

Making Participation Work



Berkshire Healthcare: Research

November 2023

Participation, Information and Advice Consortium

Funded by



**Department
for Education**

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1. Kids Foreword

Kids have been jointly commissioned with the Council for Disabled Children (CDC), Contact, and the National Network of Parent Carer Forums (NNPCF) to deliver a national contract called [Participation, Information and Advice](#) (PIA). This programme is funded by the Department for Education (DfE) and Kids/CDC strand, [Making Participation Work](#) (MPW) focuses on enabling the effective participation of children and young people (CYP) with a special educational need and/or disability (SEND).

In May 2023, a representative from Berkshire Healthcare¹ contacted Kids team after hearing about the MPW support offer.

In the development and delivery of this project, Kids engaged with CYP from across England, utilising an evolving collective who support this work.² Groups are given opportunities to participate in activities that aim to upskill, enhance knowledge and understanding of wider issues affecting CYP with SEND and empower them to exercise their right to be heard. Kids actively sought out coproduction opportunities with young people from across Berkshire within the development work.

This report will document the process of development and actualisation of support delivered through the Making Participation Work (MPW) project for Berkshire Healthcare; offering constructive conclusions and recommendations to further develop participation of CYP with SEND across the area.

¹ Kate Penhaligon Head of research and development Kate.Penhaligon@berkshire.nhs.uk

² The Collective is an assembly of individual young people, forums and participation groups supporting children and young people with SEND, wishing to have a voice in national agendas, funded by Department for Education.

2. Executive Summary

The Making Participation Work support provided to Berkshire Healthcare was delivered through the Department for Education funded Participation, Information and Advice Contract which Kids delivers alongside consortium partners Council for Disabled Children, the National Network of Parent Carer Forums, and Contact.

A representative from Kids³ worked with Berkshire Healthcare's Research and Development Operations manager⁴ to develop and deliver a support package that met the acknowledged needs for Berkshire healthcare (as identified below).

Berkshire Healthcare Support overview:

1: Face to face sessions with young adults from across 6 localities to understand their health priorities and share information about research.

2: Develop accessible information with young adults to understand research and the opportunity to engage. Including:

- Easy read guide
- A video

The workshops were facilitated over 3 consecutive days in November 2023

Approximately 50 young adults took part from 4 Colleges and 1 day service from across the 6 localities.

Information about the support delivered and content of the workshops is in the subsequent sections of this report.

³ Heather Harper (Young People's Participation Coordinator) takepart@kids.org.uk

⁴ Emma Donaldson - Research and Development Operations manager emma.donaldson@berkshire.nhs.uk

2.1 Recommendations

Throughout this report we have made recommendations based on the development and outcomes of the session, combined with over 7 years' experience working on participation with local authorities across England.

Recommendation 1: Berkshire Healthcare to continue building connections and relationships with staff and young adults across the colleges.

Recommendation 2: Berkshire healthcare to use this information to guide prioritisation of future research projects.

Recommendation 3: Berkshire Healthcare should develop a communication matrix based on the young adult's preferences.

Recommendation 4: Berkshire Healthcare to consider the feedback from young adults and make changes to previous and future handouts where appropriate.

Recommendation 5: To use and share the video and easy read guide created about research on the relevant platforms.

Recommendation 6: Feedback to young adults on impact this and future work they are involved in has.

KIDS would like to maintain contact with the local area, being kept informed of progress against the above recommendations.



3: Support Offer

The team at Kids were initially contacted by Kate Penhaligon, Head of Research and Development for Berkshire Healthcare, to see if they can access support through the MPW offer. Once agreed Kids were introduced to Emma Donaldson; Research and Development Operations manager, to develop the MPW support offer; focusing on how Berkshire Healthcare involve young adults with SEND in research across the area. Berkshire healthcare recognises that they do not have many young adults with SEND involved in research and there is a desire to change/improve this.

3.1 Development

Berkshire healthcare have been working with their learning and disability service to develop a strategy which includes research as a tool to address their key priority areas. They are interested in developing practical resources to enable information to be accessible for this patient population, gathering views from young adults on materials being created for accessibility, identifying how young adults would like to be communicated with and what their health priorities are so Berkshire Healthcare can prioritise the themes of research. Within the discussions around accessible information, it was agreed that Kids and Berkshire Healthcare would co-produce a video that highlights: what research is and how to get involved. It was also identified that an easy read guide that can be shared amongst young adults with SEND would also be useful in encouraging more young adults to get involved in research.

