



Inclusion Project Evaluation Report







Contents

Executive Summary	2
Methodology	2
General OIP Statistics and Analysis	4
Outcome 1	11
Outcome 2	15
Outcome 3	19
Supplementary Outcomes	24
Recommendations	28
Conclusion	29
Appendix A	30
Appendix B	31



Executive Summary

In September 2014 the three-year City Bridge Trust funding for the Oasis Inclusion Project (OIP) comes to an end. This report offers an overview of that project and aims to reflect on and analyse its strengths and weaknesses. The evaluation will examine the impact and effect of the project in relation to three key areas:

- 1) The families of disabled children who access the project
- 2) The Oasis staff team as a whole, including playworkers, managers and administrative staff
- 3) The organisation as a whole in terms of the opportunities and threats the project has presented

The purpose of the report is to gain a better understanding of the effectiveness of the OIP as it approaches the end of its third and final year of funding.

This is a crucial time for the OIP as the findings of this report will help inform and shape the direction of the project as funding is sought for the coming years.

Methodology

In order to accurately assess the impact that the OIP has had in the three areas identified above, the report will adopt a mixture of quantitative and qualitative research methods. Taking this approach should offer a useful range of feedback including straightforward numerical data to quotes and case studies that offer a feel for the project that might otherwise be overlooked.

Quantitative data

The majority of the quantitative data is drawn from two online questionnaires that were distributed to OIP parents/carers and Oasis staff via email. Although specific to the two separate groups of respondents, the questions asked are designed to elicit responses relating directly to the stated project outcomes, which are discussed in more detail later on.

A total of 18 parents/carers were invited to take part in the survey and there were 10 respondents. A total of 28 Oasis staff were asked to take part in the survey and there were 20 respondents.

The numeric disparity between the two groups of respondents can be attributed to several factors. Firstly, more staff were eligible to respond than parent/carers. Secondly, staff were encouraged to respond within their working hours at Oasis and were provided with computer equipment as necessary to complete the task. Thirdly, parents/carers experience the additional time and resource constraints of raising a disabled child.

Despite this, the relatively low sample size of parents/carer respondents does need to be considered when analysing their data as it potentially affects the reliability of the results.

Qualitative data

Drawn from a wide range of informal interviews conducted during consultation meetings with parents/carers and staff, as well as correspondence and other anecdotal evidence, the qualitative data is intended to sit alongside the findings of the quantitative feedback in order to offer a more first-hand, personal perspective of the project.

Time and resources have placed a limit on the range and scope of both strands of the methodological approach but this should not detract from the findings, which are intended to offer a broad but light analysis of the project and its impact.

Background

For over forty years the Oasis Children's Venture charity has been providing a range of high quality play and leisure opportunities for children and young people living in and around Stockwell in the London Borough of Lambeth.

Stockwell is one of the most densely populated and economically deprived areas in London. The Office for National Statistics Mid-2009 Population Density for 2010 Wards in England and Wales report estimates that Stockwell has a population density of 16,455 persons per sq. km, placing it well within the 50 most densely populated wards in the country. Overall, 72% of Stockwell households are classed as deprived or seriously deprived, with one in three children living in poverty (Census 2001)

Oasis delivers services from three distinct, but geographically close, sites: the nature garden (NG), the adventure playground (APG) and the kart track (KT). Each site has its own site manager and staff teams, with overall administrative and strategic responsibility belonging to the Project Coordinator and Director who are based in the office situated in the APG. A voluntary committee comprised of interested professionals and local people manages the charity. The management committee (MC) meets every six weeks throughout the year with an AGM in the autumn.

Since the outset Oasis has offered informal support to disabled children and young people, but in 2010 the decision was taken to make this offer more formal and put inclusive play practice at the heart of the organisation.

In 2011, with three year funding from the City Bridge Trust, the Oasis Inclusion Project (OIP) began delivering specialist services across all three sites. Staff from the OIP work alongside the existing site teams to facilitate play for disabled children and young people.



The initial challenge was to successfully introduce inclusive play practice within a well-established mainstream provision. To this end, a considerable amount of time went into planning the service before any sessions were delivered. A training and induction package was developed covering areas such as disability awareness, principals of inclusive play, promoting positive behaviour and language and communication. All site managers received this induction as well as all members of the OIP team, regardless of their previous level of experience. The aim was to ensure a basic agreed level of engagement and expectation, both for individual workers and for the organisation as a whole.

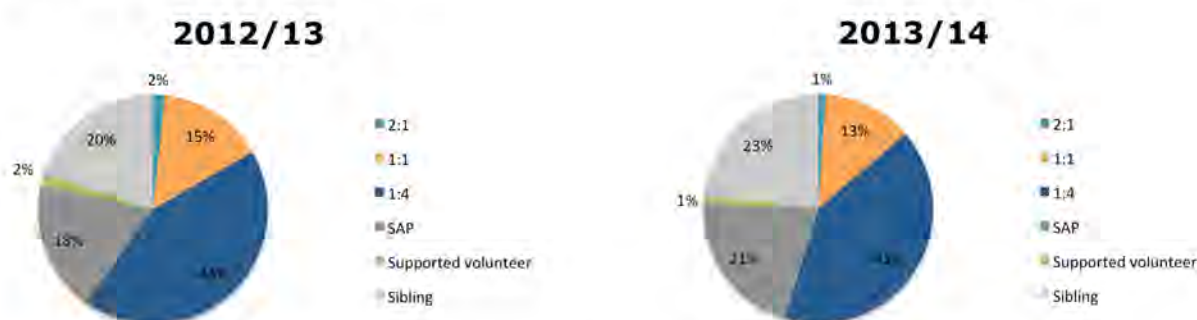
The OIP provides the following services: afterschool clubs (twice weekly during term time) Saturday clubs (every Saturday during term time) Playscheme sessions (three times a week during all school holidays except Christmas). Children are supported at a ratio of 1:1 or 1:4 depending on their level of need. In some cases children are supported at 2:1 if necessary. Support ratios are worked out during an assessment session and can change over time according to the changing needs and development of each child.

In addition the project supports Stay & Play during all its regular sessions as well as supported volunteering for disabled young people aged 15-25. SEN school group sessions for play-based learning are also available throughout the year during term time. These sessions can be bought-in by schools and delivered at any of the three sites, tailored to meet the requirements of each school.

General OIP Statistics and Analysis

Although the OIP is entering its third and final year of delivery under the current funding stream, it has only run for two complete financial years (2012/13 and 2013/14). As a result, the following statistics cover only these two years. However, they give a useful overview of the project in terms of its makeup as well as its growth and development. The information presented on gender, age and background is drawn from the child record form that parents/carers are asked to complete for each child who accesses through the OIP, this includes siblings. The information presented on user numbers and user types is based on attendance monitoring and user registration.

User Types

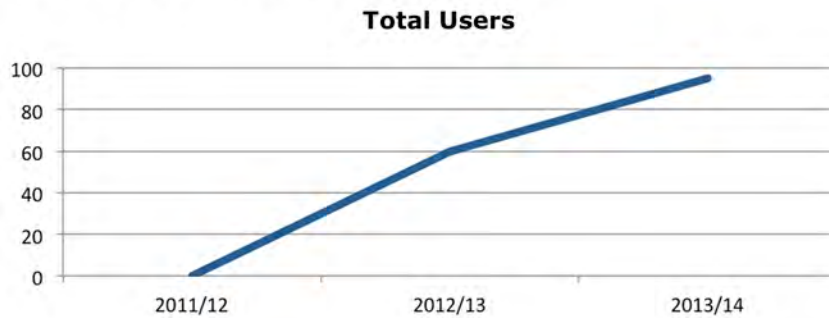


Viewed as percentages, the types of user that comprise the OIP have remained relatively stable during the two years for which statistics are available. There has been an increase in the percentage of Stay & Play users as well as siblings and a very slight corresponding reduction in the percentage of 1:1 and 1:4 users. However these are just percentages and the actual numbers tell a slightly different story.



