

The Collective Impact



2025
2026

Supported by

Kids



Department
for Education

Kids KPI 10 – Develop and engage our network of external participation groups to ensure strategic voice is representative and shared with DfE

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The Collective brings together young people aged up to 25 years with SEND, individually and from participation groups, from across all 9 regions of England, with a total reach of over 500 young people.

With the aim of supporting young people to be heard by decision makers and those in power, the Collective ensures youth voice is at the heart of decisions, as voices are stronger together. Kids work to provide support on a variety of levels including local and regional, as well as providing opportunities to feed into national agendas and link with government departments.

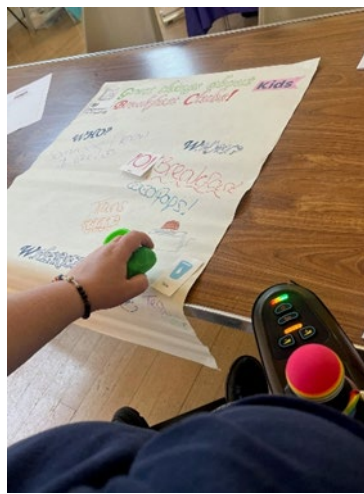
The Department for Education identify the policy area / research project they would like the Collective's input towards, and Kids facilitate sessions, co-develop resources and activities, and share with the wider cohort to ensure a diverse range of young people are able to share their views, experiences and ideas.

Through this document Kids share the topics covered, and highlights from responses. A full write up is available for each area covered by the Collective.

Ideas for the work included:

- Small class/group work.
- Using tablets that link to the white board so they can engage in the activity together.
- Choosing from the symbols they are used to with 'class supporters' who know the yp.

Having a flip chart that young people (and their supporters) can add to through out the day. Not limiting the process to a set period of time and encouraging repeat visits worked for us. If young people enjoyed something we did – we could add it to the activity's on the flip chart.



Improvement ideas shared:

- clarification of some of the templates (they were confused by the roads and felt the room should have been a square)
- Symbols should be ones that young people recognise
- Change text colour to navy to prevent being black on white
- Offer examples of different activities or ways to engage young people.

Concerns raised:

The options should be realistic and not offer too much choice". Don't disappoint young people or raise false hopes. Too many choices can also overwhelm.

Young people who use school transport are often unable to access breakfast and after school clubs due to a lack of alternative transport options.

Further concerns are around the fact that EHCPs often stipulate that support is within school times. "who will pay for the right support in clubs".

May 2025 – Mediation

The Collective worked alongside mediation providers, Civil Mediation Council and College of Mediators to support the development of a young persons guide to mediation. While this session was done through The Collective, the young people identified the need for ongoing co-production of the document and supporting resources. Due to the size of the project, support was sought from contract leads, who authorised the support as a development delivery as part of the KPIs.

The final versions of the guidance are scheduled to be published by Council of Mediators

The accompanying video young people requested to be co-produced is nearing final stages of development

Young people spoke about the importance of having time before to allow them to relax and enter the exam in a calm state, and then afterwards to enable them to destress and “wind down”.

The group spoke about various methods that can be helpful to decrease the stress felt around exam periods. These included:

- Going outside
- Listening to music
- Colouring and drawing
- Taking a bath or shower
- Having an early night
- Playing games

One school gave out GCSE survival kits which included top tips for exams and preparing for them. Young people felt that what works is often very individual and that this could be followed up by a lesson where individuals think about what is likely to work best for them.

Revision sessions during school times and study leave are helpful, not just held right before but in the days and weeks leading up to the exam. These were deemed especially helpful when young people were able to speak to the teacher and get some individualized support. 1 young person said, “I’d do them, they’re beneficial and give you a better chance in exams”.

Young people felt a lot of pressure about exams and the preparation time. Mocks should be spread out like the actual GCSE exams and lessons shouldn’t focus solely on completing past papers.

There is a lack of aspiration for those with SEND, with young people being told that they won’t pass GCSEs and practitioners recommending day centres (even when the young person has higher aspirations including university).

When young people have been doing ok, schools have declined to assess young people and put support into place. For some, they understand but are unable to put their answers into the right words within the exam setting and timeframe. One young person spoke about getting 7s, however in exam conditions with the access arrangements in place the same young person was able to achieve 9s.

“A supportive environment and the right adjustments can make exams a rewarding and positive experience.”

Final takeaways were that people need to ask and listen to what support is needed, and that the right support includes teachers and LSAs that are able to support you in the right ways. Young people feel that it comes down to attitudes; if the school are willing to try adjustments, then it works.

Quarter 1 (April – June) 2025 – 2026. National Youth Survey

Following the announcement that a National Youth Strategy was going to be developed a high number of young people from Kids groups and from across the Collective requested support to input. Kids shared the survey that was launched however young people told us they still needed support to input.

Kids took a multi-pronged approach, to enable young people, groups, schools, colleges to participate that included:

- The Collective Power hour in March 2025
- A suite of resources that could be utilised by practitioners to gather insight into key areas.
- Online sessions with teachers and group leaders

All discussions and activities were designed using the survey as a starting point, but with content simplified, images added, and adapted to be interactive in different ways.

