



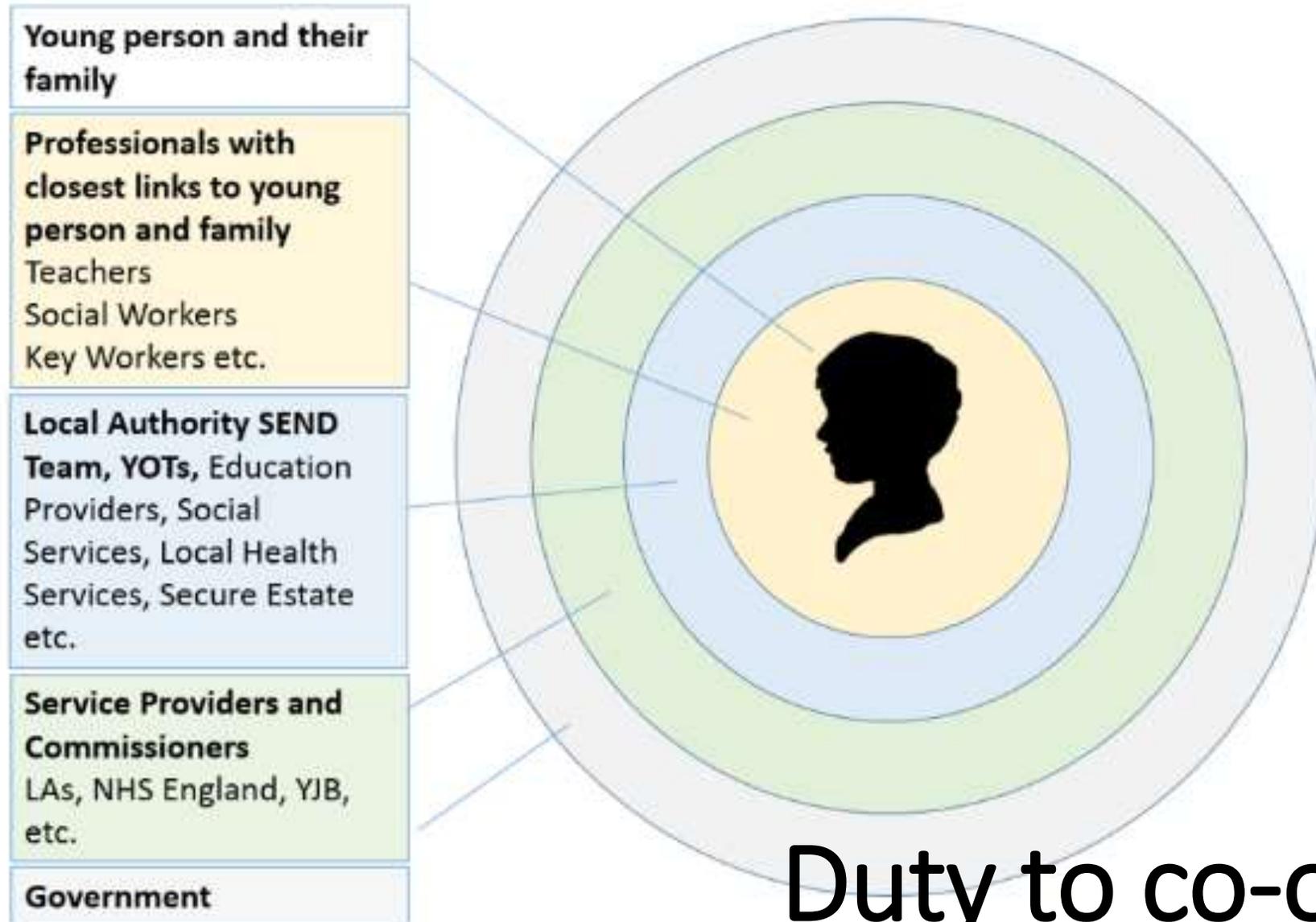
ACHIEVEMENT
FOR ALL



Manchester
Metropolitan
University

Securing better outcomes
for children and young
people with SEND in the
youth justice system
Working better, together

