

Securing better outcomes for young people in the youth justice system with special educational needs and disabilities: Testing current practice against ten key statements

	Statement	Further Details	How do we shape up?
1	<p>All Local Authority SEND Team staff, health and social care workers (and others who work regularly with YOTs) have working knowledge of SEND Reform practice in the Youth Justice System</p>	<p>A local set of protocols have been discussed, agreed, published and reviewed that define “duty to cooperate” between LA SEND Team, YOT, secure estate and other multiagency teams</p> <p>Quality standards are agreed in terms of response times, mobilisation of resource, monitoring and review (see below- 4a, 4b, 5, 6 7 and 8)</p>	
2	<p>All staff within Youth Offending Teams and the relevant staff in the Secure Estate have a working knowledge of SEND Reform practice in the Youth Justice System</p>	<p>The degree of knowledge will depend on role within the YOT</p> <p>Managers will have working relationships with LA SEND Team, health, social and housing teams, as well as secure estate. Case workers will understand EHCPs, SEN support and other key aspects of the recent SEND Reforms as applied to the various stages within the youth justice system, from charging through to community disposals, secure estate placements, transition and resettlement planning and implementation, etc.</p>	

Statement	Further Details	How do we shape up?
<p>3</p>	<p>All staff who work with and within YOTs have had recent training that builds a basic awareness of the type and range of special educational needs that are prevalent in the youth justice system, as well as the complexities and impact of structural (social) disadvantage:</p> <p>3a Neuro-Developmental Disorders (Autism and Autistic Spectrum Disorders... to also include specific learning difficulties such as poor working memory, slow processing speeds, etc.) ABI (Acquired Brain Injury) as well.</p> <p>3b Dyslexia and Dyspraxia (to include related needs)</p> <p>3c ADHD</p> <p>3d SLCN</p> <p>3e Mental Health and Wellbeing (to include trauma, symptoms, attachment disorder)</p> <p><i>Resources already in The Bubble to raise awareness about the impact of low self-esteem and self-efficacy and the reasons why YPs with SEN are uniquely vulnerable to bullying and manipulation.</i></p>	<p>A key aspect of this statement is to embrace the “social model” of disability.</p> <p>This is about all practitioners developing a basic knowledge, awareness and expertise to address and overcome impairment, rather than “diagnose” or “treat” an illness.</p> <p>This is where specialist interventions have their place.</p> <p>Also, many YPs in the youth justice system have complex needs compounded by structural (social) disadvantage (gender, ethnicity, neglect, abuse, family breakdown, postcode, poverty, etc.).</p> <p>An awareness and knowledge of how these disadvantages overlap and interact with special educational needs will help all practitioners to be alert to the many risk factors that contribute to what can be multiple, complex needs, and then work together in a holistic way to address them.</p>

	Statement	Further Details	How do we shape up?
4a	Information exchange regarding all forms and levels of special educational needs between secure estate, health and care professionals, LAs and YOT is timely, comprehensive and leads to continuity of/establishing appropriate provision.	This relates closely to Statement 1, and the development of local quality standards in terms of communication, response times and provision allocation /monitoring /review /evaluation	
4b	Proactive information exchange and planning between LA SEND, Social, Health and LAC Teams, as well as YOT, leads to the early identification of YPs at risk of entering the youth justice system, with provision leading to reduced “first time” offending rates	<p>Recent field visits and case studies of effective practice are revealing the power of proactive work with troubled families / early identification of needs through community or area partnerships /partnership with PRUs /Alternative Provision/ LAC Services.</p> <p>Effective practice will improve the impact of pre-court diversions and reduce the frequency of first-time entrants into youth justice system</p>	
5	Initial screening /assessment of YPs entering the Youth Justice System is conducted by trained / experienced professionals and informs provision mapping	<p>A common feature observed in some of the most effective YOTs is the investment in screening/assessment training/resourcing/staffing</p> <p>Effective practice is diverse and extensive, proving that there is no “one model” that suits all.</p>	

	Statement	Further Details	How do we shape up?
6	<p>If a YP has an EHCP, information sharing leads to continuity of provision (throughout youth justice system and into transition/resettlement)</p>	<p>This links to the developing protocols and local arrangements in statement 1, and was a key recommendation emerging from Phase 1 of this project (Sheffield Futures)</p> <p>A high level of communication, information exchange and provision planning /implementation with education/ and health in the secure estate is critical here.</p>	
7	<p>If screening/assessment indicates a YP has high level needs that were previously unidentified, or has SEN support needs not met by an EHCP, timely and appropriate support is either implemented or commissioned whilst further assessment is considered.</p>	<p>Another critical aspect emerging from the Sheffield Futures report.</p> <p>If an EHCP is not in place (for whatever reason), but high level needs are identified through assessment/screening, there must be local protocols that support a rapid response to meeting these needs, irrespective of legislated process timelines.</p>	
8	<p>Multiagency teams, working in partnership with the YOT, ensure that transition and resettlement planning/delivery are aligned to securing a series of positive life outcomes for YPs (education, independence, self-efficacy, work, etc.)</p>	<p>A key outcome of this DfE-funded project is to bring about a culture change that secures better outcomes for young people in the youth justice system... but what are these outcomes?</p> <p>Of course, reducing the incidence of reoffending is a critical KPI.</p> <p><i>How</i> this is achieved will depend on a range of issues around education and training, health and wellbeing, housing and</p>	

Statement	Further Details	How do we shape up?
	settlement, developing independence, self-efficacy and life skills as well as planned vocational activity (education and opportunities).	
9	<p>Young people and their families are actively engaged in all aspects of screening, identification, diagnosis and intervention planning, and have a voice in shaping the provision, and evaluating its impact</p>	<p>This follows on from Statement 8.</p> <p>Advocacy and independent advice and guidance services (SENDIASS) can play a critical support role.</p> <p>Creative ways of reaching out and enabling meaningful engagement need to be explored and deployed to overcome communication and learning difficulties.</p>
10	<p>Strategic Commissioners within Local Authority Area Partnerships (Children's Trust Boards, Safeguarding Panels, Clinical Commissioning Groups, TCPs (Transforming Care Partnerships) ensure that the needs of YPs in the youth justice system are adequately resourced and supported, and the provision reviewed regularly.</p>	<p>The role of strategic commissioners in provision deployment and system accountability needs to be developed in some area partnerships.</p>