Feedback represents input from young people across 6 regions of England with a variety of special educational needs and/or disabilities (SEND).

P★wer Hour

The Collective Power Hour in March 2025 brought together young people who wanted to have their voices heard in the National Youth Strategy.

Staff that facilitate The Collective spent time going through the survey to pick out key questions that were being asked and developed a session to attend to them.

How young people spend their time

Watching films and tv, YouTube, read books, go to theatre, games, volunteering, art, listen to music, sports (including adaptive) – both playing and coaching, advocacy, volunteering, spend time with family and friends, look after pets (e.g. walking the dog).

How much do you agree with these statements about youth voice?

Of the group that attended the session, most agreed that they were able to influence decisions both locally and nationally, and that their voice mattered. Some did pick strongly agree and ratings averaged at around 4.5/5.

It is key to note that the young people all actively take part in youth voice and advocacy groups.



Local area

Generally young people felt that their areas were accessible and that there were some quiet spaces they could go to. At least one local area represented within the group offered a safe space scheme aimed at people with SEND, with places they can go to having a window sticker and also being marked on an app.

Some young people felt less able to get extra support in their communities if they needed it, with discussion around the gatekeeping of resources, limiting information shared to only key providers rather than all and being told that they are unable to access the support. Reasons for not being able to access included having a secondary diagnosis that required alternative support (ASD service wouldn't support due to MH diagnosis) or needing a diagnosis to get support despite the lengthy waiting lists.

Do you feel like the activities in your area are made for young people like you?



Average ratings for leisure opportunities in their local areas was 3.5 ★.

Young people felt that they were less able to get support they needed to join in activities within their local areas.

Opportunities were mainly found through social media, family and friends, followed by community spaces, support workers and local news sources.

Things young people worry about

- everything
- Moving out in the future
- not having the right support.
- my physical and mental health
- Test and exams
- Safety
- Intention of others (e.g. weapons and criminal activity)
- Achieving ambitions (e.g. becoming Dr)
- Whether other people will go through what I have

“Me and so many other people like everyone here are trying to make the world better for disabled people but I worry about everyone having to go through not being listened to and supported it makes me sad”

What would improve daily life?

- Help with daily tasks and life skills ❤️❤️❤️
- Having access to more recreational and leisure activities ❤️❤️
- Having support to live independently ❤️❤️
- Having access to good-quality healthcare ❤️❤️
- Having a secure job ❤️❤️❤️
- Help with changes as you grow up ❤️❤️
- Being safe online ❤️
- Better mental health and wellbeing support ❤️❤️
- Having an adult to talk to (who isn't my parent or guardian) ❤️❤️
- Improved guidance on building and maintaining relationships (e.g., with friends or family) ❤️
- Better health education, including advice on drugs and alcohol
- Lower living costs ❤️❤️
- Transport being more accessible ❤️❤️ - This was suggested by young people

Young people discussed utilising closed shops, with some being turned into pop up sensory rooms, and for larger ones utilising them as NHS clinics to reduce waiting lists and make healthcare more accessible and community focussed.

1 thing that government can do to make your life better



Young people spoke about government and local authorities being held accountable.

For the final 2 questions, young people added being listened to as something that would improve daily life.

Additional feed in

Activities were shared with a network of practitioners, to support them to engage the young people they work with in the national youth strategy survey.

Trusted adult top 5

Young people were given a selection of qualities (taken from the survey) and were asked to choose the top 5 qualities that a trusted adult has.

- 1 – Good communication
- 2 – Helps me be calm during change
- 3 – Respects boundaries
- 4 – Doesn't judge me
- 5 – Understands my feelings

My life Online

This activity aimed to gather insight into children and young people's confidence levels in skills (taken from the survey) needed to safely navigate life online.

Young people felt confident and able to:

- Know and tell when things aren't real (e.g. fake news, things that are made using AI)
- Being safe with people they meet online
- Spot and report online bullying
- Use privacy settings
- Know when people are lying to get something (e.g. scams, getting their passwords)
- Protect their personal information
- Know and tell someone if something is against the law or inappropriate

Young people were unsure if they could manage their time online doing things such as using social media and watching YouTube videos.

Worry cloud

This activity gave young people a visual way to think about what worries them, using symbols to support their understanding and communication. The higher up this list, the more often that answer was given.