SEND Reforms



Duty to co-operate

Initial Findings from YOT Survey and Research with Children and Young People

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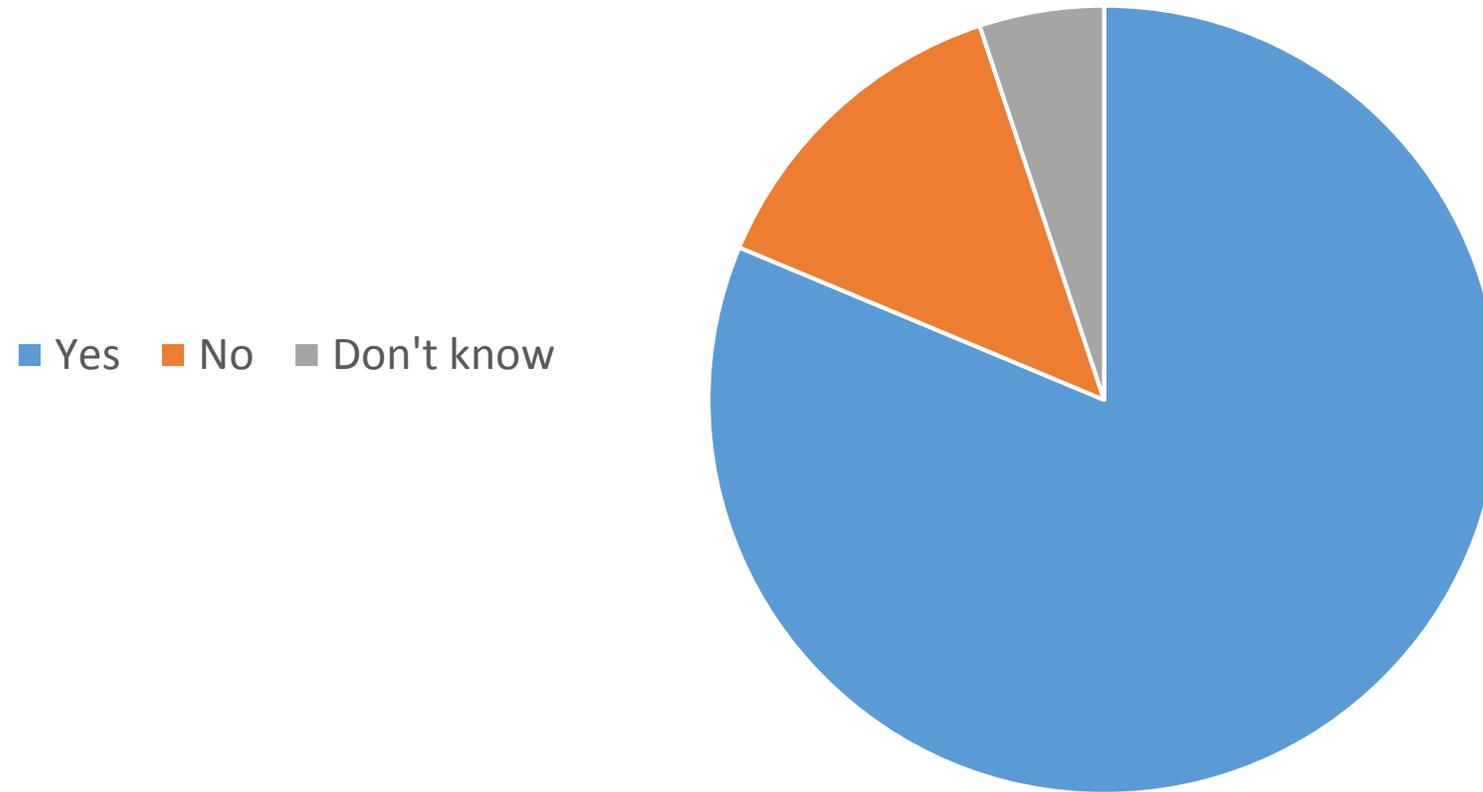
Youth Offending Service Online SEND Survey

- Launched in August 2016
- Covered the following themes: Scale of the Issue, Type of SEND, Specialist Provision of SEND Services, Adopted Provision and Interventions, Children and Families Act (2014), Asset Plus
- **165** responses to date from **63 YOTs**
- Analysis from 118 responses shown today

Survey is still open **PLEASE DO LET ME KNOW IF YOU ARE FROM A YOT AND WOULD LIKE TO COMPLETE IT.**

