

YOS Education Audit Tool

	Statement	References	RED AMBER GREEN	How do you know? / Evidence
PART 1: Good leadership and management of education				
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		

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PART 2: High quality assessment and identification of needs				
4.	<p>Within the first six weeks of an Order, the YOS has a clear assessment of each young person's educational needs in place, which is reviewed 3 monthly, or when there is a significant change in a young person's circumstances.</p>	<p>Interviews: (unmet or unidentified needs theme) Loucks (2007): 20-30% of adult prisoners has a learning disability or similar impairment Stephenson (2006): Assets indicate that YOS staff often under-estimate how far behind YPs may be in relation to peers. Interviews (a fence at the top of a cliff sub-theme) – need for early identification and intervention Talbot (2010): YOT staff reported they would find this helpful YJB (2006): lack of support and specialist help for young people with SEN O'Carroll (2016): incomplete data on ASSET Interviews: (you don't have excessive amounts of time sub-theme) Interviews: (learning problems sub-theme)</p>		

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5.	To inform assessment, current and historical information about each young person is sought from the LA education dept, relevant education providers and the Educational Psychology Service at the beginning of an order.	Interviews (Gather and provide information sub-theme) Case perusal - suggestion information not sought from EPS YJB (2006): YOSs often receive poor information about the educational situation of YPs hampering effective assessment of need		
6.	Detailed educational information is provided to courts within pre-sentence reports. This includes information from a range of sources, as detailed above, and is based on strengths as well as needs.	Ball and Connolly (2000): Educational information in PSRs was often sparse and uninformative. Interviews (Gather and provide information sub-theme)		
PART 3: Delivery of and access to appropriate education provision				
7.	Pathway plans are in place for each young person, and include an education element where appropriate. They explain how YOS intervention may be tailored to meet individual needs and include the views and interests of the young person.	Ministry of Justice (2013): Importance of interventions being matched to risks and needs. HMI Probation et al (2011): thorough assessments, but didn't always lead to correct intervention planning. Interviews: Motivation / interest sub-theme)		

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8.	The YOS provides appropriate targeted, ongoing careers advice to young people who are post-16, which is incorporated into Pathway Plans and reviewed 3-monthly.	Interviews (it can vary sub-theme) Stephenson (2006) : careers guidance has been a major weakness in YPs accessing vocational education.		
9.	YOS staff support and advocate for young people in education with the aim of reducing the risk of disengagement or exclusion.	Interviews (advocate and support sub-theme) HM Inspectorate of Prisons (2013) : 9 out of 10 young people in custody had been excluded. Interviews : (exclusions sub-theme)		
10.	Whilst taking into account individual need, where appropriate, the YOS prioritises access to educational programmes which develop numeracy, literacy in practical ways, and employable skills rather than focusing on internal states such as self-esteem.	Lipsey (1995) – improvements in academic performance were related to a reduction in offending. YJB (2006) Stephenson (2006) Interviews : (provision problems sub-theme) Interviews : (access to provision and services sub-theme)		

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11.	Any education provided within the YOS targets literacy and numeracy and is tailored as much as possible to the interests and goals of the young person.	YJB (2006): more effective if tailored to interests of young people Hurry, Brazier, Wilson and Snapes (2010): gains in literacy and numeracy can improve reoffending Brooks (2016) – evidence based literacy programmes for young people who are offending Interviews: (motivation/ interest sub theme) Interviews: (Education delivery sub-theme)		

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PART 4: Well-developed transition and monitoring arrangements				
12.	<p>Effective transition arrangements are in place for all young people moving between education providers, geographical areas, between adult and children's services or between the secure estate and the community.</p>	<p>Interviews (loss and change sub-theme) Stephenson (2006): impact of custody and care Hayden (2008): SEND codes of practice re. YPs in custody – LA must provide info re. assessments/EHCPs etc to YOT within 5 days of request so that this can be forwarded to secure establishment. YJB (2007): 'transition documents' were a model of good practice during KYPE evaluation. Still a need for better info sharing between custody and YOS YJB (2006): there is a lack of continuity between custody and the community Eccles et al (1993): decline in student engagement during transition to junior high school. Interviews: (Working with others sub-theme)</p>		
13.	<p>The YOS regularly monitors the educational progress of the young people through contact with providers.</p>	<p>Interviews: (monitoring sub-theme)</p>		

