

# Collisions of Needs- SEND, Youth Justice, NEET, CiC, Poverty, Race...



Reflections from the field

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<http://afaeducation.org/>



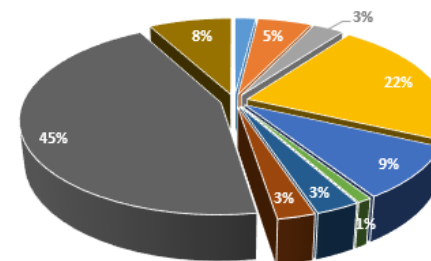
# Background 2016-18

DfE-funded project to help ‘secure better outcomes for children and young people with SEN in the youth justice system’:

- Survey 86 YOTs covering 92 Local Authorities
- 11 Regional workshops attended by nearly 400 professionals in YOTs and SEN Teams
- Advisory Group of over 30 experts
- 28 case studies and field visits
- 33 children and young people with SEN in the Youth Justice System interviewed

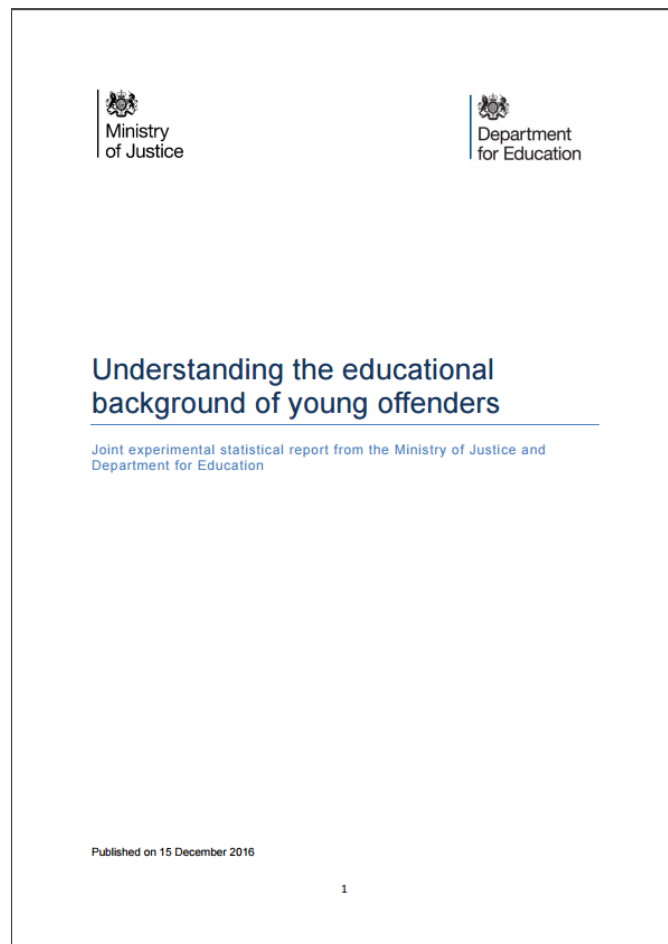


Breakdown of Attendees



- CARE
- Ed Psych
- Health
- LA SEND
- Other
- POLICE
- SaLT
- SENDIASS
- YOT
- YSE