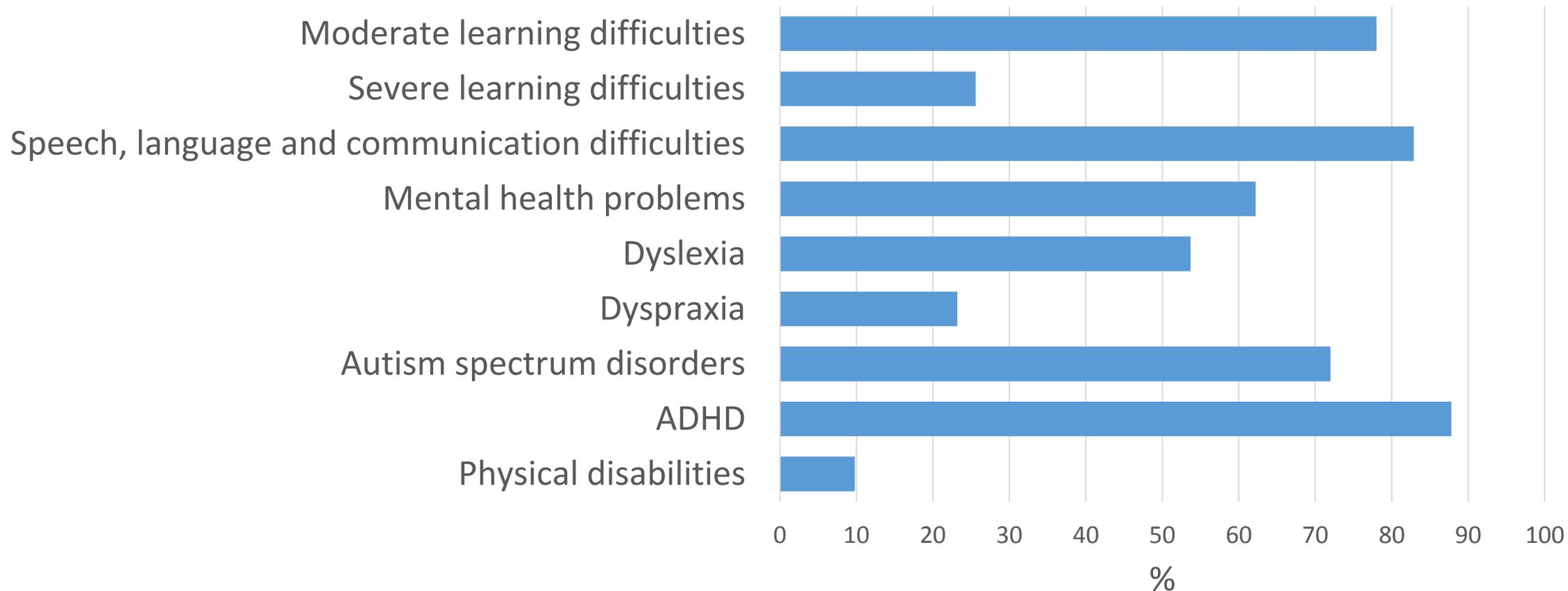
Scale of the issue

Have you worked with any young people with EHC plans in the last 12 months?
(n=118)



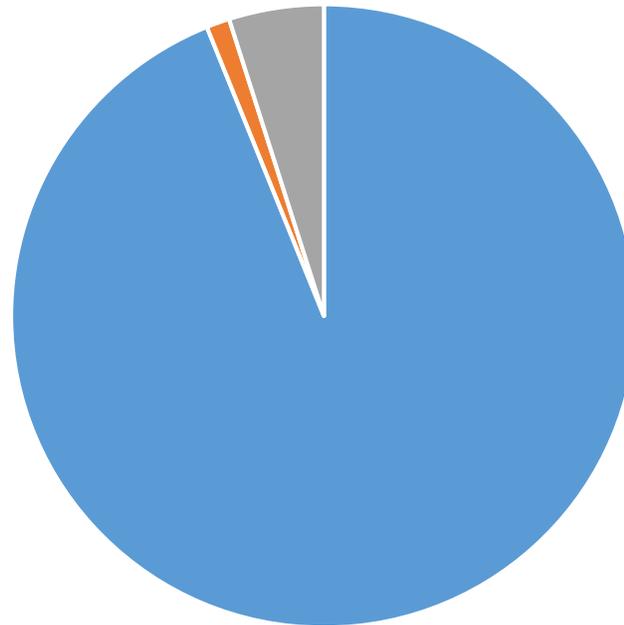
Type of SEND for those with an EHC plan

What areas of SEND are represented in EHC plans for young people your team is working with? (n=82)



Information sharing

Do you request information from local authority children's services about individual EHC plans when a young person first comes in to contact with your team? (n=81)



■ Yes ■ No ■ Don't know

97% of those that requested information received the information they requested

Information sharing

“We have direct access to children's services files - including educational psychology, Inclusion support, EHE, SEN team, social care etc. Access is instant.”