Berkshire healthcare would like to engage young adults with SEND across the 6 local authorities within Berkshire⁵.

It was agreed that KIDS would provide bespoke support through the Making Participation Work (MPW) programme through the following mechanism:

1. Delivering a face-to-face session (workshop)
 - To deliver a 2-hour workshop with young adults across all 6 localities Engaging with young adults who have SEND to collect feedback on:
 - Materials created by Berkshire Healthcare
 - What young adult's health priorities are
 - How young adults would like to be communicated with
 - If young adults are interested in engaging in particular research themes
2. Develop accessible information with young adults to understand research and the opportunity to engage:
 - A video for young adults highlighting:
 - What is research?
 - What are the benefits of getting involved?
 - How people can get involved in research?
 - An easy read guide informing young adults about:
 - What research is.
 - How to get involved.

⁵ Slough, Reading, Bracknell Forest, Windsor and Maidenhead, Wokingham, West Berkshire

Berkshire healthcare secured funding to support a 4 hours per week post⁶ that would be responsible for locating the young adults in each area, booking the venues if required and creating goodie bags for the young adults who attend the workshops to say thank you.

Kids created an informative invite (see appendix 1) editable for each session to be shared with the colleges and day centre that had agreed to take part in the workshop. An 'all about me', introducing facilitators and a young adult friendly workbook⁷ were also sent out prior to the session, to improve engagement and support the working relationship with the young adults attending.

The workbook was designed to support the young adults understanding and allow time to process thoughts and opinions on topics / questions being asked. The use of workbooks has proven successful since Kids initiated this approach; enabling young people to attend sessions better informed and prepared.

Kids co-production work

The facilitation team co-produced the workshop with a small working party including Kids staff and young adults from Kids Bracknell day services who were aged between 18 – 25 years. Kids value the individuality and lived experiences of young adults with SEND and working together we can ensure activities will be engaging, accessible and gather useable intelligence.

Icebreakers are a useful tool at the start of any session to enable people in the room get to know each other and feel more at ease. The working party discussed what an icebreaker is, tested 4 different options and then the young adults decided which they preferred for inclusion in the workshops. The following are the icebreakers tested:

- ◇ Would you rather?
- ◇ Ball of string
- ◇ Colour Jacuzzi
- ◇ Human Bingo

Young adults commented on what they liked and ranked them in order of preference. The group chose the *ball of string* to be the icebreaker, this is fun, interactive, and it shows the importance of working together and that everyone's contribution is valuable. The young adults preferred *would you rather* but felt this could be used in another part of the workshop to create another interactive and accessible activity.

It was explained that Berkshire Healthcare wanted to know how the young adults would prefer to be communicated with. We shared examples of communication and explained that attendees could put a sticker on which they prefer. The working party felt that attendees may follow others and not think about it for themselves. The working party identified this topic (communication) as an opportunity to effectively use the *would you rather activity*. This was a great idea developed more by the young adults that would support better engagement. Resources developed following this

⁶ Diana Pattinson clinical research practitioner

⁷ Email for a copy of the workbook takepart@kids.org.uk

included; cards with a picture and corresponding word on to make it clearer and more accessible for all.

The last activity covered Berkshire Healthcare health priorities. Using a list provided by Berkshire healthcare of upcoming research projects, we asked the working party if they understood the research topics and how we can explain this to those attending the workshops. We went through each research project, making notes on suggested changes and ideas to increase accessibility of the activity and understanding of the topics discussed.

3.2: Face to face workshops

The workshops were delivered by 2 Kids staff members⁸ within 4 colleges in Berkshire.

Tuesday 21st November 2023

Langley College in Langley where 14 students attended.

BCA College in Maidenhead attended by 12 students.

Wednesday 22nd November

Bracknell and Wokingham college in Bracknell attended by 8 students.

Thursday 23rd November

Reading college in Reading which was attended by 13 students.

Overall, we had 47 young adults participate within the workshops.

Recommendation 1: Berkshire Healthcare to continue building connections and relationships with staff and young adults across the colleges.

The staff at each of the colleges were very appreciative of the ‘thank you’s’ from Berkshire Healthcare. Staff felt they were valued as well as the young adults that took part. Building on the connections and relationships will give Berkshire opportunity to access wider spectrum of young adults with SEND to engage with in future research projects and co-production work.