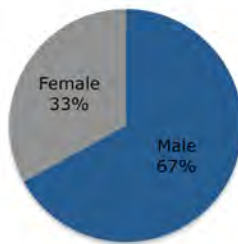
This shows that there has been a real world increase in the overall number of users, but most significantly the 1:1 and 1:4 user groups have both grown. This is encouraging because it demonstrates that the OIP has expanded to meet the needs of more disabled children and young people in line with the initial expectations for the project.

The graph below shows the total actual growth of OIP users over the past three years. This works on the basis of there being zero users in 2011/12.

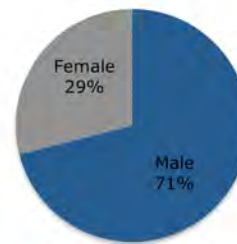


Gender

2012/13



2013/14



There is a stark imbalance between male and female users over both years; worryingly this imbalance becomes more pronounced in the second year, with 71% of users being male in 2013/14 as apposed to 67% in the previous year.

One contributing factor to this could be that, from the outset, referrals to the project have mainly been made for children and young people with Autistic Spectrum Disorder (ASD) as part of their diagnosis. The National Autistic Society states:

There is strong evidence to suggest that there are more boys with ASDs (autism spectrum disorders) than girls. Brugha (2009) surveyed adults living in households throughout England, and found that 1.8% of males surveyed had an ASD, compared to 0.2% of females. **The National Autistic Society Website**

Additionally, the referral process, either via families self-referring or being referred by social workers has not been directly controlled by the OIP. Places have been allocated on a first come first served basis, and although it might be possible to suggest that parents/carers with disabled boys or young men are more active in seeking out activities for them to take part in than those with girls or young women, there is no definitive proof of this.

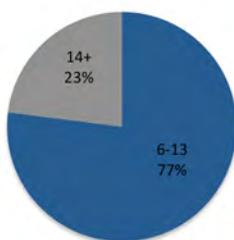
Regardless of the contributing factors, there is clearly some work to be done to make sure that the growing gender inequality is being addressed in some way during any future phases of the project. This might involve the need for specific outreach to engage disabled female users.



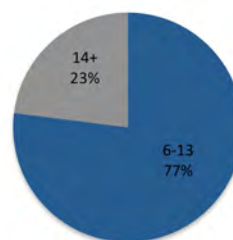


Age Range

2012/13



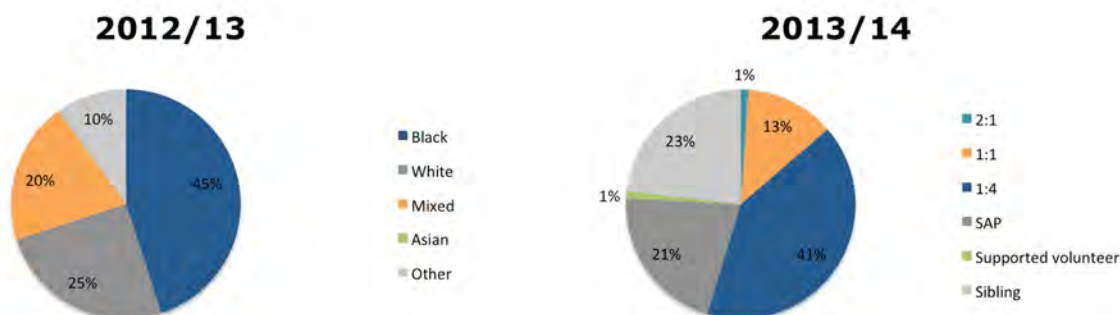
2013/14



The age range of users is broken into two categories, 6-13 and 14 plus. What is clear from the charts above is how consistent this split is. During both years, the proportion of both age groups has remained exactly the same. Children are eligible for the OIP between the ages of 6-18. Therefore it is to be expected that the majority of users would fall within the 6-13 category. It appears to be coincidental that the figures for both years exactly match.

As long-term users become older, it will inevitably become necessary to give consideration to those at the top end of the age spectrum, particularly those for whom supported volunteering might not be appropriate or financially viable. This aspect of the OIP's service delivery strategy will need addressing as the project matures if it is to remain universally inclusive. This is equally applicable at the other end of the age spectrum, where specialist provision for disabled children who are under 6 is not currently available. Because Oasis already offers services to mainstream users from this age group, it would seem appropriate and necessary for the OIP to be able to do the same in order for the service to be truly inclusive from one end of the age range to the other.

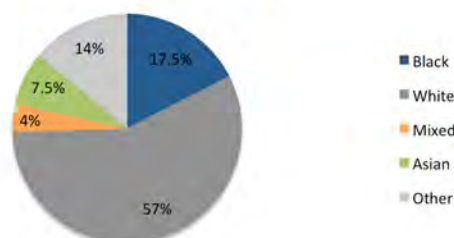
Ethnicity



Both charts show a consistent and relatively diverse range of ethnic backgrounds amongst OIP users. The categories are simplified versions of those found on the child record form, which breaks down each group into several sub-categories. These have been conflated for the sake of clarity.

By far the largest group represented identify as Black. This group shrinks slightly from 45% in the first year to 43% in the second. Overall the percentages per category remain extremely consistent during both years, despite the large increase in users during that time. Both years show that nobody identifies as Asian. This is significant in relation to the borough wide estimates.

Lambeth 2011



The chart above is adapted from an “experimental” data release from the Office for National Statistics from 2011 that offers a breakdown of ethnicity by borough. From this it is clear to see that those identifying as Asian are underrepresented whereas there are considerably more Black and Mixed users.

Possibly discrepancies in the ethnic makeup of OIP users when compared with the borough as a whole could be attributed to factors such as language, local support networks and access to information and signposting services. Consideration is given to making information available, particularly in relation to inclusive community events, in several locally represented non-English languages. This work is done in partnership with volunteers from Stockwell Partnership with whom Oasis has an existing working relationship. The breakdown does suggest though that more work could be done in this area in future.

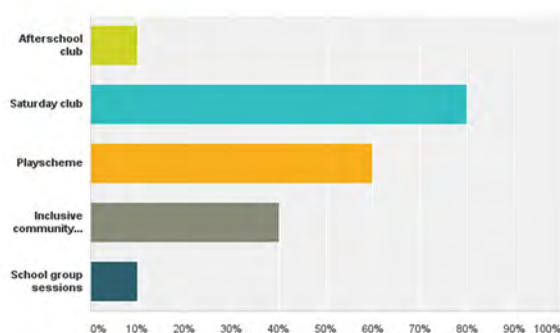
Finally, it is worth remembering that definitions of ethnicity are both personal and incredibly subjective so this must be taken into consideration when analysing any related data.





Parent/Carer Respondent Analysis

Question 1 asks: What Inclusion Project service does your child access?



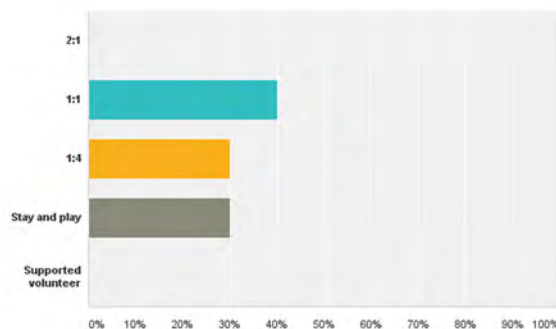
Respondents were invited to tick all that apply and the results show a good spread across the main areas that the OIP covers. The low results for Afterschool club can be attributed to the fact that there is lower availability – only four 1:1 places per week – for these sessions. Results for School group sessions are low because only a small number of school group session users access other OIP services. The reason for this is largely related to capacity and resources. It would not be possible to accommodate large numbers of children who access these sessions at any of the other existing sessions because of the additional staffing required, therefore there is no active outreach with school group users. Because these users attend as part of a visiting group, the OIP does not keep a record of their contact details. Consequently, they are harder to reach for feedback than parents/carers who access the main OIP sessions.