Worries given included:

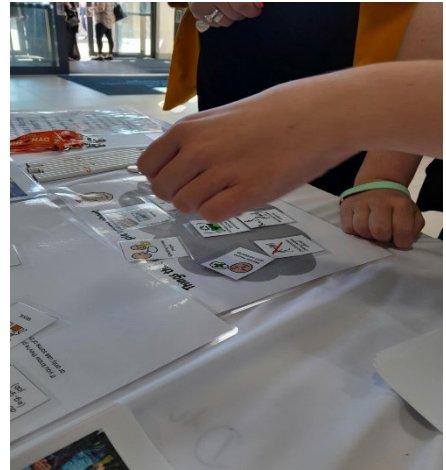
- Mental health and wellbeing
- Being independent
- What you want to do in the future
- Money
- Using public transport by yourself
- Getting the right support
- Physical health
- Social life
- Family
- Social media and the internet
- Speaking to new people
- Bullying or peer pressure
- Climate change and the environment
- Housing
- Making friends
- Work
- Discrimination (being treated unfairly)



Additional activities also shared included:

- Higher or lower (to find young people's priorities for what should be available in their local area)
- Activity bingo (to gather information on what the young people do in their communities)

Supporting a pathway to work (to find the top 5 things young people felt would help them reach their employment goals, based off of options given in the survey).



August 2025 – Collective Get Together

The Collective Get Together was held Friday 1st August 2025, online (via Teams) and in-person in Nottingham.

Attended by 52 young people, representing all regions from England as well as key senior leaders from Kids, PIA consortium colleagues, Department for Education representatives and the Minister for Schools Standards, Catherine McKinnell MP.

Members of Kids Advisory Panel supported the Kids Voice Team to co-produce the content of the event and co-delivered elements of the introduction. They took part in all the sessions and wanted to ensure they empowered other young people to take part. The event agenda included;

Session 1: Introducing the White Paper.

This session was designed to introduce young people to the concept and purpose of government white papers, with a particular focus on the forthcoming *Schools and SEND* white paper. It aimed to initiate meaningful discussions around policy developments, exploring how young people prefer to receive such information and how they wish to engage in ongoing dialogue. The long-term benefit of this approach is more informed and empowered young people, capable of contributing to the development of inclusive policies that support all learners, particularly those with additional needs.

Session 2: Listening Leaders.

This session created a vital platform for young people to be heard directly by those in positions of power. By bringing together Kids senior leaders, DfE officers, and the Minister for School Standards, it reinforced The Collective's commitment to ensuring youth voices shape policy. It marked a meaningful step toward inclusive decision-making, where young people influence the future of education and SEND support.

Session 3: Inclusive Classrooms

Focus has previously been around difficulties and problems faced by young people within education and the SEND systems. As the experts in their lives, young people are often able to reflect and share creative ideas for solutions. This session was solution focused and offering ideas for improvement and development.

Session 4: Snakes and Ladders of the SEND system

This session gave young people a meaningful opportunity to share their experiences—both positive and challenging—within the SEND system. It enabled thoughtful reflection and discussion on how future experiences, inclusion, and support can be improved for all.

More from these sessions can be found here:

<https://www.kids.org.uk/news/collective-get-together-2025/>

September 2025 – Staff training and understanding

At the Collective Get Together 2025, the white paper session reaffirmed the importance of centring young people’s voices in shaping policy and practice. It was beneficial to see that the ideas and priorities previously shared by young people with SEND remain relevant and will continue to guide development work. One key priority highlighted was the need for improved training for education staff to better understand and support young people’s diverse needs.

297 young people with SEND took part in a consultation where they identified their top priorities for change in the SEND System; Better SEND training for teachers and SENDCO's was in the top 3!

Kids remain committed to being responsive to the voices of young people with SEND, ensuring their contributions are respected, valued, and central to influencing policy and practice. A survey was developed to gather robust statistical evidence around young people’s experiences of support and understanding within educational settings. This complements the rich anecdotal data already collected and strengthens the case for targeted improvements.

75 young people took part, aged 8 – 25 years with mean age 17.64 years

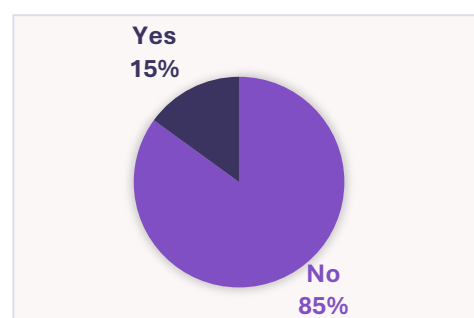
Education placements were as follows:

Mainstream	76%
Special	17.3%
Resource unit at mainstream	4%
Home	1.3%
Other	1.3%

Top 3 areas that staff member’s lack of understanding / training in SEND impact young people

- understanding the work – 74.3%
- Mental health – 73%
- Worrying – 73%

Do you think staff had enough training on SEND to help them choose the best ways to speak to you and help you learn?



Young people chose areas that they felt would have been improved by having support earlier. The top 3 chosen were:

- Mental health – 78.4%
- Learning & attention – 71.6%
- Grades & achievements 71.6%

The Power Hour session was held on 15th September and was attended by 9 young people, representing 6 regions from across England.

During the session young people reviewed a preliminary set of data, saying that they were unsurprised by the results. The trends from the preliminary data used directly reflected the trends from the final data.