The following sections will outline all activities delivered within the session.

⁸ Heather Harper heather.harper@kids.org.uk Aisia Howard Aisia.howard@kids.org.uk

3.2.1 Introductions and icebreaker

The Kids team introduced themselves, explained why they were there and what they wanted to achieve. After a brief introduction to research and welcome, the group took part in an icebreaker⁹. The *ball of string activity* gave opportunity for introductions between individuals and to highlight the importance of every individual being involved and taking part.



3.2.2 What is health?

It was important for the young adults attending the workshops to understand what health is and be able to think about what is important to them. By collecting this information, Berkshire Healthcare can prioritise their upcoming research projects to what is currently important to young adults. The 5 key areas of health listed below were shared and young adults asked to highlight what is important to them under each heading. The young adults also voted on their top 2 key areas of health priority.

Below are some examples see appendix 2 for all their responses.

1) Mental Health

How to look after ourselves

Feelings and thoughts

Your mental health is very important – if you do not have good mental health then it will affect all the other key areas of your health – physical you don't want to look after yourself – diet you don't want to eat properly – social you don't want to see your friends when your mental health is not good and intellectual I will probably miss college and not do my work.

⁹ Ice-breaker activity to help participants to relax and feel more comfortable in the environment, with each other and us.

2. Physical

How you look after your body

Gym and Exercise

3. Nutritional health

Eating healthy

Having a balanced diet

4. Social health

Having safe people in your life

Attending groups that have the right support.

5. Intellectual health

Learning new skills

School / College / Work

The top 2 areas for health priorities chosen by the young adults were:



Recommendation 2: *Berkshire healthcare to use this information to guide prioritisation of future research projects.*

By using the information collected through this activity, Berkshire Healthcare can demonstrate their commitment to listening to young adults with SEND by basing their work on what they have heard. Young adults should be able to see the programme of planned research and have opportunity to engage in this where appropriate.

3.2.3 Future health research projects

Berkshire Healthcare provided 7 possible priorities for future research and want to plan for these using underpinning information from young adults with SEND and what is important to them. Berkshire Healthcare were also interested in whether young adults would consider taking part in the different research projects.

The themes were complex and difficult for the young adults to understand. Kids facilitators simplified the information, asked questions and gave examples, to help the young adults understand the theme and what could be involved in the research area.

See appendix 3 for full list of themes with their meanings.

Young adults voted for their top/priority themes. Below is the prioritised list of themes ranked by the young adults from 1 being most popular and 7 being least favourable for them to be involved in.

1. Physical Health
2. Trauma
3. Lived experience.
4. Consent
5. Healthcare inequalities
6. Gender & Sexuality
7. Reasonable adjustments



This is another opportunity where Berkshire Healthcare can attend to recommendation 2. Using the information collated Berkshire can prioritise their future research themes based on how young adults felt about each and what was important to them. This can support increased future engagement and better outcomes through the research programme.