Conversely, the high results for Saturday club and Playscheme users can be directly attributed to these being the busiest session types for OIP families. It is interesting to note that 40% of respondents indicated that they have attended Inclusive community events. There is usually only one large inclusive community event per year; so given that these are relatively infrequent sessions, the reasonably high percentage is encouraging but indicates that there is more work to do in terms of outreach around these events, particularly as they are costly and time consuming to organise.



Overall the spread across OIP access is good, but as highlighted previously, the relatively small number of respondents means that the results should be treated with a degree of caution.

Question 2 asks: What support does your child receive at Oasis?



The spread of responses is in line with expectation. Access on either a 2:1 or supported volunteer basis is relatively unusual and is dependent on Local Authority social care funding. Although there are more 1:4 users than 1:1 users (see page 6) registered with the OIP, because of the greater support needs associated with 1:1 users, as well as a higher level of other associated difficulties, there tends to be greater communication with those parents/carers than those with 1:4 children. This is reflected in the slightly higher number of respondents indicating 1:1 support.

It should also be noted that because there is less paperwork involved for Stay and play access, it would be reasonable to expect a lower number of respondents to be represented in this category. Along with school group users, these families should be the hardest to reach because their contact details are not always recorded. However, the relatively high number of respondents indicating Stay and play support could be attributed to those users having 1:1 support needs but not having access to 1:1 funding. This is known to be the case for a number of users who have not been able to access the service at the required 1:1 level once their Local Authority Care Packages have run out. Viewed in this way, the 30% of respondents who indicated accessing Stay and play sessions demonstrates the need for these places to remain available for OIP families. It also indicates a high level of unmet needs within the borough. While Stay and play sessions are ideal from some families, they do not provide the respite opportunities that 1:1 and 1:4 placements allow.

Oasis Staff Respondent Analysis

Question 1 asks: What Oasis project do you usually work at?

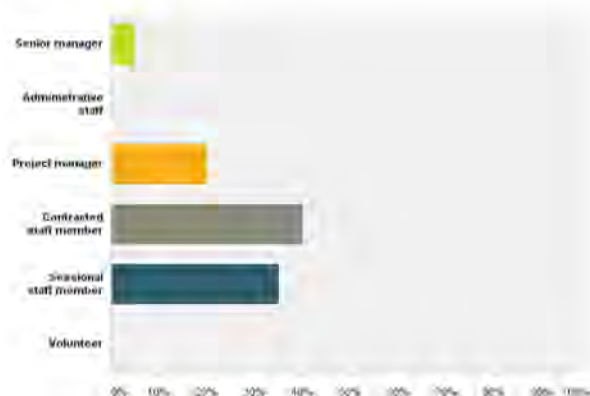


As would be expected, the largest number of respondents is drawn from the Inclusion Project itself. By definition, this team has the most direct and frequent interaction with disabled users and their families. The Adventure Playground team represents the second highest number of respondents. Again, this is to be expected because the OIP is based at that site and most sessions are run directly from there.

Office staff respondents are predictably low because they are least likely to be directly supporting disabled children and families and because they make up the lowest proportion of the overall staff team.

The one respondent who indicated Other qualified this by stating that they had been working as a mainstream playworker but had recently started working as part of the OIP. This is encouraging because it indicates that the long-term goal of training all oasis playworkers to become inclusive playworkers is beginning to happen. This offers new staff development opportunities for existing team members and also helps keep the OIP staffing stable and flexible.

Question 2 asks: What is your role at Oasis?



The results show a representative and predictable cross section of staff respondents. The low number of senior managers is due to senior management team being small. The entire project management team is represented and there are a healthy number of contracted and non-contracted playworker respondents. This roughly even split reflects the overall makeup of the playwork staff team at Oasis. There were no responses from the administrative staff team.

One area of concern is the lack of volunteer respondents. Oasis has a large number of young volunteers who work across all three sites. Although volunteers are arguably the hardest group to reach, as well as being the least obligated to respond, their views on the OIP will be notably absent from this report.

There are periodically volunteers who work on the Inclusion Project but they are relatively low and inconsistent. This suggests that more work could be done to encourage young people with an interest in supporting disabled children and young people to join the team. In an increasingly competitive and demanding labour market, first-hand voluntary experience within this specialist field is becoming a prerequisite for gaining paid work.



Case Study

Jason is 12 years old and has a diagnosis of ASD and learning difficulties. He attends an SEN school during term time and does not access any other services.

Prior to attending Oasis through the Inclusion Project, Jason would spend every Saturday with his mother. They would travel by bus to a McDonald's restaurant of Jason's choosing and return home in the evening.

Jason started attending Oasis in February 2012 and at that time his mother was very concerned about his unpredictable behaviour. He would run out into traffic and occasionally display challenging behaviour, both at home and in public places.

Following his assessment it was agreed that Jason should attend Oasis with 1:1 support. During the first couple of months he exhibited extremely challenging behaviour during every session. He would kick, punch, spit and use verbally abusive language.

The Inclusion Project staff worked with Jason's mother as well as the educational psychologist from his school to develop strategies to help him manage his behaviour. Jason was given a communication passport that he could use to plan out the activities he wanted to do for each session. Go Karting is his favourite activity at Oasis and this was used as a motivation for encouraging positive behaviour.

Jason's behaviour improved dramatically and all of his challenging behaviour has now stopped. He has been able to participate in a number of trips, outings and activities and has good relationships with other children and staff. Jason's support continues at 1:1 and he is learning a range of new skills as a result.

Outcome 1 Analysis

Improve the wellbeing of disabled children & young people

1. Establish healthy and active lifestyles for disabled children and young people
2. Increase the confidence of disabled and young people and support development of positive self-image

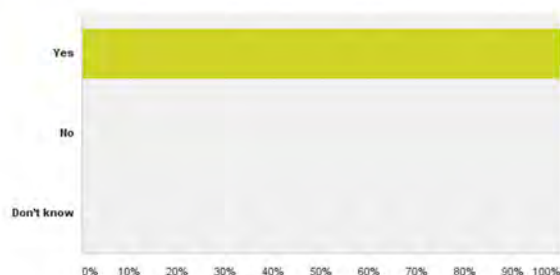
"My son has 1:1 and it's the quality and experience of the staff and the relationships that they've build with my son that I value. He doesn't really mix with his peers but actually when I came home today he'd written 'I want to go to Oasis now.' I didn't realise he could write that so I was doubly pleased. He obviously genuinely likes being here and being with the people who are supporting him." OIP Parent/Carer Consultation Meeting Interview

The first two questions of both surveys are primarily intended to gather general information about respondents in terms of how they access the access and experience the OIP. The complete list of the survey questions can be found in Appendix A and Appendix B.

Questions 3 and 4 relate most explicitly to issues of wellbeing and will be examined here in more detail. In this and the following two sections, the analysis will be split between parent/carers respondents and Oasis staff respondents. Some of the questions are worded differently according to the group of respondents.

Parent/carers

Question 3 asks: Has coming to Oasis helped improve your child's wellbeing?



Ten out of ten (100%) of respondents answered this question positively. When asked to explain why, respondents most frequently sighted improved social interaction as a key contributing factor to their child's improved wellbeing. Two respondents also identified the absence of more challenging external factors at Oasis. One respondent said of their son:

"His presence at Oasis means he is not isolated at home where tensions can increase if he is bored, and takes the pressure off his parents to try and find activities to do with him after a busy week at work."

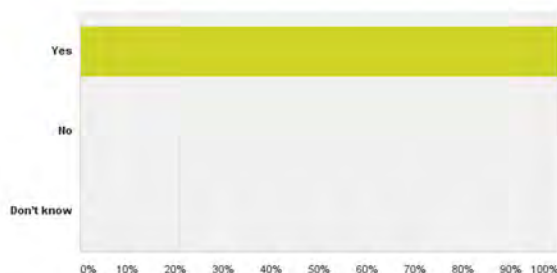
OIP Parent/Carer Online Survey Response

The extended benefits to improved wellbeing are clearly felt within the domestic sphere as well as within school.