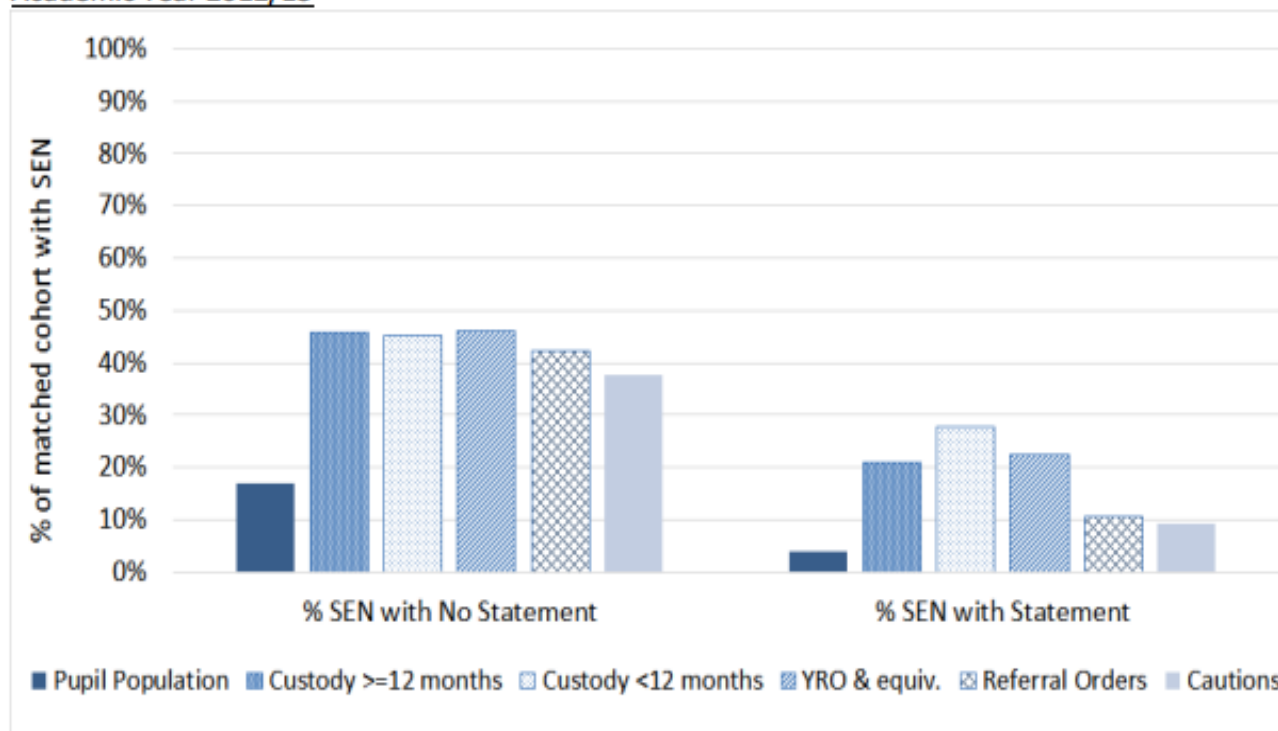
# Background



+ new data available for the first time, matching records in the Ministry of Justice database with those held by Department for Education (Published Dec 2016)

# Findings

Chart 1.3 - Proportion of 2014 Matched Young Offender Cohort with SEN at the end of KS4 for Academic Year 2012/13



From matched data exercise, **around 60-70%** of the youth justice population could have a degree of SEN compared to around 20% of the general youth population.

**But is this the complete picture?**

# Findings



Results from the survey, from case studies, and from delegate feedback suggest that, **for some young people, their first accurate and comprehensive assessment of SEN occurred at the point of entering the youth justice system.**

If this is indeed the case, then the matched data exercise will only pick up those young people whose needs were identified ‘in school’.

*“Many of our young people have unmet needs and that is due to them disengaging from mainstream services due to EBD issues. This then means that many of the young people drop out of education and have undiagnosed issues.”*

***“Why do we still find undiagnosed S&L issues in children who have been through the whole education system. How can they be missed?”*** Survey responses

*“ Gateshead had a recent inspection and reported that the inspectors asked to know about all the YOT’s EHCP cases. Significantly all the cases on EHCPs were cases where the process had been triggered by the YOT rather than by schools.”* Delegate Comment (Newcastle)

