The Youth Justice SEND Bubble

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The Youth Justice SEND Bubble

Achievement for All has adapted its on-line learning platform (for schools) to deliver free training to every professional involved in the youth justice system.

The training is designed to promote reflective practice, empowering individuals and teams to identify where practice is successful, and (more importantly) where practice needs to be improved: then select and implement actions that are appropriate to the setting, to the challenges faced by the setting, and the context in which it operates. We acknowledge that every team is in a different starting place. By sharing effective practice from across the country, we wish to empower YOTs, Local Authority SEND Managers and all the other professionals that work in a team around the child to adapt and adopt creative solutions that have a sustained impact on securing better outcomes, and drive culture change.

The learning journey consists of a series of Modules. Each module contains stand-alone Module Units, focussed on related topics. They are written to help professionals in the youth justice system to understand better the needs of young people with additional needs, and for other professionals who interface on a daily basis with the youth justice system to understand the intricacies and complexities of the youth justice pathways. Finally, these strands are drawn together, through case studies of effective practice, with tools, change management ideas and action planning support materials to help initiate, implement and embed change.

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Guide to the Module Units

1 SEND Reform and the Youth Justice System

1.1 What you should know
The statistics that drive the imperatives, and the legislation behind SEND Reform in the youth justice system.

What this unit will give you
- An understanding of the prevalence of special education needs in the youth justice system
- An overview of the legal requirements to meet the needs of children and young people in the youth justice system who have special education needs
- An opportunity to reflect on your own practice, and that of the team of multi-agency professionals you work with, to begin to identify areas that, if reviewed and improved, will positively impact on outcomes for the young people you work with.

1.1.1 Facts and Figures

An opportunity to reflect on the latest statistics that illustrate the prevalence of special education needs within the youth justice system.

Links to further reading and research.
TEAMS CPDA good source of material to use as a “starter activity” in any staff meeting or training event.
1.1.2 Key Aspects of the SEND Reforms...
...within the context of the youth justice system

An exploration of the SEND Reform key components.

TEAM CPD Each of the “panes” link to statements and reflective questions that can be used to probe the effectiveness of partnership working.

There are also interactives that explain key components of the SEND Reform processes and practices, as well as links to a series of documents that explain in detail how SEND Reforms impact on partnership working within the youth justice system.

TEAM CPD A very useful Module Unit for staff new to SEND Reforms and the Youth Justice System, or the materials can be used as refresher training over a period of meetings.
1.1.4 Understanding Complex Needs

There is no ‘generic’ situation or yardstick. Every child or young person’s situation is a unique one. Situations are not static. They will change throughout a life course.

Critically, it is in the space where factors overlap and combine that create unique challenges and that generate complex needs.

This is why a holistic, child/young person-centred approach to intervention and support is absolutely essential, not only to understand the key issues, but to design a plan of support and provision that will maximise the chances of securing positive outcomes.

The unit ends with an exploration of the concept of complex needs, and how young people with SEND in the youth justice system can be uniquely vulnerable to “structural disadvantage”.

For some children and young people with special educational needs, there are a range of complex social, welfare and health factors that collide. These can interact and consequently have a profound impact on life chances and life course.

1.2 Putting it into Practice

Multi-agency planning and action that supports young people with SEND in the youth justice system.

What this unit will give you

- An opportunity for collaborative reflection on a young person’s journey through the youth justice system in custody
- A chance to identify key barriers to effective partnership working within your local area teams, and to begin the process of change management to improve outcomes for the young people in your care
- An opportunity to consider effective practice in non-custodial sentences, and for meeting the needs of young people with SEN who may not have an active EHCP, or whose needs are not deemed severe enough to trigger an EHCP.

1.2.1 The Need for Effective Partnership Working

An opportunity to reflect on process and practice from a young person with SEND’s point of view, stressing the need for joined-up and coherent communication and support.
1.1.2 Putting the new duties into practice

A series of interactives that step through the stages within the youth justice system, and explore responsibilities, duty to cooperate and the practical implications of joined-up, multi-agency planning and implementation, from arrest and charging through to resettlement and transition.

TEAM CPD What marks this resource apart from previous ones is that it also explores the nature and challenges of supporting young people with SEN who do not have an EHCP.