"My son's academic work has improved." **OIP Parent/Carer Online Survey Response**



Question 4 asks: Has Oasis improved your wellbeing?



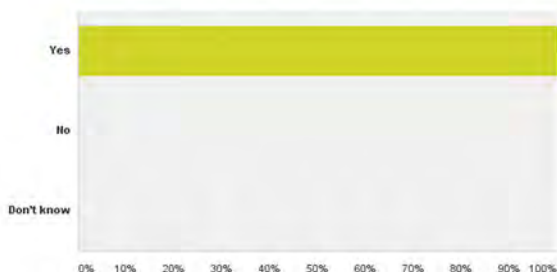
As with question 3, ten out of ten (100%) of respondents answered this question positively. When asked to explain why, respondents described a 'safe and friendly environment' at Oasis, and that the improved wellbeing of the children as a result of their attendance was having a knock-on benefit at home. One respondent commented:

"I am reaping the benefits of his improved behaviour, which IS obviously making for a better home environment. I am also relaxed with leaving him there, as the staff are amazing." **OIP Parent/Carer Online Survey Response**

When viewed together it seems clear that there is a strong sense amongst parents/carers that the OIP improves their wellbeing as well as that of their children. This is reflected in the consistency of the (albeit limited) quantitative data as well as the detail found in the comments. It is encouraging to note that parents/carers have witnessed 'massive changes for the better' with their children's behaviour and ability to interact socially. These benefits appear to be experienced by the parents/carers themselves as well as the users, their siblings and other householders.

Oasis staff

Question 3 asks: Has the Inclusion Project helped improve the wellbeing of disabled children?



This is essentially the same question as is asked of parent/carers but it is asked in a slightly broader context beyond individual children. As with the parent/carers response, twenty out of twenty (100%) of Oasis staff answered this question positively.



Staff tend to identify the quality of the space and the feeling of safety and equality within it when asked to explain why. One respondent states:

"The OIP offers disabled children a unique balance of support and structure alongside freedom to choose. This is a powerful combination that ensures disabled children experience play that is within their control and to their satisfaction." **Oasis staff member Online Survey Response**

Another respondent says:

"There are so many fantastic opportunities for inclusive play and staff include and encourage young people to be a part of their playground and play ideas. The young people seem to feel safe, supported and are encouraged to make independent choices." **Oasis staff member Online Survey Response**

The themes of safety, support and encouragement as well as equality come up in seven of the qualitative responses from the survey. This is significant not simply because those aspects of the project are useful for improving user wellbeing, but also because it demonstrates that the staff team as a whole have a good understanding of the value of each theme (safety, support, encouragement and equality) for disabled users and by extension all Oasis users. The consistency of this response suggests that there is a shared approach taken by Oasis staff in that regard. Having said this, it is important to note that the majority of staff respondents come from the OIP staff team itself.

Question 4 asks: Has the Inclusion Project had a positive impact on Oasis as an organisation?



Of the 20 respondents, only 1 did not know if the OIP had had a positive impact on the organisation. There was no specific reason given for this in the explanatory section of the question.

The remaining 19 (95%) of respondents all answered positively, although the reasons given were wider ranging and less consistent than in the parent/carer survey. Several respondents identified the value of learning about 'difference' and 'diversity' for all children, staff and volunteers. Other respondents describe the benefits of increased training, knowledge and skill that supporting disabled children and young people has brought to the organisation. One respondent reports:

"The impact of the OIP has been overwhelming. Staff training, support and guidance from the OIP staff team has been hugely beneficial in educating all staff to support all children who use our services. Inclusive practice ultimately relates to all people and a culture of inclusion is now something that is firmly embedded in everything Oasis does and plans for in the future." **Oasis staff member Online Survey Response**

Another respondent says:

"Oasis is the most inclusive workplace I have been a part of in my career. I feel we are a leading youth service in regards to providing fun and challenging services for young disabled children due to the success of our Inclusion project across all three sites." **Oasis staff member Online Survey Response**

Significantly, one respondent who cites the benefits of a 'better understanding of difference' goes on to describe 'the need to adapt to meet the needs of individual children.' This tailored approach is central to the OIP's service delivery mission and it is encouraging to see that concept taking root within the staff team.



Interview

Danny is seventeen years old and has severe learning difficulties. He was referred to Oasis by the Lambeth Children with Disabilities team. He has been out of school for several years. He attends the project as a supported volunteer and is assisted by a member of the Oasis Inclusion Project. Danny has had a strong interest in cars for many years. He is known to display challenging behaviour, but this has not been a problem at Oasis. In the time he has been attending his confidence and self-esteem has clearly grown; a fact that has been widely recognised by other professionals involved in his care.

Q: When did you first come to with Karting project?

I first started coming to Oasis in the summer. My social worker told me about it. Since I've been coming I've done the marshalling. I do the flags. I also do mechanics - fixing the cars. My driving is getting better.

Q: How does the driving make you feel?

When I get in a car I'm ready and raring to go. It's exciting.

Q: What have you learnt while you've been at Oasis?

I've learnt quite a bit. I've learnt mechanics, the flags and learning to drive. Working here gets me out of the house.

Q: What do you think works well about the project?

Working here has made my sister proud of me, my brother in law proud of me, and my nieces proud of me. The whole family is proud of me for doing it.

Q: How could we make the project better?

To make it more fun you could get some more go-karts.

Q: What are you most proud of achieving at the project?

I'm most proud of my driving. I drive kart number one.

Q: How does Oasis help you feel involved in your community?

I'd say volunteering here makes me feel part of the Oasis family. I get on with the other people who come here.

Q: How would you describe the karting project to someone new?

My advice would be come and enjoy yourself, have a bit of fun, have a laugh and talk to everyone.

Outcome 2 Analysis

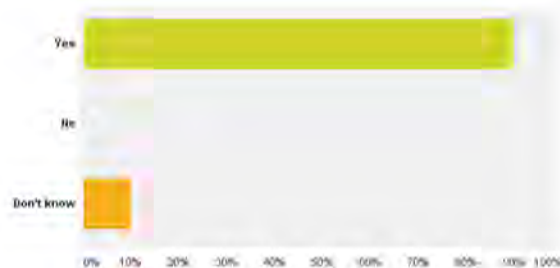
Increase the knowledge, skills and educational achievement of disabled children & young people

1. Enrich the curriculum and Increase opportunities for multi sensory and hands on learning for disabled children and young people
2. Increase independence of disabled children and young people

"It's clearly boosting confidence and the impact of that is they engage more in class. They're producing more work, they're happier and they're engaging a lot more with their peers and school as whole. What they do at Oasis comes straight back into the school environment and boosts their overall chances; and we're talking about the most needy kids in the school, the ones that are most vulnerable, who tend to go under the radar." Social Worker, Larkhall Primary School

Parents/carers

Question 5 asks: Has your child learnt or developed new skills at Oasis?



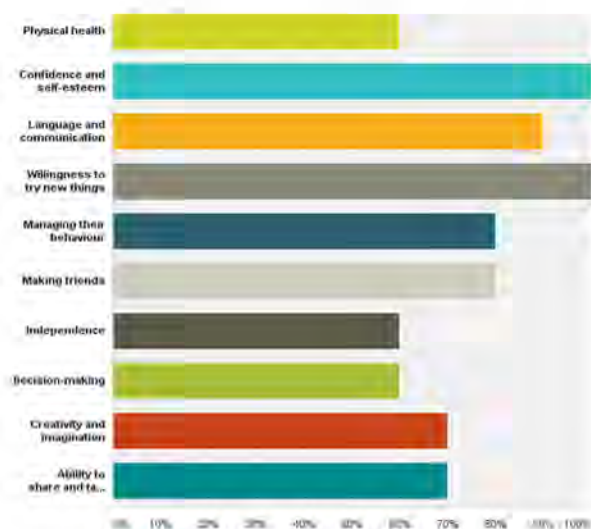
Nine out of ten (90%) of parent/carer respondents answered this question positively and described a range of key skills that their children had developed at Oasis. These were:

- Communication skills
- Life skills such as sharing, listening and patience
- Fine motor skills

Much of what the OIP promotes in terms of educational output relates most directly to informal education and life skills development so it is encouraging to see these practical but significant skill sets being identified by parents/carers. The response as a whole also suggests that parent/carer respondents have a very clear idea of what skills their children are learning and developing at Oasis and that they value them within the broader context of extra-curricular education.