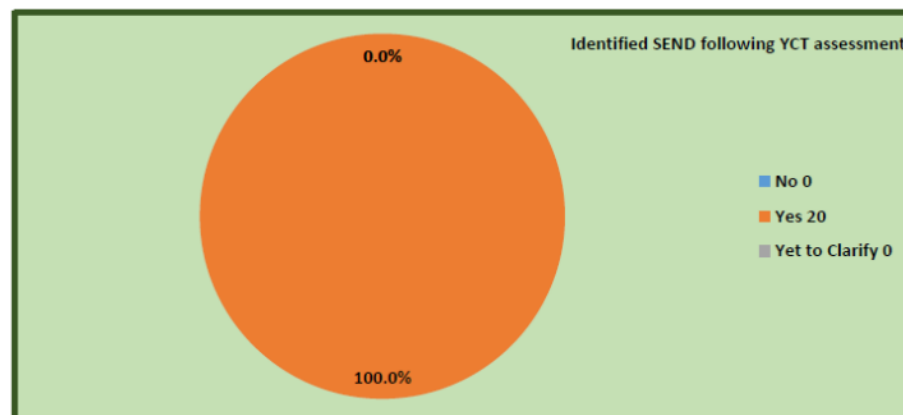
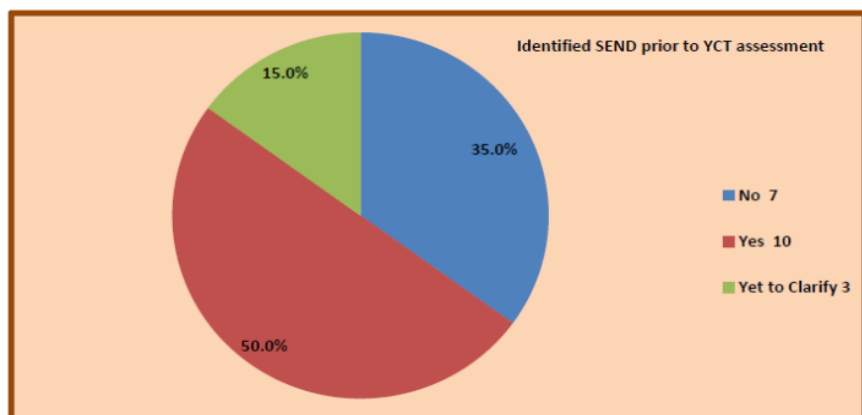
# Findings

Results from the survey, from case studies, and from delegate feedback suggest that, **for some young people, their first accurate and comprehensive assessment of their SEN occurred at the point of entering the youth justice system.**

If this is indeed the case, then the matched data exercise will only pick up those young people whose needs were identified 'in school'.

## North Yorkshire

*Reassessment of YO cohort by specialist teacher identified all CYP having SEN*



# Why?



**The prevalence of CYP with SEN** in the youth justice system appears to be greater than statistics may indicate. It is therefore *likely* that most children and young people in the youth justice system have SEN. The possible reasons (from delegate and survey feedback and interviews with children and young people) for this could include:

- **Exclusion for poor behaviour** (primary and secondary) ...without adequate research and assessment into the *reasons* for poor behaviour. In some schools, there are SEN pathways and pastoral pathways. Do some young people get inadvertently trapped in procedural tramlines?
- **Persistent absence from school (and moving schools)** making “graduated response” and building a case for/identifying SEN extremely difficult
- **‘Camouflaged’ SEN** Some young people have developed a set of sophisticated (and at times, not so sophisticated!) ways of hiding learning needs
- At times and in some contexts, **inadequate Alternative Provision** (in mainstream settings as well as PRUs and specialist units)
- Inappropriate **home education agreements**

# Conclusions

## Young people with SEN entering the youth justice system are uniquely vulnerable

This graphic is taken from the Youth Justice SEND Bubble, a comprehensive on-line learning and training resource which is free for any professional working in youth justice.