3.2.4 Communication activity

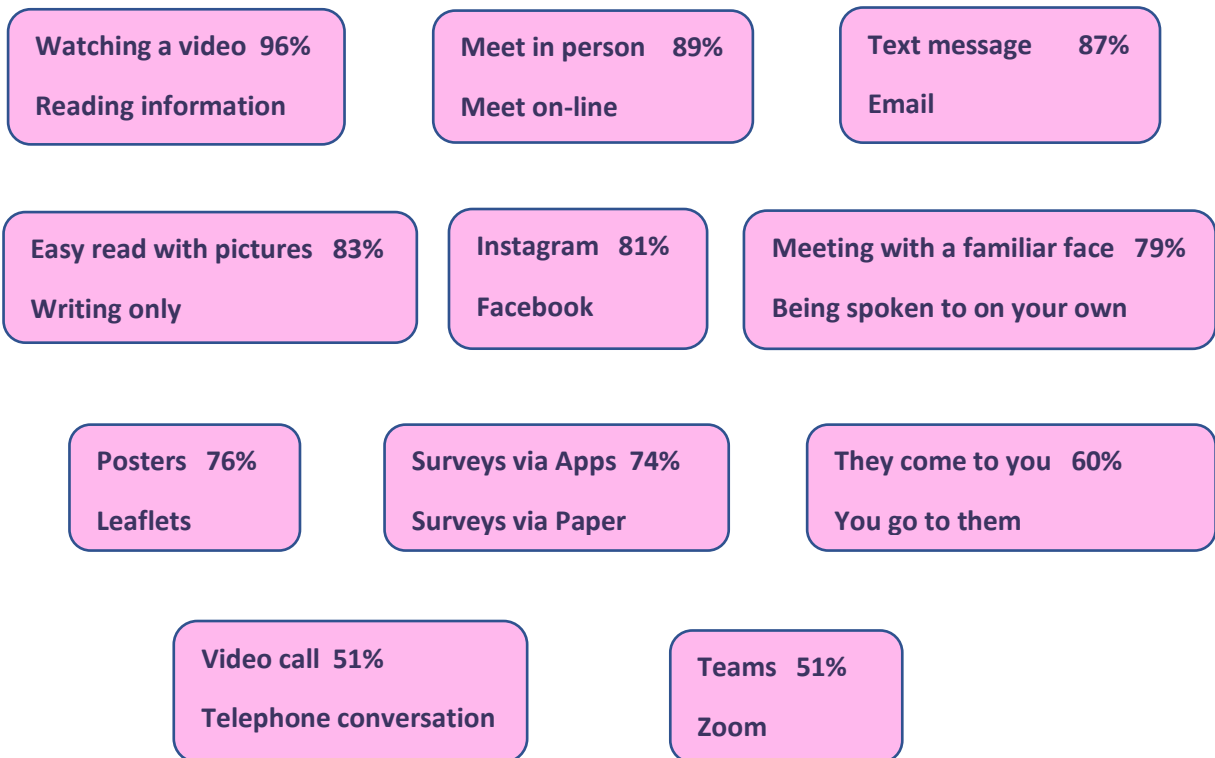
Berkshire Healthcare highlighted that there is very little research for young adults with a learning disability and they wanted to engage with this cohort better. To support this to happen successfully, young adults who attended the workshop were asked how they would like to be communicated with by Berkshire healthcare.



The young adults were given laminated cards with the word and picture of the communication example, we then asked them which they preferred as a 'would you rather' activity.

Below are the percentages to each communication example that was asked.

You can see all answers to these questions in appendix 4



The data collected supports the need to develop information in a variety of formats and that when working with young adults with SEND a variety of mechanisms and feedback opportunities should be shared.

Recommendation 3: *Berkshire Healthcare should develop a communication matrix based on the young adult's preferences.*

Implementing the above recommendation will improve engagement from young adults with a learning disability. Main considerations should be:

- 94% of young adults prefer to **watch an information video** than read it.
- 89% prefer to meet in person than online.
- 83% prefer easy read information over a text only document.

This information upholds the value in the second support mechanism provided by Kids to Berkshire Healthcare: develop accessible information for young adults with SEND on what research is and how to get involved. Information on this can be found in section 4 of this report.

3.2.5 Review of resources

Young adults reviewed two documents created by Berkshire Healthcare; a Research Interest leaflet and a Psychology Service poster for young adults with a disability to access their services. Both documents were enlarged and printed on A1 so the attendees could clearly see it and write/draw/circle what they liked and didn't like. The young adults were given a 'prompt card' to support them in what to look at (see appendix 5)

Below are comments young adults wanted to highlight from each reviewed document. (See appendix 6 for all comments)

Research interest leaflet

What they didn't like:

- Too many words
- No pictures
- Needs to be shorter paragraphs.
- Too long to read and take it all in.
- The writing is too small because there is so much.

What they liked about the leaflet:

- ❖ I like the NHS colours.
- ❖ The front title is bold and clear.
- ❖ Good slogan 'Together we make a difference'.
- ❖ Good to have contact details at the back.
- ❖ 'Berkshire together we can' I like this as lifts us up.

Suggestions for improvements:

- Add a QR code to sign up.
- Add pictures.
- Make a video.
- I would like this in easy read.
- Use more key words instead of so many paragraphs.

Psychology poster

What they didn't like:

- Making the words a little bigger to see the information.
- Photos need to be a bit clearer.
- On the back the white writing in the bubble is not clear.
- The colour of the words is not consistent.
- What does psychologist mean? Maybe explain this first to us.

What they liked about the leaflet:

- ◇ The poster is more colourful and interesting.
- ◇ Nice variety of colours
- ◇ I like the pictures as they show the feelings.
- ◇ Layout is good.
- ◇ I like the symbols next to the contact details.