Only one respondent indicated that they did not know if their child had developed new skills. There is no written explanation given for this response but it is possible that it comes from a parent/carer who is relatively new to the service.

Question 6 asks: Has Oasis helped your child develop in any of the following areas?



Respondents were able to select as many categories as they felt applied and it is interesting to see how high everything rated. Confidence and self-esteem and Willingness to try new things both scored 100%, which is highly significant in itself, but perhaps more interestingly, none of the 10 categories scored less than 60%. The categories themselves were selected to offer a wide range of learning and social development skills relating to independence, cooperation and physical wellbeing.

Joint lowest scoring are Independence and Decision-making, and although these relatively low scores could be a cause for concern it is possible to offer plausible explanations for why both might be at the bottom end of the scale. Both areas of development might easily be missed outside of the context of Oasis, particularly for non-verbal children. Without sustained and direct observation, which in itself might considerably alter the outcomes, it can be difficult for parents/carers to see the progress their child is making in terms of independence and decision making, particularly if the child in question has different routines and patterns of behaviour established at home.

Nonetheless, this result does suggest that some improvement in these areas could be made, but it is only through sustained and regular access to the service that disabled children and young people can develop the skills needed for greater autonomy and independence.

Oasis staff

Question 5 asks: Have you observed disabled children developing new skills at Oasis?

As with Questions 3 and 4, this is essentially the same question that is asked of parent/carer respondents but with a broader and more observational focus. Exactly as with Question 4, nineteen out of twenty respondents (95%) answered this question positively. One respondent indicated that they did not know. Again, no explanation was given for this response.

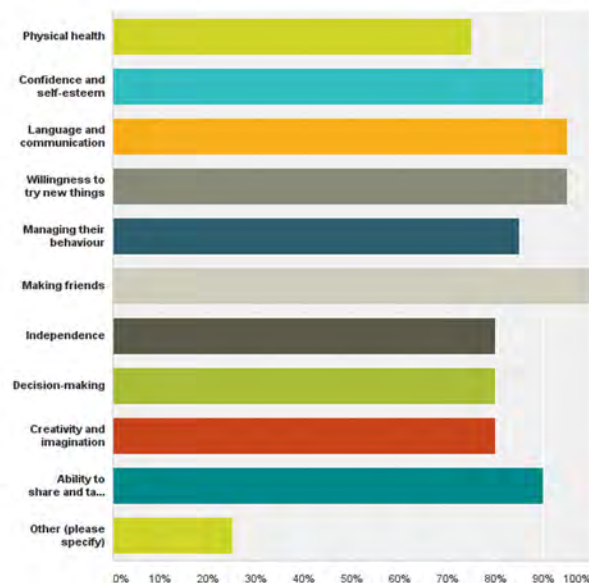
The skills identified were notably similar to those mentioned by the parent/carer respondents.

- Language and communication skills
- Life skills such as sharing, listening and behaviour management
- Fine and gross motor skills
- Sporting skills such as hand-eye coordination and turn taking
- Awareness of life cycles and animal life

The fact that one respondent did not know if disabled children had learnt new skills at Oasis could be attributed to them being a relatively new member of the staff team. None the less, it also suggests that more work could be done to help staff identify and monitor the development of the OIP users. However, the fact that only 5% of respondents indicated that they did not know indicates that there is a good level of understanding amongst the rest of the team. Had this percentage been considerably higher this might have indicated the need for additional training.



Question 6 asks: Has the Inclusion Project helped disabled children develop in any of the following areas?



As with the parent/carer equivalent, the positive response to all categories in this question is noticeably high. Only Other scores less than 70%, which is understandable given that this is for additional suggestions made by individual respondents.

Interestingly, Making friends scored highest amongst staff respondents, 100% as apposed to 80% with the parent/carer equivalent question. Again, this may be attributable to staff being able to observe friendships developing between users that are not noticed by parent/carers. The two highest scoring categories amongst parents/carers, Confidence and self-esteem and Willingness to try new things both score 90% or more with staff respondents, suggesting that tangible progress has been made and recognised in both these areas.

Of those responding Other, written feedback identifies several additional developmental opportunities:

- Knowledge of wildlife and nature
- Talking about disability and individual needs
- Self-empowerment

One respondent states:

The project has helped some of the older users to learn how to engage with and 'use' their support/play workers. Many of the young people who are part of the project will continue to need help from carers and support workers in their adults lives and confidence to work with these people is being developed by some of the users to ensure they are able to do the things they want, with support when and where it is needed. **Oasis staff member Online Survey Response**



Case Study

Charlie is autistic and non-verbal and has been using the OIP since it began in 2011. Charlie is 10 and enjoys a range of outdoor activities. His mother has mobility difficulties which have worsened since Charlie began attending. In 2013 Charlie's mother had an operation to help her regain some mobility but it has taken a long time for her to recover. In that time the OIP has made transport arrangements to ensure that Charlie's attendance is not disrupted.

His mother has frequently commented on the improvements she's noticed with Charlie's concentration at home or at school. To her Oasis is essential because it enables her son to have the type of active experiences she is unable to provide herself.

With support from the OIP she has also been able to make improvements to her home-school transport arrangements. Charlie and his mother frequently attend the inclusive community events that Oasis host throughout the year.

"There was one little boy who was upset because he didn't want to wear a hat. At the start of the session he was screaming but a young volunteer wasn't fazed by this. The volunteer took him under his wing and took him on a dual seated kart and had fun with him. His mum was much happier and not so stressed, and he didn't want to get off the kart in the end. Other people don't always think about the little things that are really important"

Parent Participation Worker, Contact a Family,



Outcome 3 Analysis

Enable and facilitate a more inclusive and cohesive community

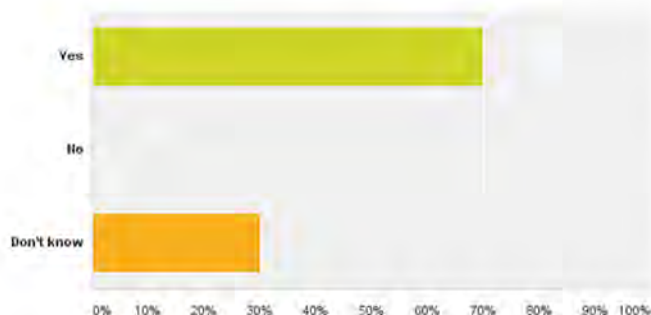
1. Increase the involvement of disabled children and young people in activities and decision making in their local community
2. Increase awareness and understanding amongst children and young people of differing needs and challenge negative attitudes to disability

"The Inclusion Project is imperative to the community. It gives parents and carers an opportunity to send their children to a place where they can not only develop new skills but also play safely and positively. I am very happy with the provision that is offered at Oasis and believe it is a huge asset to the community."

OIP Parent/Carer Online Survey Response

Parent/carers

Question 7 asks: Has the Inclusion Project made a positive difference to the local community?



Seven out of ten (70%) of respondents answered this question positively. Those who answered positively offered several key reasons. It:

- Allows children to play, make friends and feel at home
- Provides a place for children to play safely
- Makes disabled children visible within the community

One respondent states:

"Oasis is an inclusive playground and welcomes all children & young people regardless of class, background or disability. The children and young people are encouraged to engage with each other positively, through play."

OIP Parent/Carer Online Survey Response

Of the two respondents who answered 'don't know', one felt unable to comment because they lived outside the immediate area and the other did not give an explanation.

