

I confirm that I have not used any AI tools in the research and creation of this assignment. I confirm that I have not presented any AI generated materials as my own work. I confirm that I have copies of my drafts, notes, and other resources I used, which I may be asked to provide in evidence.

NAOMIE – Needs Assessment:

This is a NAOMIE Needs Assessment, exploring the needs of the young people in Canolfan Elfed. Completing a needs assessment, such as the NAOMIE, is important to any organisation or project as it emphasises what the ideal outcomes would be for the work being carried out. This includes how youth workers can always work in line with the values of youth work and making ethical decisions with the needs of the young people involved at the forefront. This creates a person-centred and young people-led approach that should instantly and consistently put the young people as the priority. The NAOMIE assists youth workers in the most logical and logistical way to work to the needs of the young people involved and how to effectively and efficiently evaluate the positives of a project or session and the improvements that could be made.

A need of the young people in Canolfan Elfed that should be addressed is the lack of a youth worker in the unit. There is a youth worker in the mainstream school in Queen Elizabeth High School, but there is not one employed and immersed in practice solely in the unit. It may be helpful to the young people with special educational needs to have an accessible drop-in room with a youth worker to improve their physical, mental, and emotional wellbeing. The Five Ways to Wellbeing is especially important; connect with other people (in person), be physically active, learn new skills, give to others, and be present in the moment (NHS, 2024). These ways of wellbeing are in line with many of the activities that Canolfan Elfed carry out daily and weekly; including life skills, work experience, and the daily mile (exercise outside). Having a youth worker and a youth room in the special needs unit could possibly improve the young people's

communication and social skills as participation with a youth worker is voluntary.

“Positive Communication” (The Professional Youth Worker, 2025) within a youth worker to young person relationship is essential building a strong, comfortable, and trusting connection.

This idea, aiming to fulfil the need for a youth work practitioner, is to introduce a youth worker and a youth work drop-in room to the special needs unit. This addition would hopefully improve the wellbeing of the young people, by giving them a space to play, relax, and a safe space to talk and/or communicate anything out that they need to. The concept of “play” is extremely important to young people’s development as they grow and to their ability to expand their knowledge in education and creativity (Hargreaves, 2019). Furthermore, these young people with special educational needs would benefit from any method to boost the effectiveness and efficiency of their learning.

To begin completing the aim, a professional should set objectives to get to the aim, and it may be necessary to gradually take small steps towards the goal, as it is vital to not overwhelm the young people with the special educational needs with too much change. The first step would be to slowly introduce the youth worker to the young people to get them used to the presence of the youth worker in their learning environment. Then, the next step would be to introduce the young people to the youth worker’s room and to make them aware of where the youth worker will be in the unit. Finally, the last step would be to fully integrate the youth worker into the special

educational needs unit and enable them to work one-to-one and in small groups with the young people.

Regarding the method and the implementation of this idea, it should begin with finding an empty or spare room or space within the unit/school. The youth worker's space should be decorated and made into a safe and comfortable space for the young people to relax, talk through their problems, and be enabled to be "expressive" (Youth Work Review Group Wales, 2022). The youth worker should earn the mutual trust and respect of the young people and the other staff members, so that the youth worker can practice effectively within the "educative" environment (Youth Work Review Group Wales, 2022). The youth worker should work alongside the other staff members, not in contradiction to them; this will inevitably build and develop over time as the youth work practitioner gradually integrates into the unit.

The evaluation of this implementation could be measured by working with the staff members in the classes to monitor the students' educational progress and achievements and their behaviour within lessons and class environments. If there is significant improvement or positive difference within the young people engaging with the youth worker, that would prove the implementation of a youth work practitioner and setting in the special educational needs unit as effective. The youth worker's room could also have a suggestion box system where any questions from the young people can be asked and answered or passed on to the relevant people to be answered. This system could also be used as a system to assess what the young people think that they need

and as a person-centred practice, the suggestions that are relevant and accessible to implement could be considered for the youth work room or for the school. This would also enable the young people to engage in active “participation” in improving their school experience and educational environment (Youth Work Review Group Wales, 2022).

In conclusion, the young people in Canolfan Elfed may benefit from the implementation of an accessible or adapted youth drop-in room within the unit. The youth work practitioner and the room would be used as a safe haven for the young people during the school days, to relax and express themselves in whatever ways they need. The youth worker would be there to support the young people through the school day and to enable them to safely communicate their emotions and feelings in a trusting and meaningful maintaining relationship (CLD Standards Council Scotland, 2019).

Reference List:

CLD Standards Council Scotland. (2019, pg 2). *National Occupational Standards for Youth Work*. CLD Standards Council Scotland.

Hargreaves, V. (November 2019, accessed February 2025). *What is play and why is it important for learning?* The Education Hub. [What is play and why is it important for learning? - THE EDUCATION HUB](#)

NHS. (Accessed February 2025). *5 steps to mental wellbeing*. National Health Service. [5 steps to mental wellbeing - NHS](#)

The Professional Youth Worker. (Accessed 2025). *Positive Communication with Young People*. YIPA. [Positive Communication with Young People - The Professional Youth Worker](#)

Youth Work Wales Review Group. (2022, pg 5-6). *Youth Work Wales: Principles and Purposes*. Education Workforce Council.