Suggestions for improvements

- ◆ Move 'the psychologist will' to the front of the poster to explain what they are.
- ◆ More easy read pictures
- ◆ Give examples of some of the words explaining psychologist.
- ◆ I would like more examples of how they can me.
- ◆

Recommendation 4: Berkshire Healthcare to consider the feedback from young adults and make changes to previous and future handouts where appropriate.

Actioning the above recommendation will help support further engagement with the cohort, making information more accessible and inviting for young adults with SEND.



3.3. Accessible information

Berkshire Healthcare have understood the importance of developing accessible information for young adults with SEND so they can understand research and the opportunity to engage. We heard from young adults during the working party co-production session, that accessible information is important to ensure more young adults can take part.

During the workshops we asked attendees their preferences for receiving accessible information and again the young adults had voiced hopes for a video about research to explain it clearly.

3.3.1 Video

At each workshop Kids facilitated, almost all young adults suggested that a video about research would be most useful in helping them understand. Kids have worked with Berkshire Healthcare to create a video that explains what research is and how they can get involved.

From our experience working with young people in coproduction and engaging with a wide cohort we know that videos are often the preferred method of receiving information. This has further supporting evidence from the information gathered during the face to face session with young adults from Berkshire.

You can find the video here <https://youtu.be/vJs8XgWbW7c>

3.3.2 Easy Read Guide

A high percentage of young adults throughout the workshops expressed that they would find an easy read guide about research useful. See appendix 7 for page one of the Easy Read guide¹⁰

The feedback received suggested that images helped support understanding as well as reducing the need for too many words. Young adults commented that you can look through an easy read document with parents, carers or staff at college. During the sessions attendees were informed of intentions to develop both of the accessible information formats to share what research is.

Recommendation 5: *To use and share the video and easy read guide created about research on the relevant platforms.*

To support the development of relationships and promote young adults with SEND continued engagement in the research programmes, it would benefit Berkshire Healthcare to ensure the video and easy read guide is shared with those who participated in this initial work.

¹⁰ For full Easy Read guide email takepart@kids.org.uk or contact Berkshire Healthcare for a copy

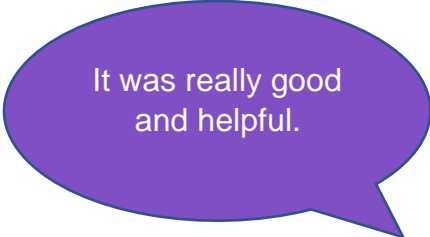
It is essential to feedback to the young adults involved in the workshops, so they see and feel that their input is valued, has contributed to something meaningful. This will also demonstrate you are listening, taking action and respecting them by keeping them informed. This can support increased engagement in the future projects planned by Berkshire Healthcare.

Recommendation 6: *Feedback to young adults on impact this and future work they are involved in has.*


3.4 Session evaluation

Session feedback shows that young adults generally enjoyed the workshops and have a positive outlook on the impact made today and opportunities for future work.

Below are some direct comments from young people. See appendix 8 for all feedback.




It was really good and helpful.




I enjoyed today and I like to make things better for people.



Good information



Its important to listen to us to make things better.



I liked to review the leaflets to make this better.

Staff supporting the young adults were positive about the mechanisms used to gather information and highlighted that this was a pro-active step in improving outcomes. They are keen to see changes made based on the information young adults shared.

4: Conclusion

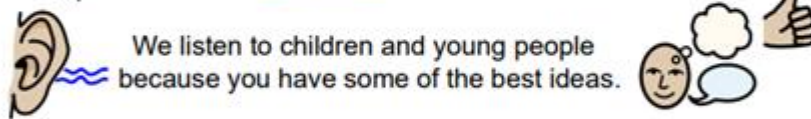
The development work and face to face sessions were well attended by a range of young adults with SEND and support staff from 4 colleges and 1 day centre across Berkshire.



We hope that Kids support through the MPW project and other resources they have shared positively support Berkshire's ongoing health research work with young adults with SEND. The passion and drive demonstrated by the research lead will hopefully help others maintain motivation for success in this area.

Moving forwards, consideration should be given to the recommendations made within this report; implementing the ideas discussed at the sessions for future development work.

KIDS wish the research team in Berkshire the very best for their participation and co-production journey and look forward to hearing about progress and the developments made in the future.