The consistency of the positive responses is encouraging because it suggests there is a real understanding among OIP parents/carers of the value of the service beyond the needs of their individual child. Feeling that a setting is safe and familiar is crucial for any parent/carers but can be particularly relevant to those with disabled children, most obviously those who are non-verbal, because they are essential building blocks for trust, cooperation and openness between users, parents/carers and staff.

Question 8 asks: Has your child taken part in an inclusive community event at Oasis?

This question is more specifically about attendance at Oasis inclusive events within the local community context. While it is encouraging that eight out of ten (80%) of respondents answered this question positively, it is of some concern that two respondents had either not attended or could not remember. However, as has been identified previously, these events happen least frequently of all OIP services and therefore it is understandable that some parents/carers might have missed such events.

Of those who gave further written explanations for their answers, one key point emerges, and that is that parent/carers often seem unsure as to the name of the events that they and their children have attended. Again, this could be explained by the low frequency of such events and how busy their lives are, however it does also suggest that some work could be done to improve the branding and visibility of such inclusive events in future.

Since 2011 there have been six inclusive events at Oasis that have accumulatively welcomed over 3000 visitors and engaged 22 disabled children and young people as supported volunteers. Of these, 10 have gained AQA accreditation in 'Volunteering with Support'.

Publicity for 2013's Ruby Do was made available in Portuguese, Somali and Polish as well as English.

"I ate barbeque and made a balloon puppet. If I had a time machine I would go back to that time and do it all again."
Oasis user Inclusive Event Interview

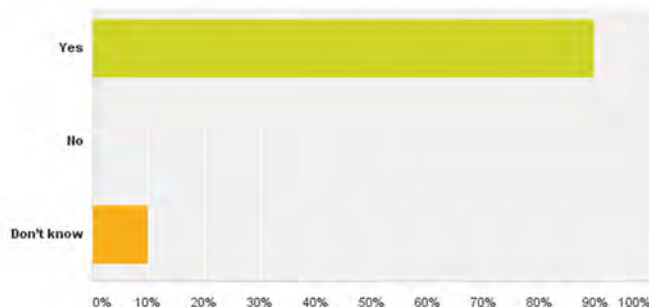
Overall, the response to this question indicates that such events are both valued and well attended by parents/carers of disabled children. They offer a chance for informal outreach and advice, as well as social interaction and community cohesion. Parents/carers who may otherwise feel isolated and alone can come together and meet others who are dealing with similar issues.

"Nice day. It was nice to see other people in wheelchairs and to bring my son. My son doesn't like to come to parties where people are all able bodied. He must not feel uncomfortable and must see he's not the only one in a wheelchair. So, in the future we must have more functions like this and they must be funded. My son had a wonderful day."
Parent/carer Inclusive Event Interview



Oasis staff

Question 7 asks: Has the Inclusion Project made a positive difference to the local community?



Eighteen out of twenty (90%) of respondents answered positively. As in other sections, the question being posed to staff is very similar to that of the parent/carers, but has a slightly broader outlook. The reasons given are more diverse than with the parent/carer respondents and include:

- Provision of inclusive community events
- Increased access to play opportunities for more local children
- Greater support for single parent families
- Learning opportunities for non-disabled children and adults
- Allowing parents/carers the time to be part of their local community

In addition, the themes of safety and visibility within the community were also present. One respondent states:

"Disabled children are able to increasingly access Oasis services through the Inclusion Project, which means that disabled and non-disabled children are increasingly encouraged to meet, play together and make friendships, helping to de-stigmatise disability amongst young people. Further, the Inclusion Project is able to positively support families in the local community who have a disabled child. Providing families with this additional support means that they have more time to take part in their local community." **Oasis staff member Online Survey Response**

It is not altogether surprising that Oasis staff should have a greater overview of the social and community impact of the OIP because their role is to deliver a wide range play opportunities within the local area and therefore routinely observe how users interact and participate as a whole. Parents/carers on the other hand are often, understandably, more focused on the specific needs of their children and may not have the same time or energy available to view service provision in its wider social context. Of the two respondents who answered Don't know, one stated that they had not been involved in the OIP long enough to gauge its impact and the other did not offer an explanation.

It is not altogether surprising that Oasis staff should have a greater overview of the social and community impact of the OIP because their role is to deliver a wide range play opportunities within the local area and therefore routinely observe how users interact and participate as a whole. Parents/carers on the other hand are often, understandably, more focused on the specific needs of their children and may not have the same time or energy available to view service provision in its wider social context.

Of the two respondents who answered Don't know, one stated that they had not been involved in the OIP long enough to gauge its impact and the other did not offer an explanation.





Question 8 asks: Have you taken part in an inclusive community event at Oasis?

As with the parent/carer equivalent, it is extremely encouraging that such a large number of Oasis staff answered this question positively. The issue of frequency can again be attributed as an explanation for those staff who have not taken part in such events.

The question elicited 12 written responses all of which were positive or provided specific further information about which events particular staff had attended.

Interestingly, what becomes clear is that such events form strong positive memories in the minds of Oasis playworkers, as well as users and parents/carers. One respondent states:

"I have many amazing memories of inclusive community events at Oasis including seeing disabled adults volunteering their time and skills. Young people working together to celebrate disability culture and community and seeing the sites brought to life in new and engaging ways. I particularly remember being blown away by a model made by a disabled adult and his carer of an Oasis festival after a visit they had made. The lasting impact of these events was made visible in this piece of art." **Oasis staff member Online Survey Response**

Finally, another respondents succinctly noted:

"Every session at Oasis is an inclusive community event." **Oasis staff member Online Survey Response**

Interview

Edward is 12 and has been coming to Oasis for a year and a half. Edward had serious health complications as a baby and these have effected his physical and learning development. When he first started attending Edward would use a wheelchair and was timid and shy. His confidence grew quickly and he began attending without using a wheelchair.

Q: Tell me what you come to do at Oasis

I come to Oasis every Saturday and have done for a year or two. I've been to all three sites – the playground, the nature garden and the go-kart track. I've also been on trips with Oasis – I went to an awards ceremony and to the woods.

Q: Tell me about the staff who help you

The staff are very nice. They make a lot of jokes and I like that. At school they take everything very seriously, but here they take things seriously but are a lot less harsh.

Q: Has coming to Oasis helped make you feel happier?

Oasis has helped me with my independence quite a lot. Before I came to Oasis I wouldn't do many things without my mum and dad and it's nice to do some things without them. I do more for myself now rather than having to get them to do everything. I've become more confident doing things for myself. I have got to know lots of people.

Q: Have you learnt or developed new skills at Oasis?

I've learnt a few things. One of the staff taught me how to look after frogs.

Q: What are you most proud of doing or achieving at Oasis?

Learning about, and looking after, nature. My favourite memory of Oasis is looking after frogs at the playground and the nature garden.

Q: Has the Inclusion Project helped you feel part of your local community?

Yes. I feel like I have got to know more people in the area.

Q: Have you been to any of the community events. If so what do you most remember?

Yes. I can't remember exactly what I remember but they were busy and fun.

Q: Out of ten, how would you rate your experience of Oasis in the following areas?

Knowledge and experience of staff 10/10
How well they know you and care about you 10/10
Range of activities available 9/10
Quality of facilities and equipment 8/10

Q: Is there anything that Oasis could improve?

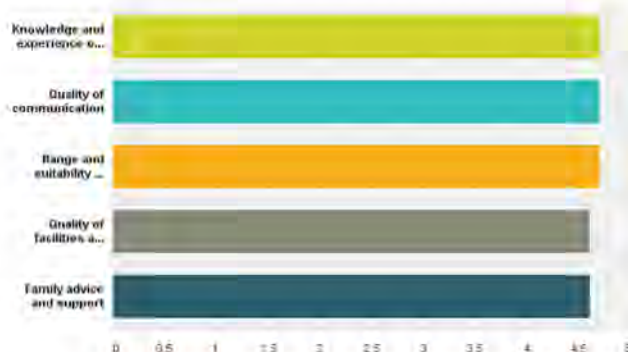
There could be a wider range of things to do and there could maybe be more equipment. And more indoor activities so that if it rains there are lots of things to do. There's a lot already, but a bit more equipment would be good.



