

Youth Justice SEND Case Study  
7.4.2017

## Multi-agency teams within a YOS

### LONDON BOROUGH OF ISLINGTON

#### Developing a strong joint working ethos and practice

#### Key points:

**This case study illustrates how a YOT focussed on developing partnership working to improve provision**

**Multi-agency working, already established, has been enhanced and improved by the YOS and Education Psychologists working together to find out areas of strength and needs, then co-constructing resources and approaches to develop practice.**

Joint working is well established in Islington.

They have established a monthly Education Panel for all YOS young people of statutory age: this is a multi-agency panel where they discuss priority cases and monitor all young people in education.

The purpose of the panel is to maintain a strategic overview of all school-age young people known to the Youth Offending Service (YOS). The panel monitors the effectiveness of strategies put in place to support young people engage with their education provision using Key Performance Indicators relating to attendance.

This information is used to develop a local authority strategy and action plan to ensure school-age offenders are able to access education provision that is suited to their needs, risks and vulnerabilities.

#### OBJECTIVES & VISION

“Research evidence tells us that engagement with education, employment or training are significant factors in preventing offending and reoffending behaviour. The panel will take a leading role in ensuring that young people who are not in appropriate education provision, or who have attendance issues, are adequately supported by the Team Around the Child (TAC) to access suitable education.

“The vision is to ensure that all school age young people known to the YOS and TYS are engaged in 25 hours of meaningful education each week.”



CLICK TO DOWNLOAD COPY OF ISLINGTON EDUCATION PANEL TERMS OF REFERENCE

## DEVELOPING CLOSER LINKS BETWEEN EDUCATION PSYCHOLOGY SERVICE AND YOS

Presented here is the account from one of the Islington YOS Managers, Kelly Lewington:

“A strength of Islington YOS has been joint working, however it was identified that there was little partnership working between the Educational Psychology Service and the YOS. To address this, the Educational Psychology Service and the YOS wanted to ascertain the YOSs strengths and needs with regards to educational practice to inform how educational psychologists could support them.

“Together we co-created an audit tool, which highlights **27 areas of good educational practice for YOSs**. The tool is based on interviews with YOS staff, data from ASSET assessments and educational psychology reports, and existing research into good practice in the education of young offenders.

Hannah Parnes  
Trainee Educational Psychologist  
Islington Educational Psychology Service

**YOS Education Audit Tool**

Statement	References	RED AMBER GREEN	How do you know? / Evidence
<b>PART 1: Good leadership and management of education</b>			
1. The management team and/or education lead practitioner ensure education is kept high on the agenda within the YOS. Education is included within the YOS's strategic annual plan.	Interviews (Education high up on the agenda sub-theme) Ball and Connolly (2000): Youth justice workers were often distanced from the importance of education		
2. The education of individual young people is regularly discussed and reflected upon in line management supervision.	Taylor (2014): There is a lack of reflective supervision in youth justice		
3. A written protocol is in place for partnership working between the YOS and education partners such as the Educational Psychology Service, and reviewed annually.	Jamieson (2006): trainee EPs experienced tension with differing timescales, expectations etc of service YJB (2006): Agreed protocols between agencies are often absent or ineffective and may not be followed. Case analysis - suggested a lack of partnership working		

Hannah Parnes  
Trainee Educational Psychologist, Islington Educational Psychology Service  
Supporting information for the YOS education audit tool

**Introduction**

Young people in the youth justice system are much more likely than their peers to have poor experiences of education. They may have literacy, numeracy or communication difficulties, or have encountered exclusions or absenteeism. However, research suggests that supporting young people to achieve in education can have a positive impact in their offending behaviour, and the Youth Justice Board (YJB) states that 'engagement in ETE (education, training and employment) may be a key factor in reducing offending and re-offending' (2006). Staff in Youth Offending Services (YOSs) throughout England and Wales work very hard to support these young people to achieve in education, and they have a target that 50% of young offenders are in suitable full-time (25 hours per week) ETE. However, there is little guidance on how YOSs should go about achieving this aim.

With this in mind, the YOS education audit tool has been designed to allow YOSs to identify their strengths and needs with regards to how they support the education of their young people. The tool is divided into the following seven areas:

- Good leadership and management of education
- High quality assessment and identification of needs
- Delivery of and access to appropriate education provision
- Well developed transition and re-entrance arrangements
- Specific help for vulnerable young people
- Good working relationships with others
- Staff who are skilled and have opportunities for development

Across these seven areas, a total of 27 individual markers of good practice have been identified. These items were developed from the research that ends about what may work in the education of young people in the youth

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CLICK ON IMAGE to download copy of audit tool and/or supporting guidance information

“The YOS team, with support from the Educational Psychology Service, completed the audit, and created an action plan from it. The action plan includes ways in which the YOS could improve its practice, including ways in which educational psychologists could better support the team.

“Examples of actions included educational psychologists providing training to YOS staff, and attending reflective case discussions, as well as the YOS introducing regular meetings with key education providers.”

## CO-LOCATED SPEECH AND LANGUAGE THERAPIST

Islington YOS has a co-located Speech and Language Therapist on the team.

Apart from interventions with children and young people, the co-located SaLT supports other members of the team with a range of targeted resources. Yet again, the advantages of a co-located *specialist* go beyond direct work with children, young people and their families.