“I have good links with SEN, Educational Psychology and schools. If I require any information I will email or phone contacts and usually have the information within 24hrs.”

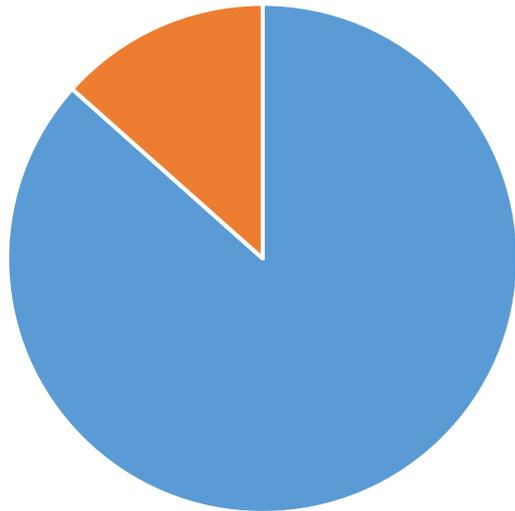
“School information requests are sent to schools of all young people of statutory school age, The information comes from the head or assistant head, i often have to chase the requests.”

“Social workers can take a long time to get this information which is why I collect it myself from the specific team.”

“The information varies from excellent to average. Timescales vary from 1 day to needing to keep chasing.”

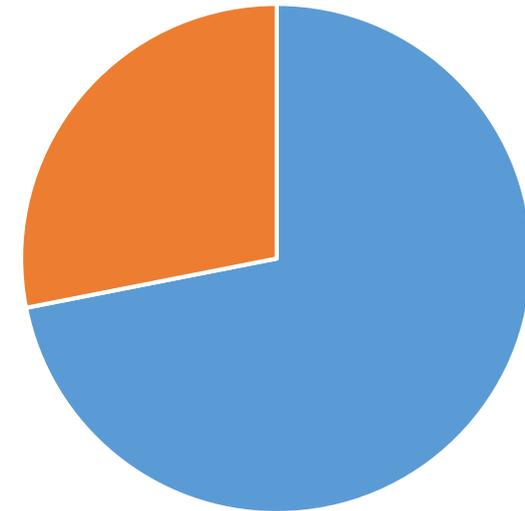
Working with Local Authorities

Has your team brought any young people to the attention of a local authority on the grounds that they may have SEND? (n=67)



■ Yes ■ No

Has your team requested that a local authority make an EHC plan assessment for any young people? (n=64)



■ Yes ■ No

Working with Local Authorities

“A girl in Year 8 with a reading age of 8 years old, several temporary exclusion and never had an assessment or any additional support at school. Requested Educational Psychologist Assessment, ECHP, medical assessment found she had significant hearing difficulties. Have found sharing information with the Local Authority is not the issue as most secondary schools in area are academies. Challenging academies who really would prefer the young person left and went to a different school. Several reports of Academies asking parents to move child or be excluded.”

“We have been part of the team (school, social care and YOT) who have brought about 6 cases to the attention of the LA since April 15.”

“APPROX 4 young people, either myself or the YOS Case Managers have written a report to accompany the EHCP request.”