Supplementary Outcomes Analysis

Parents/carers

Question 9 asks: How would you rate your experience of the Inclusion Project in the following areas?



Encouragingly, respondents (who were able to select as many categories as they felt applied) rated all areas of the project in question as Good or Excellent. The two lowest scoring areas were Quality of facilities and equipment and Family advice and support. That being said, both areas scored an average of 4.6 out of 5.

This result does suggest that there is more work to be done to improve the quality and availability of facilities and equipment for OIP users. The project has managed to attract funding from a number of sources to provide additional specialist play equipment as well as hoists and a changing table. However, the organisation is spread over three large well-established sites and the scope to make improvements is ever present.

In 2013 a fully accessible multi-level structure was built on site, with design and build input and help from OIP users. This structure, which includes slides, a suspended web-house, ramps and a fireman's pole, is extremely popular with all OIP users. This along with the accessible sandpit area and net swing has dramatically improved the inclusive offer over the years.

Full funding has nearly been secured for a Changing Places compliant accessible high dependency changing area at the APG. This will further extend the inclusive offer that the OIP is able to provide.

Family advice and support has emerged as a key component of the OIP manager's job role. It was not anticipated at the start of the project that this aspect of the job would be as significant as it has become. One possible explanation for this is that due to wider social and economic difficulties, parents and carers are experiencing even greater difficulties supporting their disabled children than has previously been the case. A significant amount of the OIP manager's time has been taken up attending meetings relating to specific children whose situations were far more complicated and challenging than they had first appeared. Developing this aspect of the OIPs work would provide a useful and much needed extension to the existing service. Currently the main limit to this work is time.

Question 10 asks: Is there anything that the Inclusion Project could improve?



Interestingly, this question provided the least consistent response from parents/carers. While 40% did not think any areas could be improved, 30% did, with the other 30% not being sure.

Those who offered written comments in addition identified a range of possible improvements. Some related to specific targets for their own children, while others identified the need for 'more toys' and a 'bigger range of activities'. It is to be expected that parents/carers would be focused specifically on the needs of their children and such responses demonstrate the value of this type of survey as a means to keep responsive and alert to the concerns and needs of users and their families.

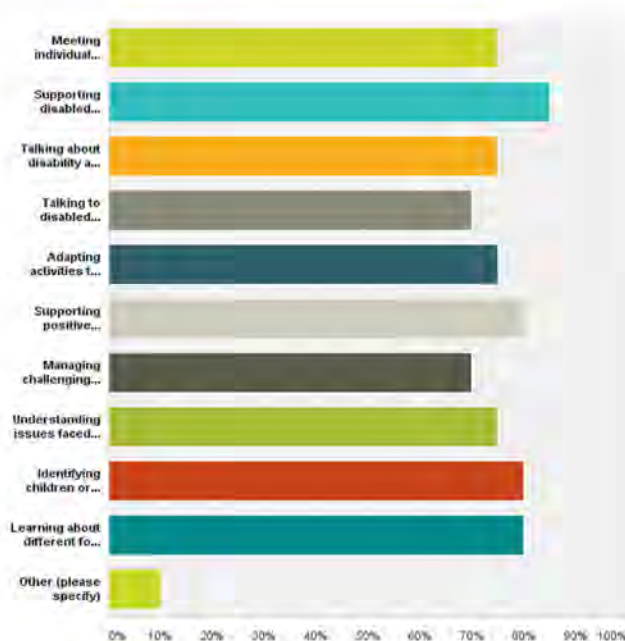
One respondent stated:

"I would like to see a mentoring or buddy system in place in order for those children and young people with social interaction difficulties to actually learn from their more capable peers." **Parent/carer Inclusive Event Interview**

This is an interesting suggestion and offers scope for development in a new phase of the project. One possible difficulty with this proposal might be that because all play opportunities at Oasis are freely selected by the children it would be noticeably different to all other areas of play and interaction. There are plenty of informal opportunities for disabled and non-disabled children to play and learn together during OIP play sessions. This seems to be one of the most successful aspects of the project in terms of how Oasis has transitioned into an inclusive setting. The suggestion itself might be more successfully implemented in an inclusive school/educational setting.

Oasis staff

Question 9 asks: Has the Inclusion Project improved your confidence with disabled children and young people in any of the following areas?



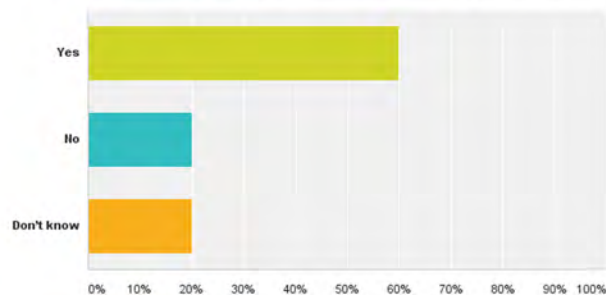
The question is intended to encourage staff to reflect on how their own playwork practice has changed in relation to supporting disabled users. Respondents were able to select as many categories as necessary. The two highest scoring areas are Supporting disabled children to play and Supporting positive behaviour. Both slightly exceeded 80%. Both responses are encouraging in relation to the staff team as a whole because they suggest that staff beyond the OIP team are engaging in play activities with disabled users and that those experiences are making staff feel more confident in supporting positive behaviour.

The lowest scoring area, at just over 65%, is Managing challenging behaviour. Although this is a relatively low score it makes sense in relation to the relatively low incidence of challenging behaviour from OIP users. Although some users historically posed considerable challenges due to their behaviour at the start of the project, staff worked hard with other professionals such as teachers as well as parents/carers to support individual cases. This dramatically reduced the level of challenging behaviour exhibited at Oasis by OIP users.

It is important to clarify that levels of challenging behaviour can always fluctuate and that the OIP does not discriminate against children or young people known to present particular behavioural difficulties.

Of those who answered Other, one respondent identified 'Understanding barriers that disabled children and their families face to accessing play environments.' The other stated 'building and embedding a fully inclusive service within previously mainstream site.'

Question 10 asks: Is there anything that the Inclusion Project could improve?



Staff were far more consistent in their answer to this final question with six out of ten (60%) of respondents answering positively.

Of those who gave written answers, these fell into the following categories:

- More staff to allow disabled children and young people greater access to Oasis projects
- Supported volunteering opportunities independent of social care funding
- More publicity to publicise the OIP
- Access to more training courses for staff development
- More inclusive community events
- The opportunity to share learning and practice with other settings

Of the thirteen staff who added written comments, seven respondents mentioned the need for growth, expansion or capacity building. This is encouraging because it suggests the staff team as a whole recognises the benefits that the OIP brings to the organisation and feel positive about the services it provides. It also reflects the current operational status of the project. During Saturday and playscheme sessions the number of 1:1 users has reached the current capacity within the available staffing levels. It will only be possible to expand the service in future if funding for additional staff becomes available.

The sites have the physical capacity to absorb such an expansion and the growing expertise within the staff team and established training and induction procedures means that the project is well positioned to grow as soon as additional funding becomes available.

The results of this survey suggest there is organisation-wide support for OIP capacity building.



Recommendations

The following recommendations are based on the collected responses from both groups of respondents, parents/carers and staff. They will be broken down into the three outcomes areas detailed above.

Outcome 1: Improve the wellbeing of disabled children and young people

The consistency of the responses from both groups of respondents suggests that there is a very high level of satisfaction with the OIP and how well it improves the wellbeing of children and young people. Answers to questions three and four (p12-13) were among the most consistent within both surveys. Qualitative evaluation reveals that the reasons for why the wellbeing of disabled users is well understood and appreciated by Oasis staff.