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

“Earlier support could have made a real difference”

We then thought about the impact better training and understanding from staff in education could have;

See less of	See more of
Barriers	Being there for students
Postcode lottery	Respectful (and accountability fir that)
Nothing happening	Inclusive
Judging people by disability	Feeling like I fit
Needing reports and official diagnosis	Funding and infrastructure
Authority	Co-produced by people with lived experience
Anxiety	Genuine caring
Disregarding YP or families’ views	Trying to help
Patronizing	Achieving potential
Unemployment	Feeling successful and proud
Early deaths	Finding who you are
Mental health difficulties	Finding how you work best
School exclusions	New understanding of goals and success
All about grades	People there to learn and improve
Being all about UCAS	Meeting your needs
Getting told off	Aware of diversity and culture

October 2025 – recording and reviewing your needs

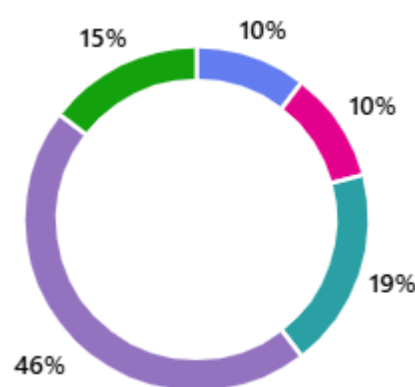
Kids developed work across 2 strands which were attended to by 36 young people with SEND (up to 25 years), representing 7 regions from across England.

- A survey and accompanying “Power Hour” session with The Collective
- A deep dive session with a small group of children aged 7-11 years to find out more about their specific experiences.

Survey results

What ways are you part of recording and reviewing your needs and support?

- Pupil profiles – 10%
- Transition booklets – 10%
- All about me’s – 19%
- Education, Health and Care Plan – 46%
- Other – 15%



Other comments included:

“through speaking at reviews”, “conversations with staff” and “through a privately funded education psychologist”.

Over 40% of young people who completed the survey felt like their thoughts and feelings aren't listened to?

How often, if ever, are you part of...

Recording your needs and support – 77% of young people said they were part of this yearly or less, with *over 22% of responses being never*.

Reviewing your needs and support – 66% of young people said that they were part of this yearly or less, again with *nearly 20% of young people saying never*.

The deep dive session used physical and creative activities to facilitate conversation around who listens to them and ways they're part of recording and reviewing their needs. Those attending told us they were often not listened to (especially after transition to secondary school).

An app design activity looked into what young people wanted teachers to know about them and their support needs. One parent took their child's design to share with school, as they recognised that these were conversations that hadn't previously been had and that it was important for teachers to know.

November 2025 – Support from other practitioners

This work was completed across November 2025, including a survey which could be found online or was completed in small group sessions (online and in person). Young people represented at least 6 out of 9 regions from across England and attended different types of provision including mainstream, special, PRU and private (fully funded) settings.

In person focus session

Young people identified the things that they need help with and the people who either do or could support them. Those in bold are options that came up most often.

Things I need help with

- **Mental health & emotions**
- Movement
- Making friends
- Communication
- Travelling and transport
- Shopping
- Moving around – when walking I need support
- Keeping myself safe when I am struggling
- Cooking / making food
- Personal care e.g. bathing
- Attending appointments
- Managing my medication
- Communicating with the local authority to ensure my EHCP is upheld.
- Contacting social services about my care
- Dealing with money
- Exams
- Lessons
- Making a drink
- speech and language
- Reading and writing

People who could help me

- **Family – parents & siblings**
- **My Friends** (help me when out and about)
- Occupational therapist
- Teachers & online school tutors.
- LSA's
- Staff
- Physiotherapist
- Counsellor
- Personal assistant
- Carers
- Doctors
- Hospital staff
- Psychiatrist
- Therapist
- Speech therapist

Survey results

What do/ did you get help with?

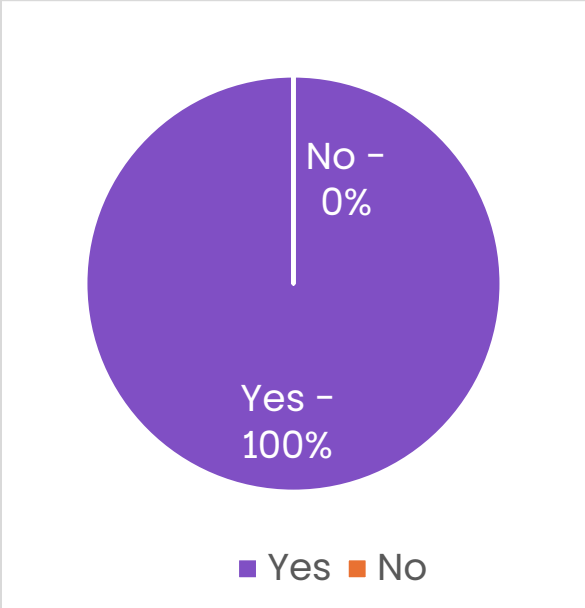
Area	% of respondents
reading and/or spelling	57.6
writing	57.6
social skills e.g. working together, turn taking, communication	60.6
fine motor skills - this is things that use small movements like doing up buttons	36.4
gross motor skills - this is things that use large movements like crawling, walking, jumping and climbing	36.4
managing your emotions and feelings	54.5
managing your behaviour	48.5
speaking	48.5
eating and swallowing	12.1
None of these	12.1
Other*	6.1

*Young people were given the option to specify and answers included Autism and life skills

Do you think teachers need help from other professionals to best support young people with SEND?