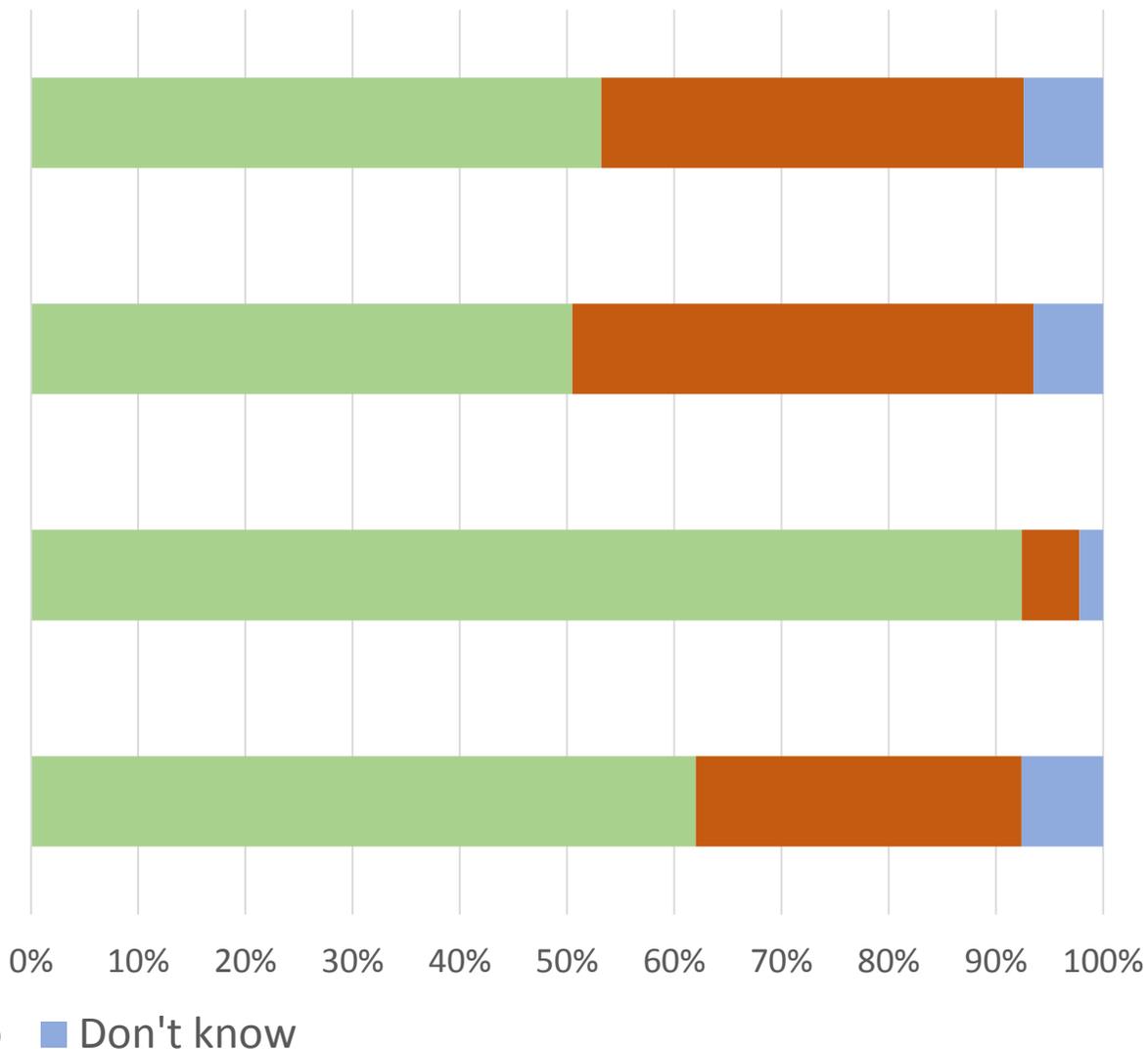
Specialist provision

Do you have access to Speech, Language and Communication Therapy provision? (n=94)

Do you have access to an educational psychologist? (n=93)

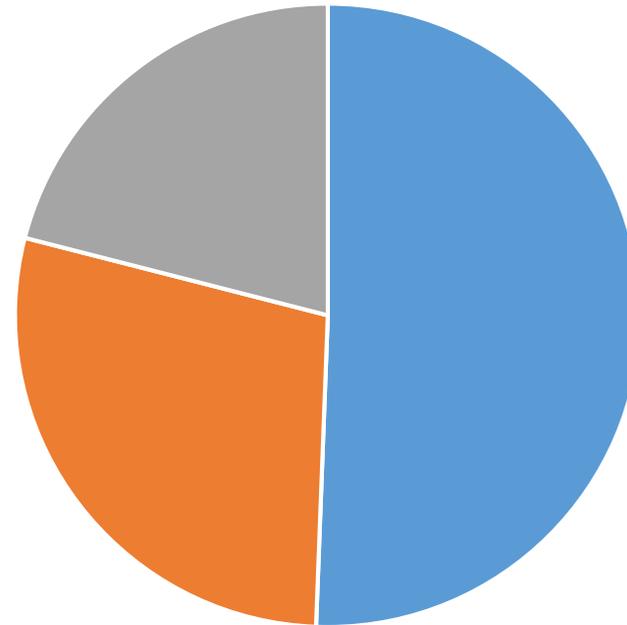
Do you have access to CAMHS? (n=93)

Do you have access to any other specialist staff or service provision? (n=92)



Children and Families Act

Has the introduction of the Children and Families Act 2014 and the EHC plan changed your working practices with young people who have SEND? (n=81)



■ Yes ■ No ■ Don't know

Children and Families Act

“It has led to more provision and our relationships with other teams have improved. We have moved forward in a very positive way.”

