and integrates many different children
- c) Parent carer support and information over and above that which was originally planned

The evidence presented in the chapters above speak for themselves. BHIP has amassed an amazing wealth of resources, skills and commitment over the years. Staff and volunteers give their all and aim high in what they are able to do with and for children and young people. This kind of provision for children and families is rare. In order to work it needs considerable confidence and commitment from parents and partners agencies. This BHIP has earned and in so doing has gained an excellent reputation.

BHIP has managed to build up, and continuously improve, its provision. Year on year it has got better at inclusive play and youth work. For instance BHIP took on an after school club that, at the time, needed to improve. The team raised the standards considerably, with parents and children able to enjoy a much better experience and facility.

WHAT BHIP DOES WELL:

- **Provides consistent, good quality, play** for children and young people which is fun and enjoyable.
- **Steadily improving its clubs** and activities on a continuous basis.

- **Providing high level community-based support** for families
- **Providing activities for an unusually broad range of children**
- **Able to effectively differentiate for the child** by ensuring activities are child-led whilst also nurturing group-based activities along with a team spirit
- **Exceeding its planned goals and outcomes**
- **Team building** – creating skilled and resourceful teams of paid staff and volunteers
- **Workforce development** – making a significant contribution to the development / quality of the play, child-care and general education and social care workforce
- **Giving good value for money and providing a unique service.** Parent carers get both a respite and a dependable, development activity for their child.

WHAT HAS NOT GONE AS WELL:

- Financially BHIP is probably 'too cheap' – providing low cost at the same time as high value services. It relies on stretched part-time staff and volunteers. Even with far more money it would be difficult to buy this kind of value as it has been built up and amassed over many years
- What BHIP provides is well regarded but it can only provide for few children relative to need and demand. The need for this kind of play and child-care is substantial and it delivers good value for money - so funders should buy more of it

- BHIP has excellent day-to-day consultation and involvement with children, young people and parents. There has been some additional consultation that might have been over and above what is necessary as BHIP's channels are very appropriate and effective.

RECOMMENDATIONS:

- Explore where further clubs and activities can be developed / expanded to begin to meet additional needs and demands. This could be either with partner providers, funders or both (for instance where schools could use special needs funding or pupil premium)
- Promote the value of BHIP's general play work and inclusive, integrative play work confidently as it clearly has valuable benefits as well as substantial disadvantages were it not available
- Submit bids for continued funding based on the strengths and benefits identified
- Explore joint working with other organisations to assist with the possibility of the organisation sustaining itself

6) Who Runs BHIP

Trustees

BHIP is run by a group of Trustees. It is a charity and company limited by guarantee (registration numbers on final page).

Trustees are drawn from different and complementary walks of life and from diverse communities including parents, people with business and management skills and colleagues from partner-organisations.

Similarly paid staff and volunteers are drawn from diverse experience.

Trustees:

- Diana Leach
- Alison Bryan
- Trisha Gaskell-Watkins
- Adam Krajewski'
- David Mendez Redinha
- Andrew Scanlan – (Recently stood down)

Staff

The trustees employ the core staff who, in turn, recruit, train and support sessional staff and volunteers.

Core staff team:

- Shonge Holdgate – Finance & Office Manager
- Judith Griffiths – Play & Training Manager
- Mary Slater – After School Club Supervisor
- Naomi Holdgate - Saturday Club Supervisor
- Ade Lovejoy – Youth Club and Holiday Club Supervisor



Busy creating a “goodbye” banner for Clare-Jane as she heads to South America

7) Note on Evaluation Methods

This report has used data from: parent questionnaires; observation; meetings with staff; self assessment material; performance reports and this documentation was also reviewed and included in the compilation of the report:

- a) Sessional De-brief forms
- b) Parent’s evening feedback
- c) Ofsted evaluations/assessments
- d) Daily Briefing Records (sample form appended)
- e) Parents Evaluation (sample form appended)
- f) Children’s choice exercises and questionnaires

Appendices:
**NOTE 3 fold leaflet to add
here Saturday club one
requested**

Appended here is information for readers who might want to know more about the

kinds of things that BHIP does and how it assesses its operations.

- Leaflet example of BHIP's activities
- Daily Briefing Record
- Play Types
- Sample Parent Evaluation Form



BHIP HANGLETON AFTER SCHOOL CLUB/HOLIDAYCLUB

DAILY BRIEFING RECORD Example

Day & Date: Tuesday 23 rd October 2012			
Staff present: Mary, Vic, Donna, Andrew			
Volunteers: 0			
No of children			
1:1	0	EYFS: 5	Ratio Boys:Girls: 12/10 TOTAL: 22
1:1 Allocations			
Snack: Toasted bagels with jam/peanut butter			
Planned activities:			
Autumn			
PRE-BRIEF (including any health & safety issues)			
Remind staff to observe O. as she has been (unusually) very quiet over the last couple of weeks			
Remember to get beading out as children have asked for it			
Ask children what they would like out of cupboard using the photographic resources folder			