This set of interactives can enable a valuable cross-team exercise to probe local practice as well as the quality of links and relationships with the secure estate.
1.1.3 Further Reading and Useful Links

The unit also contains links to a number of supporting documents, from CDC (Council for Disabled Children), DfE, MoJ and YJB, that go into process practice and legislation in more detail.
2 Securing Better Outcomes for Young People with SEND

2.1 Listening to Young People with SEND

What this unit will give you

- An opportunity to reflect on the issues that face professionals working with extremely vulnerable and challenging young people

- A deeper understanding of the experiences of young people with SEND in the youth justice system, informed by the Sheffield Futures study and additional work undertaken by Manchester Metropolitan University researchers as part of this project. The latter also engaged with the families of young people with SEND in the youth justice system.

- Consideration of creative approaches to positively engage with young people when neurodevelopmental issues may prove a barrier to communication

This Module Unit will only be fully completed by the end of the project in March 2017
You are most welcome to browse the content in the meantime
2.1.1 Communicating with vulnerable and challenging young people

All too often, we get into a spiral of negativity when working with young people who exhibit (sometimes extremely) challenging behaviour.

We often seek ways of preventing a person behaving in a way that challenges us, or society... perhaps without stopping to think why they are behaving badly.

If we see "behaviour" as a form of communication, then maybe we need to listen to what the "behaviour" might be telling us about a young person.

2.1.2 What are young people in the criminal justice system telling us?

Information from recent research is summarised here, along with a comprehensive report from Manchester Metropolitan University based on a range of interviews with children and young people in the secure estate (available from March 2017).

The findings are very illuminating.
2.1.3 Creative ways of engaging positively with young people who have SEN

Links to useful resources and approaches that help to overcome communication difficulties, with an aim to support understanding and awareness, and to unlock the child or young person’s active agency in the youth justice system, from what individual people “do” (magistrates, lawyers, etc.) to what are the consequences of further reoffending.
2.2 Understanding Young People with SEND

What this unit will give you

- Exploring the distinction between screening, identification and diagnosis and the roles taken by different individuals in the team around the child
- An overview of neurodevelopmental disorders, mental health and well-being issues and the way in which they are expressed
- An understanding of the term "spectrum" when applied to neurodevelopmental disorders
- An overview of speech language and communication needs to increase your understanding of the social as well as neurodevelopmental reasons for the needs, as well as a deeper understanding of the key issues
- An understanding of the term comorbidity and the fundamental need to treat every young person as an individual: there are no convenient "boxes" or categories.
- The challenges that complex needs can pose, to the individual and the services that support them, when SEND collides with mental health and social disadvantage

2.2.1 Screening, assessment, identification and diagnosis: Team roles - team responsibilities

This Module Unit is the most extensive.

It begins with an examination of roles and responsibilities when it comes to screening, assessment, identification and diagnosis.

2.2.2 Understanding 'neurodevelopmental disorders'

What follows are short presentations that are designed to help raise awareness of the range and type of SEND that professionals in the youth justice system might come across... but they are not designed to make everyone an expert in that condition or disorder!
2.2.3 Understanding "spectrum" disorders- Understanding Autism

Understanding the Autistic Spectrum
Click on the link below to access a truly stunning visual communication which explains autism and the autistic spectrum with brilliant clarity.

A PDF of the graphics can be downloaded from the site.
http://theautismtumbik.com/post/14230021419/understanding-the-spectrum

2.2.4 Understanding Speech Language and Communication Needs

SLCN
SLCN are associated with a wide range syndromes, diagnoses and "labels", to varying degrees of severity and expression

Dyslexia
Difficulties in verbal processing, fluent word reading and spelling. However, some with dyslexia have no apparent SLCN

Dyspraxia
Sometimes the ability to speak is compromised by difficulties in sequencing and coordinating movement

Learning Difficulties
All children with learning difficulties have degrees of SLCN (e.g. global delay)

ADHD
Approximately half of all children with Attention Deficit Hyperactivity Disorder have some form of SLCN, associated with overactive/impulsive social communication

ASD
Autistic Spectrum Disorders (including Asperger Syndrome) is strongly correlated with SLCN. In particular, social interaction and communication

BESD
There is an increased likelihood of SLCN associated with Behavioural Emotional and Social Difficulties. It is sometimes difficult to diagnose, masked by more prominent behavioral issues

SLI
Specific Speech and Language Impairment (SLI): no obvious cause or reason, as often non-verbal skills are unaffected
Between 40 and 50% of children growing up in socially disadvantaged areas are starting school with delayed language.