Young people universally agreed that teachers and school staff need input from other practitioners to be able to provide the best support - including bespoke, tailored solutions suggested by specialists after meeting with young people.

They felt strongly that if teachers were expected to provide more support to young people, particularly in areas that previously a specialist would have seen/ assessed them in, this would lead to a lower quality of support for individual young people. They also identified that this may have knock on effects for classes as a whole, as well as adversely impacting levels of those becoming teachers and existing staff retention.



Young people with SEND have made it clear that improving teacher training and awareness is not just desirable—it is essential. They want educators to understand their needs, communicate effectively, and create inclusive learning environments. However, this call for better training does not mean replacing the vital role of specialist and expert support. Instead, it highlights the need for a collaborative approach where teachers are equipped with the right knowledge and sensitivity, while specialists continue to provide the targeted interventions that many young people rely on. By combining informed teaching with expert support, we can ensure that every learner receives the understanding, respect, and resources they deserve.

December 2025 – Survey co-production

The session was held on Monday 15th December 2025 and attended by 6 young people and 3 experts by experience, representing 5 regions from across England. The group that attended have a variety of physical disabilities, neurodiversity and mental health conditions. Several other young people had booked onto the session but due to a variety of circumstances were unable to attend.

The written-up discussions and amendments below are laid out in a similar way to how young people believed the survey should be laid out, with any additional comments needed added in red.

Question 1. Learning support in Education (or training)

A) I have the right amount of support when I’m learning at my educational or training setting, so that I can reach the best of my ability



B) What helps or would help to support you when you are learning

	What helps	What would help
· Visual support aids		
· Smaller groups		
Etc....		
Not applicable		
Other*		

*(pop up box) → “If you would like to tell us what else helps or would help you to learn when you’re at your education setting, you can give us any examples have”

2. Support to take part in activities at your education (or training) setting

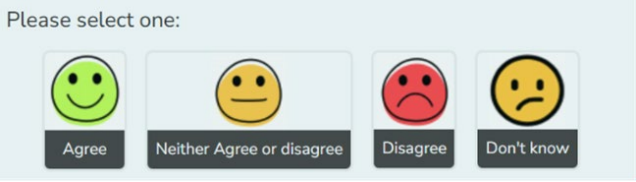
Subheading - for example breakfast clubs, lunchtime or after school activities and time with friends during break times.

I have the right amount of support so that I can take part in the school clubs and activities that I want to during and after school. **Young people felt this was better split down as follows:**

A) I have the right amount of support so that I can take part in the school clubs and activities that I want to during the school day.



B) I have the right amount of support so that I can take part in the school clubs and activities that I want to before and after school.



C) What support helps or would help you to take part in clubs and activities at your education setting?

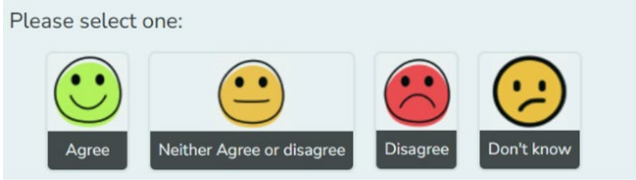
	What helps	What would help
Asking what support would help before starting		
Activities are facilitated with my needs in mind		
I can use any equipment, aids, devices		
Etc....		
Not applicable		
Other*		

Young people removed the option “school makes sure that disabled children and non-disabled children all children have the same opportunities”, and added “asking what support would help before starting”.

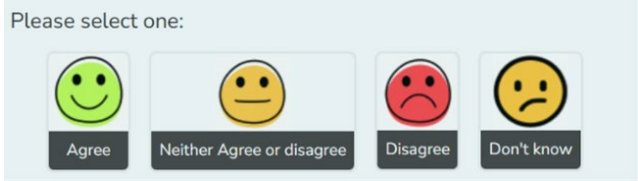
*(pop up box) → “If you would like to tell us what else helps or would help you to take part in activities at your educational setting, you can tell us or give us any examples here”

3. People who work with you at your education or training setting

A) I attend an education setting with staff who are trained to meet my needs



B) I attend an education setting with access to the specially trained staff I need, for example speech therapists, occupational therapists **Young people suggested the further list could be a “click for more info and ideas about who this could be” box.**



C) What works well or could be improved so the people who work with you can meet your needs when you are at your education **(or training)** setting.