INDIVIDUAL CHILDREN (including challenging behaviour, accidents/incidents etc.)		
NAME/ISSUE	COMMENTS	ACTION (by whom)
AS	Was targeted by about 5 children who kept asking him to go away, he continued to interrupt their play for a short period of	Work towards developing children's acceptance of inclusion

	time before he chose to play with the children of his own age.	
J	Saw a different side to him today, he was playing in a very aggressive way while playing in a group but much calmer when playing on his own or controlling his own play	
OM	Much happier today	
K & L	Spent lots of time together today drawing and making music	
RW	Was interested in bug hunting today	Provide bug boxes and magnifying glasses Make bug homes
	Reflective notes	Action

Donna	Saw a child push another and said 'don't push him'	Before stepping in ask and found out why first
Mary	Snack took up time today (toaster broken)	Delegate more tasks

EVALUATION OF PLAY
<p>Child-led play:</p> <p>Bug hunting, a great percentage of session was spent in playground, children asked to play in woods,</p> <p>Creative - drawing and making music</p>
<p>Adult-led play:</p> <p>Offered beading to A but she declined saying later!!</p>
<p>Health & Safety/General issues (including teamwork & organisation):</p> <p>Playground gate is on a spring so bounced back (when hit with force) and hit a child, parent has been informed. Bring this to the attention of the children on an ongoing basis</p>

Child left playground without permission (was noticed by playworker) quickly followed by playworker, the reflective vests DO work

Lots of dog mess in green space and fungi growing in playground.

Play Types (please tick)

Rough & Tumble	<input checked="" type="checkbox"/>	Socio-dramatic	<input type="checkbox"/>	Social	<input checked="" type="checkbox"/>	Creative	<input checked="" type="checkbox"/>
Deep	<input type="checkbox"/>	Symbolic	<input type="checkbox"/>	Dramatic	<input type="checkbox"/>	Communication	<input type="checkbox"/>
Exploratory	<input checked="" type="checkbox"/>	Fantasy	<input type="checkbox"/>	Imaginative	<input checked="" type="checkbox"/>	Locomotor	<input checked="" type="checkbox"/>
Object	<input checked="" type="checkbox"/>	Role	<input checked="" type="checkbox"/>	Mastery	<input type="checkbox"/>	Recapitulative	<input checked="" type="checkbox"/>

Types of Play

There are numerous different types of play which children engage in. The sixteen play types below were set out in A Playworker's Taxonomy of Play Types, by Bob Hughes, PLAYLINK, 1996. (re-published in 2002)

- **Symbolic play** — when children begin to substitute one object for another, for example when a stick becomes a horse
- **Rough and tumble play** — close encounter physical play such as play fighting
- **Socio-dramatic play** — play which allows children to take on different roles and act out experiences, such as taking care of a baby doll
- **Social play** — interacting with others through play
- **Creative play** — allows children to explore and discover their creativity
- **Communication play** — play which involves any form of communication, for example using words, listening, telling jokes, singing, acting, body and sign languages, facial expressions etc
- **Dramatic play** — children using their imagination to act out various roles/events
- **Deep play** — risky play that confronts fear and allows children to discover their boundaries
- **Exploratory play** — play that allows children to investigate and discover their surrounding environment and factual information
- **Fantasy play** — when children rearrange the world in a fantastical way
- **Imaginative play** — pretending to be or an object to be someone, something or somewhere
- **Mastery play** — when a child is able to control motor movements to a degree where they no longer have to focus on them and can focus on other types of play simultaneously
- **Locomotor play** — play which involves movement of any type, for example running, skipping, jumping climbing etc
- **Object play** — playing with objects and discovering their uses and potential
- **Recapitulative play** — play through which children explore their ancestry and history which could include rituals, story telling, fire and growing food
- **Role play** — when children explore different ways of being, such as pretending to be a doctor or a police officer or a cowboy etc

Re-description of Hughes Play-types from Play Routes. Carmarthenshire and Pembrokeshire Play Association')

Sample Parent Evaluation Form

Brighton and Hove Inclusion Project 3rd Floor, Brighton Town Hall, Brighton BN1 1JA
Tel: (01273) 295533 email: info@bhip.org.uk

BHIP is producing an evaluation report and we need your help. The report will be used to apply for funding for BHIP. Please give us some feedback by answering these questions. We need to include feedback in your words (which we are happy to use anonymously if you prefer)

HOW HAS BHIP HELPED YOUR CHILD? AND WHAT HAS HE OR SHE GOT OUT OF COMING TO THE CLUB?

BHIP has been fantastic for both of my children, David and Helen. It provides them with a stimulating and fun environment after school and they love mixing with the other children, of all age groups. It also gives them the chance to play with children who are different from them..and this is now very normal for them.

Helen and David have really good relationships with the play workers at BHIP. The different style of adult/child relationship in the play work environment, compared to the school teacher / child relationship is very positive for them too and helps them build trust with adults and learn how to communicate constructively with them.

WHAT DIFFERENCE HAS BHIP MADE TO YOU AS A PARENT?

It has made a huge difference – without it, my children would not be able to attend West Blatchington School. Knowing that the kids have such positive experiences at BHIP means that I feel no anxiety that the kids are missing out in anyway vs. what they might experience if I were able to pick them up directly from School.

Contact Details:

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BHIP Brighton and Hove Inclusion Project is a charity and company

Charity number: 1103735
Company number: 5022729