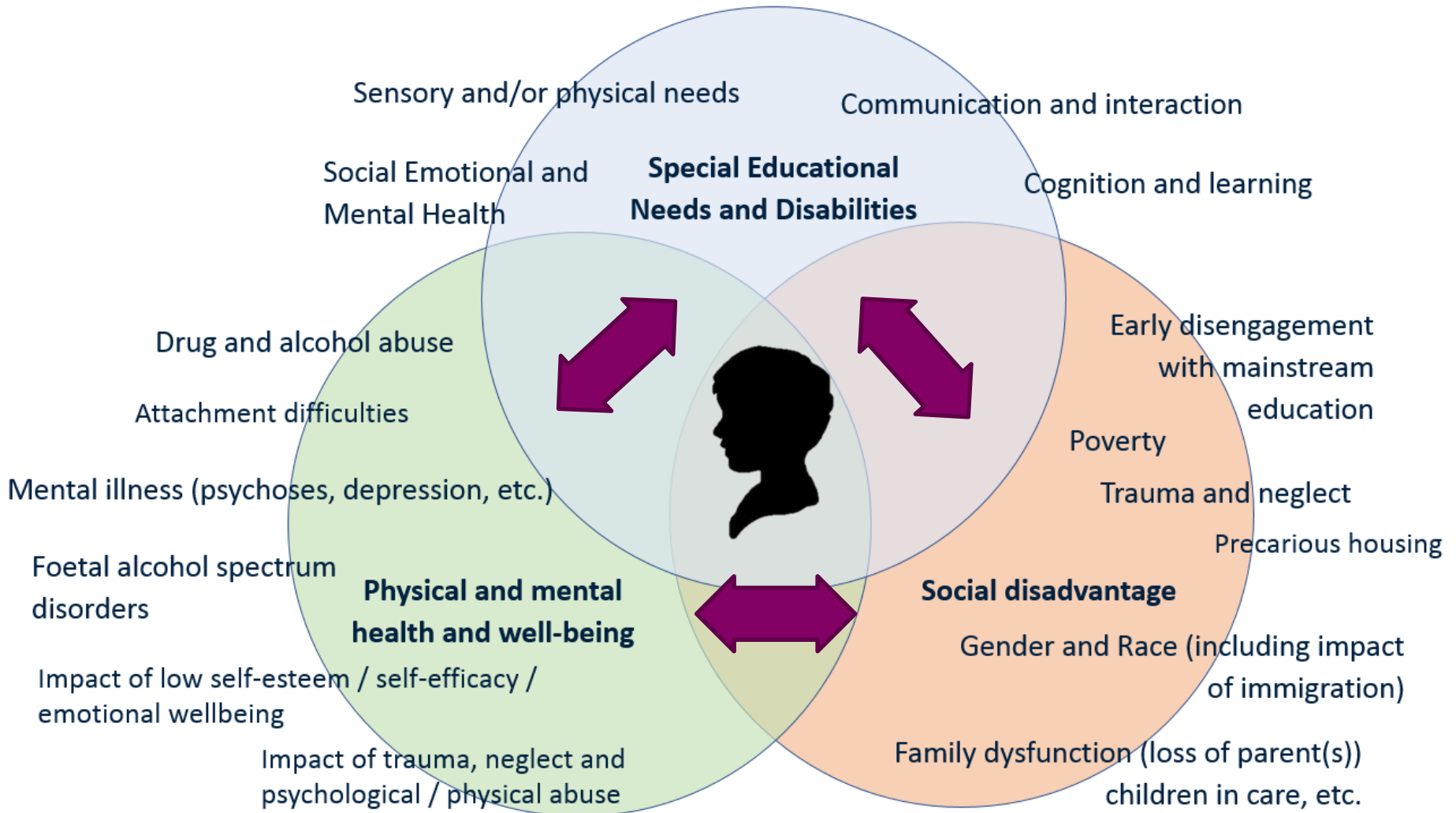
### The Communication Iceberg





# Conclusions

**Young people with SEN entering the youth justice system are uniquely vulnerable**



# How we can make a difference?

Use of DATA (Year 2 Deep dive into five LAs)



**“In all five Local Authority areas there was an overall theme of fragmentation in the ways in which local services engage with the lives of vulnerable children and young people who may have SEND and are at early stages of involvement with the youth justice system.**

**Aspects of their lives are refracted through various data systems; they may be channelled through divergent pathways labelling them as presenting behaviour problems or as having SEND\*; and they risk a discontinuity of services if engagement with school is weakened, where SEND services are commissioned by schools.”**

*\*Especially if a child or young person is assessed to be “below the threshold of intervention” ... but in two or three domains... with a history of ACEs (Adverse Childhood Experiences”*