	Works well	Could be improved
Whole staff training in SEND		
Staff that listen and act on my views and opinions		
Staff that listen to my parents' views and opinions		
Etc....		
Not applicable		
Other*		

*(pop up box) → “If you would like to tell us anything else about the people who work with, you can tell us or give us any examples here. For example what else helps or would help they could give at your educational setting”

4. Friendships at your education **(or training) setting**

A) I have the right number of friendships for me at my education **(or training)** setting



B) What has helped or would help you make friends at your setting?

	What helps	What would help
Staff at my setting support pupils to make friendships		
My setting runs activities to encourage children to make friendships		
There is a buddy system at my setting		
Etc....		
Not applicable		
Other*		

*(pop up box) → “If you would like to tell us anything else that helps or would help you make friendships at your educational settings, you can tell us or give us an example here”

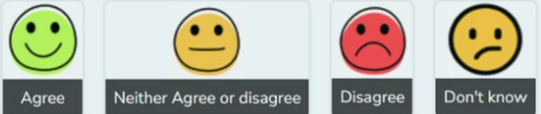
5. Attending education (or training)

This topic caused a lot of discussion with young people sharing examples including YP being told that now we no longer have lockdowns, positive Covid tests are no reason to miss school etc – which they were aware risked clinically vulnerable students, family members and wider communities.

We may want to include a trigger/ trauma warning?

A) I have the right amount of support to attend my education setting

Please select one:



Agree Neither Agree or disagree Disagree Don't know

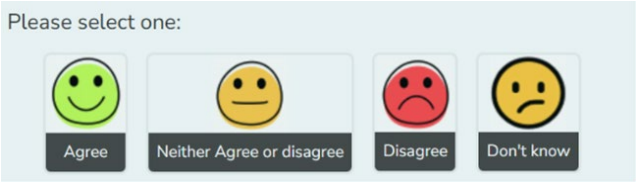
B) What helps or would help you to attend your education setting ~~as often as you would like?~~

	What helps	What would help
Being made to feel welcome when I come back		
Less worry about being punished if I've been absent		
Adjustments to my timetable		
Etc....		
Not applicable		
Other*		

*(pop up box) → “If you would like to tell us anything else that helps or would help you to attend your educational settings, as much as you are able to, you can tell us or give us an example here”.

6. Being part of the community at your education (or training) setting

A) I feel part of the community at my education/ training setting



B) What helps or would help you to feel part of the community at your education or training setting.

Subtitle - For example, if you attend a learning hub or resource base do you still feel part of the overall school community.

	What helps	What would help
Staff include me in decisions made about my support or interventions		
I enjoy being able to mix with other pupils with similar needs		
I would like to spend more time with non-SEN pupils		
Etc....		
Not applicable		
Other*		

*(pop up box) → “What else helps or would help you to feel more included or part of the community at your education or training setting? If you would like to, please tell us more about that here.

For this list, young people picked up on an irregular use of tense

- Staff includ**ing** me in decisions made about my support or interventions
- I ~~enjoy~~ being able to mix with other pupils with similar needs
- I ~~would like to spend~~**ing** more time with non-SEN pupils
- I ~~would like to spend~~**ing** more time with SEN pupils with different needs to mine
- **Having** support from a trusted member of staff to help me advocate for myself
- Confidence building sessions
- ~~My~~ support from staff that does not interfere with me making friends

- **Having a** Peer to peer buddy system
- Open Communication from Staff
- Including me in meetings or communications about my support beyond annual reviews

Demographics

Young people discussed the settings list and decided that while they understood them all, some young people may not be sure and may either need support to answer the question or need an I'm not sure option. Also some young people may have attended multiple settings, with the answers varying depending on which setting they're thinking about when they answer.

The group liked having a list wider than the 4 areas used by government, however weren't sure about all of the options such as newly acquired disability or rare condition. Young people felt that it should be a system where you can tick all that apply as well as marking your 1 primary disability.

The final thing young people spoke about was the postcode lottery and the differences between local authorities. They understood some young people might not be able to answer what their local authority is, but felt that 1st half of postcode may be a good alternative without revealing too much personal information.