Appendix 1



 Berkshire Healthcare would like some help around their research and have asked us to come and get your thoughts on: 

Berkshire Healthcare
NHS Foundation Trust

- Materials they have created



- What is most important to you about your health



- How you would like to be communicated with



- How they can make things better



We are looking forward to seeing you on Tuesday 21st November

Appendix 2 What is health? What health means to you!

Langley College

Mental Health 14 stars

- Respect ourselves.
- How to look after ourselves
- How you will feel about dealing with your emotions
- Therapy we can access.
- Our emotional well-being – very important
- Thoughts
- Feelings
- Our behaviours
- Healthy food
- Eating healthy food makes me feel good and happy.
- Listen to music to help us feel calm.
- Bereavement
- Stress
- Anxiety
- Depression
- Your mental health is very important – if you do not have good mental health then it will affect all the other key areas of your health – physical you don't want to look after yourself, diet you either over eat or some don't eat when depressed, social you don't want to see friends when mental health not good and intellectual I will probably miss college and not do my work.
- Listening to music
- My emotional wellbeing.
- How you treat yourself

Physical 8 stars

- Exercise which we did in college once a week (gym)
- How you look after your body
- Fitness
- Walking
- Gym
- Walking the dogs
- Running
- Gym and exercise
- Exercise
- Being with friends

Nutritional health 4 star

- Eating healthy
- Having a balanced diet
- Learning what to eat in your diet.
- Diet
- Drinking water
- Healthy eating
- Protein
- Diet
- Fruit
- Veg
- Water

- Having your 10 fruit and veg a day.
- Important to have a balanced diet.

Social health 3 stars

- Having a good group of friends (healthy)
- Having safe people in your life
- Going out
- Keep a routine.
- Attend groups that have the right support.
- Talking to people and communicating
- How to feel
- Depression

Intellectual health 3 star

- Having extra support in lessons
- Motivation to learn.
- Learn new things every day.
- New hobbies
- Literacy
- Math's
- Science
- Life skills
- Knowledge
- Learning new things
- Dealing with loss and Grief
- Puzzle solving

BCA college

Mental Health 5 stars

- Being able to talk to others.
- Finding things to help with mental health.
- Looking after your well-being
- Going for a daily walk
- Be positive.
- Emotional well-being
- Be happy.
- Mood
- Personality
- Depression
- I am feeling positive these days.

Physical health – 4 stars

- Doing exercise
- Going to the gym
- Swimming
- Exercise
- Staying active
- The well-being of your body
- Keeping fit
- Nutrition
- Physical activity
- Attending classes to keep me fit.

Nutritional health

- Eating healthy
- Food
- Water
- Protein
- Eating healthy
- Balanced diet
- Eating the right foods
- Being healthy
- Your diet
- Eating fruit and vegetables
- Drinking lots of water

Social health 3 stars

- Making new friends
- Joining clubs
- Talk to others.
- Talking to people
- Socialising with new people
- Making friends
- Talking to new people
- Your ability to talk to others.
- Build healthy relationships.

Intellectual health 2 stars

- Being safe on internet
- Anxiety with certain tasks
- Learning new skills
- Your IQ
- Being safe and working hard

Bracknell and Wokingham College

Mental health 11 star

- It is important.
- Your wellbeing.
- Feeling happy
- Emotionally stable
- To be happy and joyful
- Looking after your well being
- Going for a walk every morning
- Eating healthy
- Emotional wellbeing.
- Eating
- Mood
- Personality
- Psychosis
- Depression
- Keep happy.

Physical health 8 star

- Learning skills
- Keeping fit

- Exercise
- Zumba
- Exercise
- Boxing
- Football
- To keep physically fit
- Eating healthy
- Drinking water
- Good diet
- Basketball
- Staying active
- Going to gym
- The wellbeing of your body
- Walking
- Nutritional
- Physical activity

Nutritional health 3 star

- Being health
- Drink quite a lot of water
- Eating all the foods you need to stay healthy.
- Drinking plenty of water
- You need a good diet.
- Eating the right food in your body
- Fruit
- Water
- Vegetables
- Good diet

Social health 5 star

- Making friends
- Break times.
- Clubs
- Drama
- I attend 'The Wayz'
- Talking to others
- Making friends
- Good relationships with friends and family
- Maintaining friendships
- To build healthy relationships

Intellectual health

- Trying activities
- School / college / work
- Getting the right education
- Research things on the internet you enjoy.
- The state of your IQ
- Learning new skills is important.
- Reading
- Working
- Puzzles to keep brain going.

