

Session Overview



1. Welcome! The session was supported by Tabby and Claire
Young people shared how they felt on one of our crazy scales.
Aisia was hoping to be feeling 8 and basking in the sunshine.

2. Update from the Link Trustees.

Unfortunately they were unable to join the session, however Tabs shared a written update that we had been given. Claire echoed what had been said, adding that the trustees shared very enthusiastically and thought that KAP shared with brilliant insight.



3. Collective Get Together feedback.

Main reports are live on the website and available at the link
<https://www.kids.org.uk/collective-get-together-2025-feedback/>

4. The new Minister.

Georgia Gould MP. The YP felt we should share by using small (voice) clips of some of the key statements/ ideas and share those, as well as by sharing the feedback reports. A meeting would also be good.



5. Impact Survey & Data Analysis

Young people weren't surprised by the preliminary survey results — they confirmed what many already felt.

*There's a clear lack of support and understanding from school staff, making it harder for young people to reach their full potential.

*Mental health came up as a major concern, second only to learning.

*Again, no surprise — young people strongly believe that earlier support could have made a real difference.

6. 🌍 Understanding different perspectives and impacts.

Kids developed some 'persona's' for KAP to talk through.....

Jayden. Age 14 – Autistic

Background: Jayden is highly intelligent and has a deep interest in astronomy. He struggles with sensory overload, especially in noisy environments, and finds changes in routine distressing.

Thinks – about how busy it is and how they want to be an astronomer but struggle with some environments

Does – looks visibly distressed, may go silent and struggle to communicate needs with those around. May retreat if approached

Others say – Why are you acting so weird, you've got to stop overreacting, asks why he is inflexible, acts differently, lack of understanding from peers

Feels – nervous, alone, uncertain, different

Needs – support from staff to access his full potential. Safe place to go if overwhelmed, key staff to approach if need to. More support with their subjects and catch up to see their progress, space to go if the classroom is becoming too much. be set ability appropriate work and play to his strengths but still provide support when needed. Having high intelligence doesn't mean these don't sometimes need help. give him a card that he can show to teacher when he needs time out.

Amira. Age 16 – ADHD

Background: Amira is creative and energetic, with a passion for drama and storytelling. She finds it hard to concentrate for long periods and often interrupts or fidgets during lessons.

Thinks –

Does – Getting up, moving, running out, lack of engagement if long time focusing, fidgeting instead, more interruptions, spending time focusing on drama/storytelling. Gets distracted easily and can't focus on anything without a break, has bursts of energy and feels the need of doing the most

Says – can you just sit down, stop fidgeting, you're so annoying

(basically insults but hopefully people can be nice 😊)

Feels – bored, lonely, overwhelm, stress, frustration, anger, guilt, irritated, isolated, misunderstood, giddy/ energetic, sad

Needs – Understanding of ADHD, regular breaks, permission to fidget/move around, focusing work to Amira strengths (creative)

Leon. Age 13 – Speech, lang and comm needs.

Background: Leon is thoughtful and enjoys building things. He has difficulty expressing himself verbally and often struggles to follow complex instructions or participate in discussions.

Thinks – Quite a lot! I wish they knew how I was feeling

Does – Stutters and double thinks what he's saying, feels isolated and unable to build relationships, if something feels unusual they react quite badly

Says – Doesn't engage/withdrawn, not intelligent, boring

Feels – Isolated, lonely, frustrated, unheard, inferior, angry

Needs – Simple instructions, broken down. Guided to be confident when discussions. Explore his thoughts, link things to him enjoying building. Speech and language assessment, use their recommendations

7. 🎨 Creative Expression Challenge

An opportunity was given to allow KAP members to share experiences in creative ways.

sets of 2 rhyming lines thinking about

"when teachers don't understand and when they do"

Prompts shared to think about:

- | | |
|--|---------------------------------------|
| - getting / not getting the right support | - communication |
| - being isolated | - processing time |
| - misunderstood / understanding and patience | - anxiety |
| - sensory overload | - adapted teaching |
| | - encouragement and emotional support |
| | - trust and feeling safe |

Examples shared:

**"I'm trying hard, but feel ignored,
Without support, I can't move forward."**

**" You listen first, then guide me through,
And now I trust the things I do."**

As some members were still actively engaged in the previous activity, they were given a choice in what to do (it can be hard to be creative on command!) This activity will be shared wider with young people from the Collective.

1 received

**"I'm not trying to slack off,
it's just getting too much."**

**" I give it my all in class,
sometimes I just need time"**

8. Thank you and finish

KAP were asked to suggest **one thing** teachers could do to better to understand students:

- Do the training
- Improve the training
- Lived experience training (better in person than online)
- Be patient, sometimes students won't get it immediately and that's ok!
- Talk to students, don't generalise