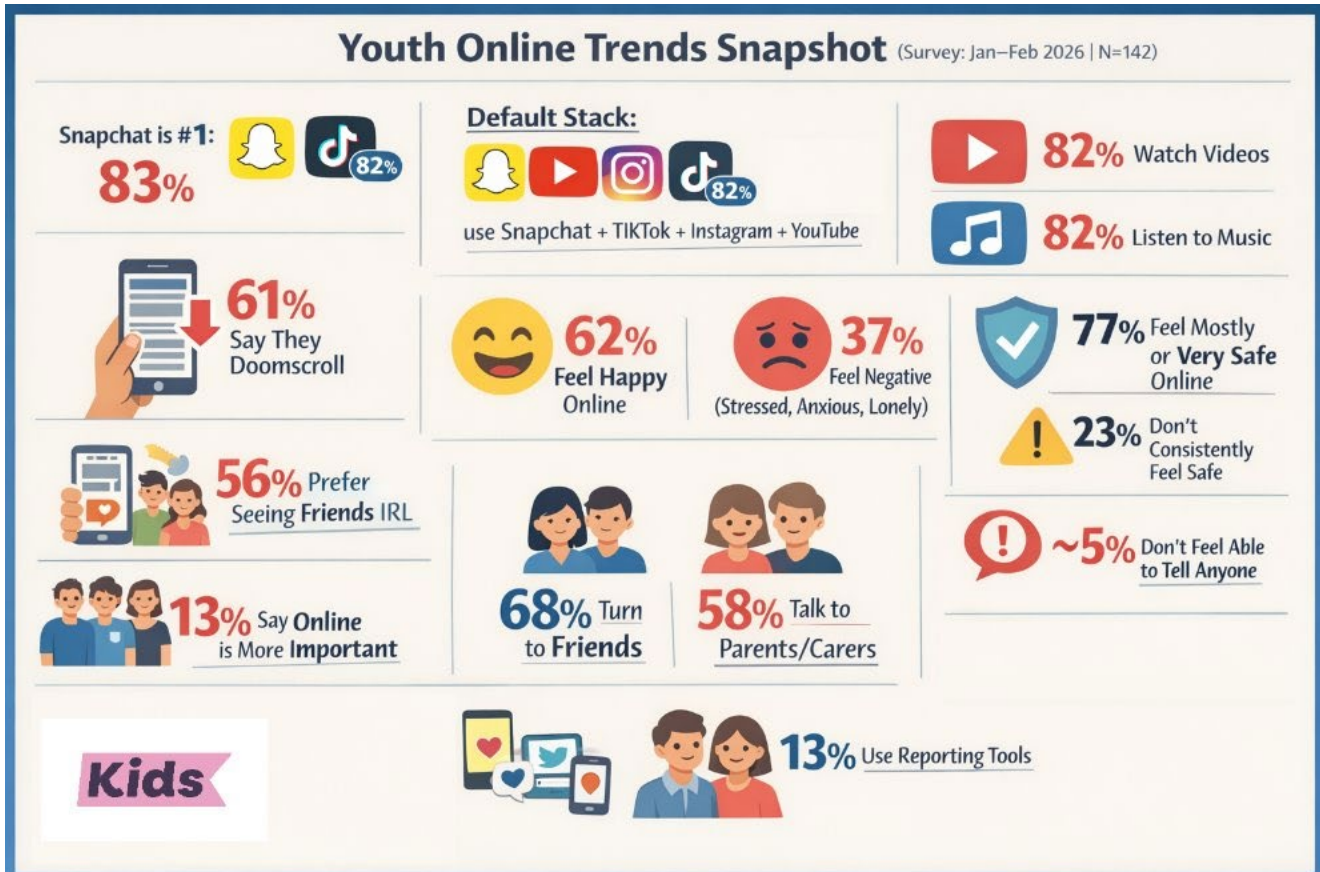
Young people recognise the importance of capturing a broad range of information through the annual survey and are committed to supporting its success. However, they highlighted that lengthy or complex surveys can feel overwhelming and risk becoming inaccessible. They strongly recommend keeping questions clear and focused—asking one question at a time and avoiding merged or multi-part questions.

Young people are comfortable with the survey being conducted in January, understanding its value for statistical reporting and future planning. They have also expressed enthusiasm for sharing the survey across our networks and encouraging wider participation. In addition, they are keen to engage in deeper discussions around priority themes which are self-identified, ensuring that young voices continue to shape meaningful change, which Kids will support through the Collectives January work and share once completed.

January 2026 – Survey session

Young people were part of the co-development of a survey used to identify digital and online preferences of disabled young people.

The following image shows online trends for young people.



February 2026 – DCP survey deep dive

Following the DCP survey that young people helped to co-produce, young people picked out key trends and information to be included in the reporting. Over the power hour and follow up sessions, an easy read report was produced. This can be found here:

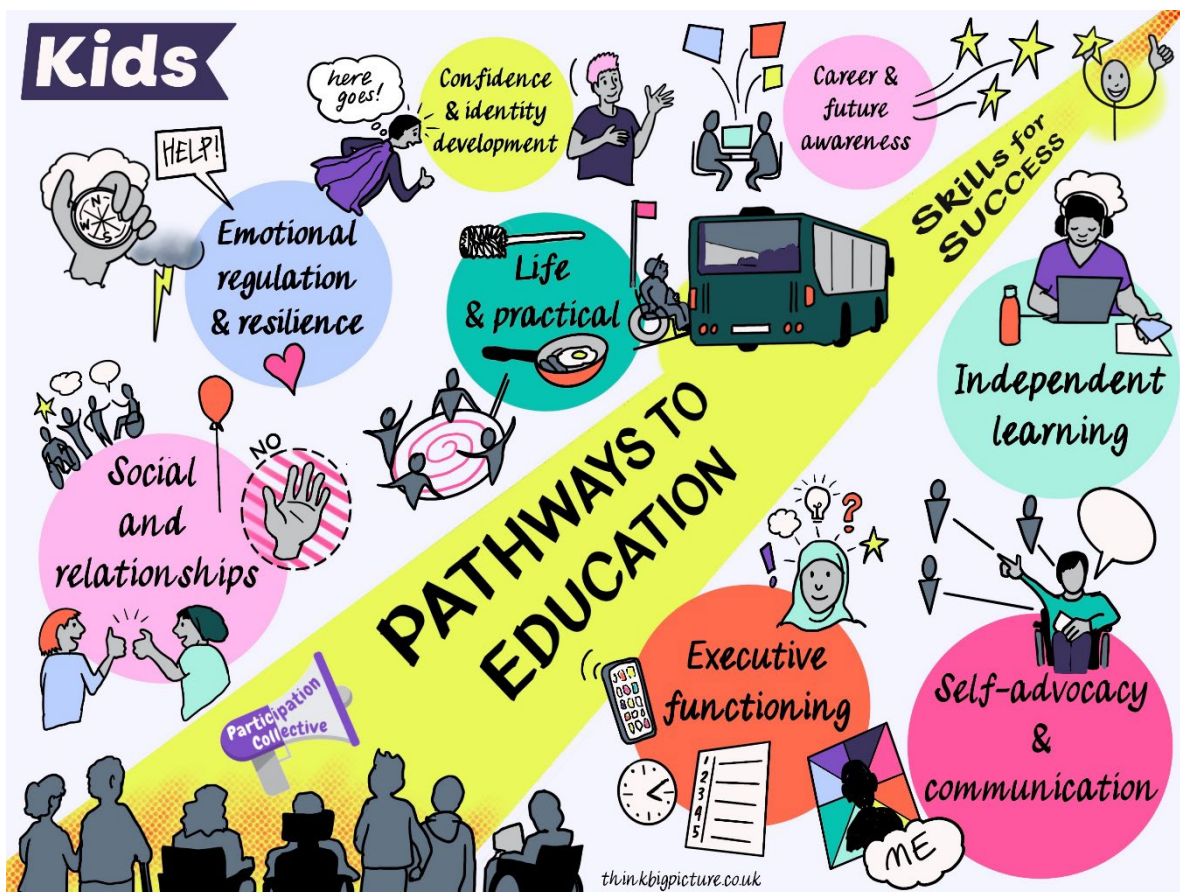
[How to help me learn and thrive – Kids x Disabled Childrens' partnership Easy Read Report](#)

March 2026 – SEND consultation

This was the first of our sessions inputting into the SEND consultation; several extra were put on the enable young people to input into a wide range of topics within.

Young people ranked topics areas, with 1 being the most important to them. Scoring has been tallied

Ranking	Topic
3	Independent Learning Skills
=2	Executive Functioning Skills
1	Self-Advocacy & Communication
4	Emotional Regulation & Resilience
=2	Social & Relationship Skills
5	Life & Practical Skills
=6	Career & Future Awareness
=6	Confidence & Identity Development



Graphic based on YP answers. Credit: thinkbigpicture.co.uk

What skills do young people need under these headings, and how can they be developed?

Independent Learning Skills

- Note taking
- Using support services available
- Making support services easy to access
- Knowing how you learn best
- Doing homework

Executive Functioning Skills

- Organisational skills
- Bringing what you need
- Time management
- Knowing how to prioritise
- Understanding your disability
- Find apps that can help you
- Study support talking priorities through to help identify priorities until you're able to do it independently

Self-Advocacy & Communication

- Knowing what you are good at and what you might need help with
- Understanding who's in your network
- Communicating assertively (and knowing how to do it without being seen as ((passive)) aggressive)
- Confidence
- Knowing what your needs are and how to communicate them

Emotional Regulation & Resilience

- Brave and resilient
- Knowing what your triggers are
- Know when you need a break from social situations
- Knowing when to remove yourself from a situation if it is getting too much
- Being able to ask for help

Social & Relationship Skills

- Understanding boundaries
- How to form friendships
- Maintaining friendships

- Going to different clubs you may be interested in so you can meet other young people
- Put on fun/ social opportunities to meet others who will be moving to the college over the summer
- Transitions period/ visits to familiarise yourself with the new setting

Life & Practical Skills

- Building relationships and networking
- Engaging in huge social spaces
- Cooking
- Cleaning
- Using technology
- Using public transport
- Different services that may be relevant to your disability such as guide dogs, for travel training they can also help with independent living skills such as cooking and money and identifying the money

Career & Future Awareness

- School / college link and discussions about what courses are available and if they would be suitable for you.
- Knowing what opportunities are out there for people
- Different qualification options

Confidence & Identity Development

- Understanding yourself and different parts of your identity
- Understanding your disability
- Knowing what you like and don't like
- What you're good at
- What you find difficult
- Doing what makes you happy to build confidence
- Know your interests
- Engaging in local community
- Join groups relevant to your identity
- Time and space to think about your identity

Full response from further young people's sessions done as part of the SEND consultation can be found here:

<https://www.kids.org.uk/wp-content/uploads/2026/05/Young-people-with-SEND-collective-response-to-SEND-consultation.pdf>