Reading college

Mental health 7 stars

- Therapist
- Support
- Right support - right time
- Games – computer
- Emotions
- Talking to people
- Gym
- Important
- Important moods

Physical health 3 star

- Gym
- Sports
- Exercise
- Running
- Swimming
- Cycling
- Keeping healthy
- Exercise
- Yoga
- Weight
- Gym
- Body
- Exercise
- Daily exercise is important.

Nutritional health 4 stars

- Food
- Balanced diet
- Balanced diet
- Enough of each food type
- Diet
- What you eat
- Water daily
- Eating
- Exercise
- Balanced diet
- Eggs/ Milk and wheat

Social health 8 stars

- Friends
- Social life
- Family
- Friends and family.
- Family
- Friendships
- Love life
- I only socialise with people I know.

Intellectual health 2 star

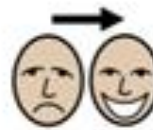
- Attending college
- Internet
- Learning knowledge
- Reading
- Learning
- Independence

Appendix 3

Health inequalities.....This is when some people are more likely to get poorly, or not be able to use services to help get them better.

Examples of research

- Your experiences of unfair treatment in health services,
- How to improve access to services and communication
- How to make services easier to get to



Gender and Sexuality.....Gender is about your identity as a male, female or something else. Sexuality is about who you are attracted to; opposite gender, same gender or other!

Examples of research

- Your experiences of identity
- Changes or developments in sexuality
- Experiences of gender reassignment



Consent.....This is about having the information and understanding to be able to say yes or no to something.

Examples of research

- How to support everyone to understand services,
- Helping people know what is on offer and available to them



Lived experiences of different services.....This is about sharing what has happened to you, being able to give ideas for making things better.

Examples of research

- Your experiences of support,
- Sharing about when you have been to or stayed in hospital
- What you think could make a service better in your community



Physical health.....This is about how you feel in your body and if you feel good or poorly.

Examples of research

- Health conditions like diabetes or epilepsy
- Women's or men's health issues
- Experiences feeling poorly



Reasonable adjustments.....This is about changes that are made to make things more accessible and better for people.

Examples of research

- Your experiences of people making things better for you
- Your ideas to help make services better for people



Trauma.....This is something that can happen when people go through something stressful, frightening or upsetting

Examples of research

- How to support people who have had difficult experiences and find things hard to deal with now.
- The best ways to communicate with people who are upset or scared.



Appendix 4

	<u>Langley</u> 14	<u>BCA</u> 12	<u>Bracknell</u> 8	<u>Reading</u> 13
Watch a video	14	12	7	12
Read Info	0	0	1	1
Survey App	12	9	4	10
Survey Paper	2	3	4	3
Poster	10	9	6	11
Leaflet	4	3	2	2
Easy Read	9	12	7	11
Writing only	5	0	1	2
Instagram	13	9	5	11
Facebook	1	3	3	2
Youtube	14	12	8	13
Phone Call	7	6	3	7
Video Call	7	6	5	6
You go to them	7	4	5	3
They come to you	7	8	3	10
Spoken to 1-1	2	2	0	6
Meet with someone you know	12	10	8	7
Text message	12	11	7	11
Email	2	1	1	2
Meet in person	13	10	8	11
Meet online	1	2	0	2
Teams	5	7	2	10
Zoom	9	5	6	3

Appendix 5 Prompt Card

Things to think about...

What it looks like...

Do you like the:

- Colours?
- Pictures?
- Layout?
- Amount of information?



The words used...

Do you understand the words?

RIGHT WORDS?

Would you change any words?



Understanding...

Do you understand what the document is?



Do you understand what to expect from the different teams?



Anything else?

Is there anything else you want to tell us about these?

How can we make it better?

Kids

Appendix 6 Reviewed documents comments

Research interest leaflet

What they liked

- I like the NHS colours.
- The front title is nice and bold.
- The contact details are bold and clear.
- Good to have contact details on the back page.
- It is clear on how to contact.
- 'Together we can make a difference' I like as sounds hopeful.
- I like the headers for each section.
- Good information but very long
- Good slogan - 'Together we can make a difference.'
- Information is useful on how to contact them.
- I like that I can call someone.
- Good layout of space but need pictures.
- The titles are bold and clear.
- 'Berkshire together we can' I like this as lifts us up.