The collected feedback strongly suggests that the existing project is already substantially meeting its wellbeing outcome targets. As a result, the key recommendation within outcome 1 is for the project to continue as is with as little disruption to the service as possible once the City Bridge Trust funding draws to a close.

Trust and consistency are major contributing factors to the sense of wellbeing children/young people and families feel in relation to their play provisions. Bonds of trust can only be established when a consistent, energetic and professional team is able to facilitate this process. Therefore, in order to maintain this high level of satisfaction with user wellbeing it is essential that the structure of the staff team and related services be maintained and developed.

Outcome 2: Increase the knowledge, skills and educational achievement of disabled children and young people

Both groups of respondents answered the question relating to skill development very positively (p16-p17), again suggesting that the OIP is meeting its target for Outcome 2.

Within the specific skill development areas, the parent/carer response suggested that there is room for improvement with Independence and Decision-making. Both areas are reliant on the consistence and quality of the project and the responsiveness of the staff team. Additionally, both identified areas for improvement require effective communication between staff and parent/carers in order for progress to be demonstrated and tracked. These improvements can only be made if the OIP continues to be funded at a level sufficient to retain the current staff team.

Staff respondents additionally identified behaviour management as another possible area for improvement. However, as identified on p.17, one possible explanation for this is current lack of significant challenging behaviour.

The existing programme of SEN school group visits could be extended to increase the reach and scope of this outcome and bring additional unrestricted funding into the project.

Outcome 3: Enable and facilitate a more inclusive and cohesive community

The response from both groups relating to positive community engagement was extremely positive, again suggesting that the OIP is reaching its targets for Outcome 3. Feedback taken from qualitative sources in this section and elsewhere revealed that there was demand for a greater number of inclusive community events. While this is both possible and desirable from an organisational perspective, it will only be possible with increased funding to cover staff time and the associated resource needs.

Final Recommendations

Overall, the main conclusion is that the OIP is hitting its targets across all three outcome areas and that there is a high level of satisfaction from both parents/carers and staff. Consequently, the main recommendation is that additional funding is sought to maintain the OIP at its current level of provision once the City Bridge Trust stream comes to an end in September 2014.

Further, the project is well placed to expand and has the capacity to do so both in terms of staff knowledge and skills, training and space.

Feedback from the supplementary outcomes analysis section (p.25) identifies a clear need for additional equipment and resources to help expand the offer to disabled children and young people from within the local community and beyond. The central recommendation for improvement in this area is the addition of the High Dependency Unit. This will make inclusive community events cheaper to run and allow them to happen more frequently as a result. It will also allow the OIP to broaden the scope of its offer to meet the needs of a much wider group of users including. Additionally, the HDU would become a borough-wide community asset.

At the project's inception it was envisaged that a considerable amount of sustainable funding for the OIP would come from Local Authority social services funding. The political and economic climate of the past few years has made this much harder than expected. In order for the project to continue undisrupted or expand as it is positioned to do, a combination of grant funding and social services funding for OIP users is essential. Acknowledging the real world shortfall in Local Authority funding, as part of any on-going funding strategy, is likely to offer a more reliable and sustainable result. If the socio-economic climate improves during any stage of the OIPs future development, this balance should be reviewed with an expectation that Local Authority funding should be made available so ensure that the Borough is fulfilling its obligation to provide suitable access to services for disabled children and young people.

Conclusion

The response to both surveys has been overwhelmingly positive, with many answers reflecting exactly the goals and ambitions at the heart of the project. As has been identified already there are several clear areas for improvement, however what should be recognised along side this the success of the project as a whole, not only from the user perspective but also from the parent/carer and staff perspective as well.

Turning a long-established mainstream play provision into a thriving, and genuinely inclusive accessible setting, in a relatively short period of time, during an extremely challenging economic period, is no small undertaking. The success can be attributed directly to the quality and consistency of the whole staff team, within the OIP and beyond who have all helped make this transition seamless and problem free.

Training and careful specialist inclusive staff recruitment have also helped but the goals of the project would have been much harder to reach had the support of all the project managers and site staff not been as excellent and enthusiastic as it has been. This has had a direct and positive impact on the children and young people who have been incredibly supportive of the project even when it has involved making changes to their familiar and valued physical play environment.

The OIP has enabled Oasis to attract considerable capital and revenue funding that it might not otherwise have been able to achieve, and although this should not be taken as the primary reason for embracing inclusion within a mainstream setting, it should serve as encouragement for other settings considering taking the same steps towards inclusion.



Appendix A - Oasis Inclusion Project - Parent/Carer Survey

Q1. What Inclusion Project services does your child access? (Tick all that apply)

Afterschool club
Saturday club
Playscheme
Inclusive community events
School group sessions

Q2. What support does your child receive at Oasis?

2:1
1:1
1:4
Stay and play
Supported volunteer

Q3. Has coming to Oasis helped improve your child's wellbeing? Please explain why.

Yes
No
Don't know

Q4. Has Oasis improved your wellbeing? Please explain why.

Yes
No
Don't know

Q5. Has your child learnt or developed new skills at Oasis? Please explain what.

Yes
No
Don't know

Q6. Has Oasis helped your child develop in any of the following areas? (Tick all that apply)

Physical health
Confidence and self-esteem
Language and communication
Willingness to try new things
Managing their behaviour
Making friends
Independence
Decision-making
Creativity and imagination
Ability to share and take turns

Q7. Has the Inclusion Project made a positive difference to the local community?

Yes
No
Don't know
Please explain why

Q8. Has your child taken part in an inclusive community event at Oasis?

Yes
No
Don't remember
Please add any comments about inclusive community events

Q9. How would you rate your experience of the Inclusion Project in the following areas?

Very poor, poor, satisfactory, good, excellent

Knowledge and experience of staff
Quality of communication
Range and suitability of activities
Quality of facilities and equipment
Family advice and support

Q10. Is there anything that the Inclusion Project could improve? Please explain.

Yes
No
Don't know

Appendix B - Oasis Inclusion Project - Staff & Volunteer Survey

Q1. What Oasis project do you usually work at?

Adventure Playground
Inclusion Project
Kart Track
Nature Garden
Office
Other

Q2. What is your role at Oasis?

Senior manager	Administrative staff	Project manager
Contracted staff member	Sessional staff member	Volunteer

Q3. Has the Inclusion Project helped improve the wellbeing of disabled children? Please explain why.

Yes
No
Don't know

Q4. Has the Inclusion Project had a positive impact on Oasis as an organisation? Please explain.

Yes
No
Don't know

Q5. Have you observed disabled children developing new skills at Oasis? Please describe.

Yes
No
Don't know

Q6. Has the Inclusion Project helped disabled children develop in any of the following areas? (Tick all that apply)

Physical health
Confidence and self-esteem
Language and communication
Willingness to try new things
Managing their behaviour
Making friends
Independence
Decision-making
Creativity and imagination
Ability to share and take turns

Q7. Has the Inclusion Project made a positive difference to the local community?

Yes
No
Don't know
Please explain why

Q8. Have you taken part in an inclusive community event at Oasis?

Yes
No
Don't remember
Please add any comments about inclusive community events

Q9. Has the Inclusion Project improved your confidence with disabled children and young people in any of the following areas? (Tick all that apply)

Meeting individual needs
Supporting disabled children to play
Talking about disability and difference
Talking to disabled children and young people
Adapting activities to make them more inclusive
Supporting positive behaviour
Managing challenging behaviour
Understanding issues faced by families with disabled children and young people
Identifying children or young people who might need extra support
Learning about different forms of communication

Q10. Is there anything that the Inclusion Project could improve? Please explain.

Yes No Don't know

Notes



www.oasisplay.org.uk

RAIDERS

50



Oasis Children's Venture Main Office

33 Priory Grove, Stockwell, London SW8 2PD

Tel: 020 7622 8756

Email: info@oasisplay.org.uk

Oasis Inclusion Project

33 Priory Grove, Stockwell, London SW8 2PD

Tel: 020 7622 8756

Email: inclusion@oasisplay.org.uk

Produced July 2014



Charity No. 1019626