Approximately 50% of children in some socio-economically disadvantaged populations have speech and language skills that are significantly lower than those of other children of the same age.

2.2.5 Understanding mental health and well-being issues

2.2.6 Understanding issues of self-esteem and the impact of bullying behaviours
2.2.7 Understanding Comorbidity

2.2.8 Understanding "Structural Disadvantage" (or "Socialised Disability")

Finally when the domains of SEND, social disadvantage and mental/physical health and well-being intersect, intense support and intervention in one domain could be undermined and rendered ineffective by factors in the other domains.

This is a critical consideration if we truly want to secure better outcomes for young people with SEND in the youth justice system.
3 Working Effectively in Partnership

3.1 Case studies of effective practice
Celebrating effective practice from a wide range of professionals, and teams around the child.

What this unit will give you
- Examples of existing effective practice as identified by AYM
- Links to the Youth Justice Hub where examples of effective practice have already been identified
- Examples of effective practice that were identified during the regional workshops by teams of attendees

This Module Unit will only be fully completed by the end of the project in March 2017
You are most welcome to browse the content in the meantime

3.1.1 Meeting the needs of young people with SEN through consistent professional practice

This Module Unit pulls together effective practice from across the youth justice network, effective practice guidance that has already been produced, and emerging innovation and creativity that positively impacts on better outcomes for young people with SEND in the youth justice system.
3.1.2 Case studies, field visits and good ideas

As part of this project, the Association of Youth Offending Team Managers is developing and trialling a peer review process aimed at strengthening the review of current practice, and the development of further improvements from a secure evidence base.


3.1.3 Youth Justice Resource Hub

The Module Unit also links to an extensive array of additional materials, approaches and resources that already exist within the Youth Justice Resource Hub.

3.1.4 SEND Peer Review

Over the course of the project, a number of case studies and field visits have been conducted, which has generated a range of good ideas that can be replicated.

This map links to downloadable resources and additional information.
3.2 Key points, recommendations and managing change
Applying new learning and new ideas to secure better outcomes for children and young people with SEND

What this unit will give you

- A summary of key points and emerging issues that must shape and drive a cultural change in the youth justice system
- A series of recommendations that have been gathered from workshop participants and all major stakeholders, including children and young people and their families
- An opportunity to begin the change management process using a set of tools and approaches that have proven to work extremely well in the education sector. But of course, you are welcome to use any tools and approaches that have already been developed within your local team area.

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Logging into The Bubble by opening a unique user account

STEP 1 Every YOT in the country will be given its own unique access code. Contact your local Youth Offending Team if you need an organisational access code.

Every professional who works with and within that YOT can use this unique school/organisation access code to open a personal account.

Bubble URL: [https://bubble.afaeducation.org/](https://bubble.afaeducation.org/)

![Image of the login screen](image1.png)

From the login screen, select the green bar **create your account here**

Enter your details, including the school/organisation code.

![Image of creating an account](image2.png)

Follow the instructions that you will be sent (via email) to activate your own account.
STEP 2 Now, when you log in again to The Bubble, click on the link in the home page.

STEP 3 You will be taken first to an interactive panel that tell you more about the project, its content and intent.

You do not have to view this opening interactive every time you log in. Click on “skip next time”.
STEP 3 The next screen displays the three Modules of learning (as described on page 1 of this document).

Click on “Open”

STEP 4 As before, you will find an information screen that gives you an overview of the content.

As before, you can bypass the screen next time you enter The Bubble by clicking on “Skip next time”.
STEP 5 You can now access the professional learning Module Units, and the resources that go with them!

The Bubble remembers where you have been!

Scroll down on the Home Page, and Click “My Recent items”.

You will see a list of recently viewed module units and resources.

Click on any one of the items and you will go straight to this material.
Every Module Unit ends with a tool that enables you to contact Achievement for All, or send screenshots and other material to other colleagues. Happy Bubbling!
Useful Links

Project website hosted by Achievement for All

http://afaeducation.org/programme_youth_justice_send_project

To contact a member of the Youth Justice SEND Team

E: YouthJusticeSEND@afaeducation.org

To write to the Youth Justice SEND Team

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