What they didn't like

- Too many words
- No pictures
- Not very colourful
- Needs to be shorter paragraphs.
- Some long confusing words – considerably, permission. Ethics committee.

Obligate, potential.

- Some of the bullet points I do not understand like Clinical trials (medicines)
- Not enough colour
- The writing where it says about how information is stored is too small.
- Mild cognitive impairment?? - what is this?
- I don't like the reply slip, too confusing.
- Too many difficult words
- Too long to read and take it all in
- Not wanting to read this.
- Not enough graphics
- Too difficult for people with SEND
- In the reply slip part 'I understand' this was a very complex description that I found hard to understand.
- The writing us very small because there is so much.
- Too many words
- Need pictures.
- More colour
- It's too plain.

Comments to make it better

- Add a QR code to sign up.
- More colour
- Add pictures.
- QR code to email.
- QR code to a video to explain it.

- Give examples under the bullet points of types of studies.
- Have a poster.
- Make a video.
- QR code
- Less writing
- I would change the front to say 'People who want to take part in research to help improve the NHS'.
- Why not have a short video with all this on
- I would like this in easy read.
- Try to make it more interesting.
- Use more key words instead of so many paragraphs.
- Confusing – need colours and pictures to break it up and make clear.
- Less words more pictures
- Make it into easy read and we will understand.
- Make a video like we chose earlier.

Psychology Service poster for people with learning disabilities

What they liked

- Pictures
- Symbols
- Easy to read.
- Nice colours
- I like the NHS colours so know it is to do with NHS.
- Clear writing
- Good amount of writing
- Its understanding
- This poster is more colourful and interesting.
- I like the NHS colours.
- Nice variety of colours
- I like there are lots of options where you can be seen.
- I understand the document and what the different teams are about.
- I like the pictures because they show the feelings.
- Very clear
- Good use of images
- I like the use of the photos.
- I like this a lot and only some things to change.
- I like the real pictures.
- Layout is good.
- I like the symbols next to the contact details.
- Its more clear this poster
- Pictures make it more clear to understand
- I like the different coloured font.

What they didn't like

- Bigger text
- I don't like the purple colour.
- Making the words a little bigger to see the information.

- Photos need to be clearer.
- I would like more information.
- Missing a bullet point
- Why is there a cross the picture of people?
- What's a psychological service – need to explain.
- Big bubble on the back for the little writing
- Writing doesn't fit quite in the bubble so struggle to read.
- The picture of the desk is very confusing as to what that is and what it goes with
- On the back the white writing in the bubble is not clear
- Why is there a colon at the end of 'we can talk to you'?
- 'We can see you at:' I don't understand Psychologist and does workplace need a bullet point.
- The colour of the words are not consistent.

Comments to make it better

- Move 'the psychologist will' to the front of the poster to explain.
- I will need this in Braille.
- More easy read pictures
- 'We can see you at' part – psychologists workplace needs to be on the same line.
- The picture of a group of people should be rounded to go with the background and not square.
- Need more of a title.
- Give examples of some of the words
- I would example under the how they can help you.
- More examples under 'A psychologist can help you if you feel.'
- You need to explain psychologist.
- It needs to be more simplified for people with SEND they will not read this.

Appendix 7 – Easy Read guide 1st page example – for full Easy Read guide email takepart@kids.org.uk or contact Berkshire healthcare for a copy.

A guide to research

NHS
Berkshire Healthcare
NHS Foundation Trust



Research is where we find information to answer a question



We are looking at information about health and how to make things better in health services



It helps us understand and stop illnesses



It can help improve treatments and develop new ones

Kids

Appendix 8 Evaluations

Evaluations

Langley College

- Really Happy
- Really happy and nice
- It was really good and helpful.
- It was excellent.
- Not bad
- Middle bit was ok.
- I really enjoyed coming.
- It was really helpful.
- Can we do this again?
- I like to help.
- Good information
- I like to make things better for people.
- It's important to listen to us to make things better.

Bracknell college

8 stars on a happy face

- Good
- Very helpful
- Like the goodie bag
- I have Autism but they helped me understand.

BCA

12 Stars on the happy face

- Very happy
- Very good you got a big star.
- Can we do this again?
- I liked to review the leaflets to make better.
- I want to get involved in research.
- I hope they listen and make the changes.
- Young lady present was very keen to get involved in research and left details.
- I liked to fill out the workbooks before we came.
- I was prepared with workbook.