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14.	The YOS has a clear policy in place for a quick response when a young person ceases attending a provision or becomes NEET., which includes systems for education, training and employment providers to notify them if a placement breaks down or there are attendance difficulties.	Interviews: (attendance sub-theme) Interviews: (relationships sub-theme)		
PART 5: Specific help for vulnerable young people				
15.	The YOS delivers or has access to intervention to help young people to manage anxiety in relation to education.	Interviews: (young people as vulnerable sub-theme) Interviews: (Access to provision and services sub-theme)		
16.	The YOS has strategies in place to challenge the stigma young offenders may experience in the educational environment.	Interviews: (others responses to offending sub-theme) Stephenson (2006): schools which categorise YPs who behave poorly or have low attendance as deviant are ineffective Cooper, Sutherland and Roberts (2007): providers were reported as demonstrating negative attitudes toward the target group		

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17.	The YOS has systems in place to support young people with a statement of SEN or EHCP accessing appropriate provision whilst in custody.	SEND codes of practice (2014)		
PART 6: Good working relationships with others				
18.	Young people and parents/carers are regularly consulted in relation to education provision.	SEND codes of practice (2014) YJB (2006): more effective if tailored to interests of young people Stephenson (2006): involvement of parents/carers in YPs education a significant factor in strengthening attachment to school and learning (p. 174) Interviews: (Better work with others sub-theme)		
19.	The YOS has developed relationships with education, training and employment providers and has systems in place for communicating with them.	Interviews (relationships sub-theme) Cooper, Sutherland and Roberts (2007): good relationships were identified as key to success in relation to KYPE O'Carroll (2016): fractured relationships with schools theme		

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20.	The YOS supports parents/carers to reduce any barriers they may experience in relation to education.	<p>Interviews: (advocate and support sub-theme)</p> <p>Interviews: (family issues sub-theme)</p> <p>Interviews: (Better work with others sub-theme)</p> <p>Hayden (2008): a lack of family support was a barrier to the success of the project</p>		
21.	YOS staff are represented on multi-agency panels in relation to education.	<p>Interviews (working with others sub-theme)</p>		
22.	The YOS has a policy in place for the sharing of information, for example to support education providers in managing risk.	<p>Youth Justice Board (2008): Highlighted as an element of effective practice.</p> <p>Interviews: (others' responses to offending sub-theme)</p>		
23.	The YOS has established relationships with the Speech and Language Therapy service to support young people accessing the service.	<p>Interviews (Strengths: speech and language provision sub-theme)</p> <p>Bryan, Freer and Furlong (2007): 66-90% of young people in custody had below average language skills.</p> <p>Interviews: (Communication difficulties sub-theme)</p>		
24.	The YOS has established relationships with the Educational Psychology service to support young people accessing the service. YOS staff have direct access to an EP.	<p>Interviews (unmet and unidentified needs sub-theme)</p> <p>Wyton (2013) staff expressed they would value this.</p> <p>Interviews (EP on site sub-theme)</p>		

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PART 7: Staff who are skilled and have opportunities for development				
25.	YOS staff have a clear understanding of the role of Educational Psychologists.	Interviews (clarification of EP role sub-theme) Interviews: (Role of the EP sub-theme)		
26.	YOS staff and panel members have received training in relation to the types of Special Educational Needs which commonly affect young offenders.	Talbot (2010): only 23% of YOT staff reported there was a member of staff qualified in SEN. Wyton (2013): staff had little confidence in this area. YJB (2004) 43% of survey responses suggested education workers are unsatisfied with the training provided by the YOS (compared to 67% satisfied) Interviews: (Needs - 'expertise, understanding and advice sub-theme)		
27.	Systems are in place for key education providers to receive training in youth justice and how to meet the learning needs of young people who offend.	YJB (2006): many staff in secondary and further education lack sufficient knowledge in these areas.		

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