# How we can make a difference?



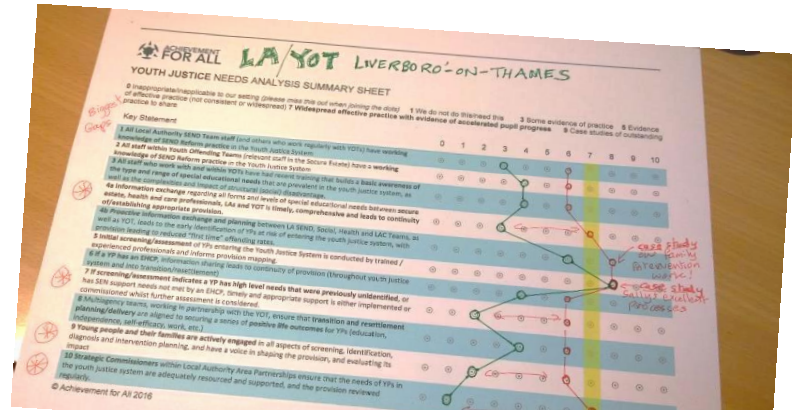
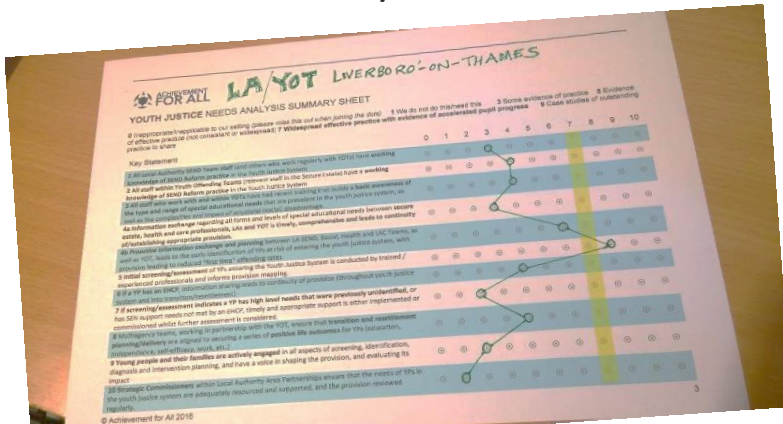
- **“Screening out” rather than “screening in”** Assume complex needs to begin with
- **Holistic support plans** have scope to take into account complex needs, leading to more effective joined-up provision that secures better outcomes.
- **Addressing Speech Language and Communication Needs is an absolute priority** (the “window” of opportunity to secure better outcomes and life chances)
- **Strong links and information sharing with secure estate**
- **YOS access to specialist provision for assessment (co-location) and support** (CAMHs, SaLT, High Needs funding)
- **Strategic “visibility” young offenders** (Safeguarding Panels, Clinical Commissioning Groups... *it worked for Looked After Children!*)
- **Linking YOS to Early Intervention, Troubled Families, Virtual School and other preventative proactive local initiatives (including third sector)**
- **Forensically analyse local “pathways to criminalisation”** (postcode patterns and demographics, PEX patterns, persistent absence, alternative provision, home education patterns and reasons why not in mainstream settings)

# How we can make a difference?

## YJ SEND Quality Mark



Every child included



**ACHIEVEMENT FOR ALL**  
**QUALITY LEAD**  
**2018**  
In partnership with

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**QUALITY MARK**  
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In partnership with

**Securing better outcomes for children and young people with special education needs in the youth justice system**

# How we can make a difference?



## YJ SEND Quality Mark



# How we can make a difference?



## YJ SEND Quality Mark

### **Congratulations Tower Hamlets and City of London**

“Tower Hamlets/City of London Area Partnership was quick to embrace the possibilities afforded by the Fishmongers' Company-funded Youth Justice project, in partnership with Achievement for All. Significant strides have been made in adopting and developing Emotion Coaching training, and it has been a pleasure to work with Rachael Phillips and her team to celebrate strengths, identify areas for improvement, then work quickly to develop provision.

As a consequence, within a calendar year, Tower Hamlets/City of London have secured Quality Mark status!

A pivotal change has been the appointment of a Youth Justice Champion within the SEND Education Team, building on existing good relationships and practice. New protocols will also help.

Particularly praiseworthy were the proactive measures taken to prevent offending, such as the work of the Social Inclusion Panel, the "Breaking the Circle" Prevention Programme, and the new home-grown screening self-assessment tool to empower the voice of young people and their families.

Given the commitment shown to positive change, and the initiatives and developments established in the last twelve months, it is more than possible that a compelling evidence base could be gathered by this time next year to support an assessment for Quality Lead status: this will be a great achievement!”


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