“Whittington Health NHS trust provides a secondment of one speech and language therapist (SLT) 2 days a week to the Islington Youth Offending Service. The role of the SLT is to:

- Assess young people’s language and communication needs following a referral by a case manager or specialist in completion of the Asset Plus SLCN screen
- Provide assessment reports for case workers, parents/carers and young people regarding the SLCN of the young person and recommendations for supporting their needs
- Deliver and/or support case workers in delivering one-to-one and group interventions for young people with SLCN
- Build capacity within the YOS through delivering training to professionals around identification of and strategies to support SLCN
- Support whole service communication with young people and their families to ensure it is young person/SLCN friendly including adaptation of written materials”

## EXAMPLE RESOURCES CLICK TO DOWNLOAD

**Notice of Supervision for**

The name of my supervisor is \_\_\_\_\_ who is a member of the Islington Youth Offending Service.

My supervision starts on: XX/XX/XX  
My supervision will end on XX/XX/XX.  
This means my supervision will last for one year.

When I leave XXXX I must go to see my supervisor at:  
Islington Youth Offending Service, 50 Isledon Road, London, N7 7DL  
On XX/XX/XX  
Telephone number: 0207 527 7050

Under supervision there are some things I have to do and some things I cannot do:

I HAVE TO... ✓	I CANNOT... ✗
Talk to my supervisor often.	Travel outside the United Kingdom, the Channel Islands or the Isle of Man unless I have permission from my supervisor.
Meet with my supervisor at home.	Commit any more offences.
Live at XXXXXX and tell my supervisor if I move house.	Speak to/communicate with (including texting or any message from a phone or computer) without including XXXXX, unless my supervisor says I can.

Created by Sophie Jenkin, Speech and Language Therapist

Notice of Supervision

**Islington Youth Offending Service Referral Order Information**

**What is a Referral Order?**  
A Referral Order can be given to young people between the ages of 10 and 17 when they have done something that is wrong and against the law.

**What is a Panel meeting?**  
A Panel meeting is held with two members of the public and staff from the Islington Youth Offending Service. At the meeting you will discuss and agree on what you need to do to stay out of trouble. This will be written into a contract that must be signed by you, the Panel and your parent/carer, to say that you all agree with it.

**How long does it last for?**  
A Referral Order can last between 3 and 12 months, the court will decide the length of your Referral Order.

**Where do I need to go?**  
Your meetings will usually take place at 50 Isledon Road, 222 Upper Street or at another centre in the community. Your case worker will let you know where.

**Who is involved?**  
You will meet with a case worker from the Islington Youth Offending Service who will talk to you and your parent/carer. Your case worker will write a report about you for your Referral Order Panel meeting.

**What are the rules?**

- ✓ Follow the rules in your contract
- ✓ Go to all of your sessions with your case worker and you have to be on time, unless you have a good reason
- ✓ Tell us if you change your address or phone number
- ✓ Be polite to case workers and all Islington Youth Offending Service staff
- ✓ You must not have any drugs or alcohol before your appointment

**WARNING!** If you do not follow the rules you could go back to court.

Your first appointment will be on (date).....(time).....

Created by Sophie Jenkin, Speech and Language Therapist

Referral Order Information

**Restorative Justice Screen for Young People** 

Name: \_\_\_\_\_ Staff name: \_\_\_\_\_ Date: \_\_\_\_\_

Do you know what happened? (Level of responsibility)

0  -----  -----  10

I don't know what happened or why I have been referred to the Youth Offending Service

I think I know what happened and why I have been referred to the Youth Offending Service

I know what happened and why I have been referred to the Youth Offending Service

I have been referred to the Youth Offending Service because...

What are your thoughts about the incident now? (Level of understanding/attitude to offence)

I shouldn't have done it

It was my fault

It wasn't my fault

It had to happen

I'm glad I did it

It was wrong

I think it was bad

They assessed it

I've upset people important to me

I want to make things better

I want to say sorry

How do you feel about what happened?

I feel ashamed

I feel happy

I feel bad

I feel embarrassed

I feel trapped

I feel worried

I feel angry

I'm glad now

I feel excited

I feel good

Anything else?

Created by Sophie Jenkin Speech and Language Therapist and Tom Fraser Restorative Justice Practitioner

**Writing a letter of apology** 

This workbook belongs to \_\_\_\_\_

Look at the pictures below. Pick a picture (it can be more than one) that means apologising (saying sorry) to you. Why did you pick that picture?

  
Asking someone to forgive you

  
Explaining what happened

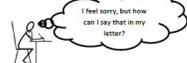
  
Thinking about what you did

  
Giving someone something like a letter or a present

  
Finding it hard to think about what happened

  
Touching/hugging

Remember, your victim does not know what you are thinking or how you are feeling, so you need to tell them in your letter.

  
I feel sorry, but how can I say that in my letter?

Why is it important to apologise? Have a look at the options below and circle the ones you agree with.

  
It helps me to think about my feelings and other people's feelings

  
It helps me to explain myself

  
It helps me to take responsibility

  
It helps me to repair friendships

  
It helps me to understand what happened

Created by Sophie Jenkin Speech and Language Therapist and Tom Fraser Restorative Justice Practitioner

RJ Screening/Comprehension Tool

“Writing a letter of apology to victim” Tool

**Contact Details**

Kelly Lewington  
 Deputy Team Manager – Education Lead  
 Islington Youth Offending Service  
 50 Isledon Road  
 London Borough of Islington  
 N7 7DL  
 Email: Kelly.Lewington@islington.gov.uk