“It has only changed my practice in terms of completing different paperwork. It hasn't led to more provision or better co-operation.”

“No more provision but better cohesion between services.”

“The main changes have come with closer working with the Secure estate and the greater need for closer working.”

“We now work in a more person centred way, than the older service lead way.”

Any other issues?

“I believe that staff require on-going training to develop their skills in identifying SEN. This will ensure that all staff are aware of the barriers and consequences for our young people with speech and language difficulties and preventing further offending.”

“There is very little group conversation re young people, I do not feel that there is enough cross team communication with respect to SEND, with some of our managers not being very clear about the new expectations.”

Any other issues?

“Under 16's have EHC plans transferred from statements or SEND team deal with new referrals. Those who are post 16 have often refused to have a plan as they have no intention of going into Higher Education or to undertake training. Many feel stigmatised by having a plan. Adding to that, even if an EHC plan is in place or required, much of the secure estate do not have the resources to deliver a programme which actually meets educational needs relating to individual aspirations and outcomes and therefore falls short when preparing for release and transfer to desired community provision.”

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

I've also created many opportunities for myself [...] I've been welcomed into a much better education system than I'm used to, I'm able to sit back, get my GCSE's and hopefully be able to move onto a college course [...]

White male, 16 years, serving a sentence in a secure children's home, identified as having Autistic spectrum disorder

[...] So when you got restrained, how come you got restrained?

R: Because I threw paper in the air [...] I ripped it all up into little bits and I said, "It's snowing, Miss," so they restrained me. [...] Six teachers. There were two on my arms and then there were two on my legs. No, there was one on each of my legs and then there was another teacher talking to me on the floor. Then the teacher let go of my leg and that's when I had the opportunity to kick her. So I kicked her and everyone let go of me and then they restrained me again.

(Mixed heritage, female, 15 years, working with YOS, EBD identified)

“[...] it affects you from the start if you actually can’t physically focus in the classroom. You can just tell when you get into Year 10 and you’ve got the people who are just messing about.

But, you know, I was one of them people where I was getting excluded every single day and sent home [...] Primary it happened, yeah. Then into high school I was getting permanently excluded every single day. They were bringing me into—isolation it was called [...] They brought me in for one hour, then they brought me in for half an hour, then they brought me in for ten minutes where I just sign it and go. They just bring me in to sign it and go because they wouldn’t have me in the school [...] A little bit of paper to register that I’ve come. And I can go. So, they give me a pass that says, he’s leaving, he’s going home. So, then if the police or something stop you, they can’t say then that you haven’t gone to school or something. You’re skipping out on education”

(White male, 17 years, working with YOS, identified EBD)

“I just wouldn’t focus in the lesson and I was too violent with everybody. I was just getting annoyed because they were treating me like an animal. They had me in seclusion and then they put me with another woman, which I got on with, it was like a key worker. Then they put another man, a really henchman, they said he was—I can’t remember what they phrased it as—but they said it’s for restraining [...] this is in everyday secondary school [...] they put this person with me so that if I was to kick off, he would restrain me straight to the floor [...] I got that bad [...] so they put me on fulltime working with the head of year in PE department, because I was really good at tennis and badminton. So, I just taught the Year 7s in badminton and tennis all day. Then I’d go home. So, I’d do PE all day.”

(White male, 17 years, working with YOS, identified EBD)

Talk time

- **Discuss patterns and trends** from Manchester Metropolitan University's Survey and research involving young people
- **Share successes**
Working together (across teams, with YPs with SEND *with an EHCP or Statement and without an EHCP or Statement*)
- **Share challenges**
Prompt cards available to support focussed discussions

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Workshop Evaluation FOR ALL

Name:

Job Title (including location):

We value your views and seek to continually improve the quality of the workshop, and the resources that are offered. Thank you for completing this form, and participating in the on-going on-line evaluation.

Poor  Good

Question	Rating				Comment
	1	2	3	4	
1. How would you rate the event overall?					
2. Did you find the venue appropriate for the event?					
3. Did the event have a clear structure?					
4. Was there sufficient time to explore the key themes/aspects?					
5. Was the content/material presented in a suitable way?					
6. Better if...	<input type="text"/>				
7. After reflecting on the workshop, what do you/your team do well?	<input type="text"/>				
8. What areas have you highlighted as in need of improving practice?	<input type="text"/>				
9. What will you do differently tomorrow?	<input type="text"/>				

Please use the back of the form if necessary. Thank you from the Project team.