



Issue 14, December 2017

Youth Justice SEND Project

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Dear Colleagues

Seasonal greetings from the Youth Justice SEND delivery team!

We are nearing the end of our two-year contract with the DfE to secure better outcomes for children and young people with special education needs in the youth justice system. It has been an absolute privilege to work with front line professionals, civil servants, third sector providers and strategic leaders who share an unflagging commitment to some of the most troubled, damaged and vulnerable young people in our society.



Research over the last ten years is beginning to shine a light on the impact of trauma and neglect on life chances. It will not surprise you to learn that children and young people who have suffered multiple traumas in their early lives (sometimes called ACEs- Adverse Childhood Experiences) are twenty times more likely to be incarcerated at some point in their lives. Perhaps now is the time to review how we use and collect data, locally and across agencies, so that these children are identified quickly, and appropriate, targeted early interventions deployed... to save lives.

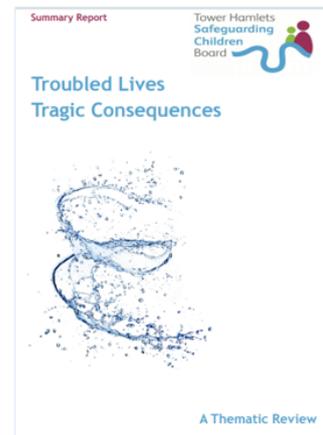
Understanding the impact of trauma and neglect

New Bubble Content

“...Children who suffer multiple adversity are at greatest risk of poor outcomes. This includes violent offending but it also includes a range of other poor outcomes including self-harming behaviours and suicide.

Research also indicates that it should be possible to identify such children; this has significant implications for assessments and thresholds for service access.”

Dr Alex Chard
Troubled Lives Tragic Consequences (Thematic
Serious Case Review for Tower Hamlets 2015)



We have produced a new Module Unit for The Bubble on **Understanding the Impact of Trauma and Neglect**.

The topics covered are:

- What is trauma?
- The impact of trauma
- The impact of environment on brain development: childhood stress effects future development
- Social and emotional neglect- the invisible wound
- The impact of multiple ACEs (Adverse Childhood Experiences)

The impact of trauma and neglect on life chances can be profound: when combined with special education needs, the impact can be catastrophic.

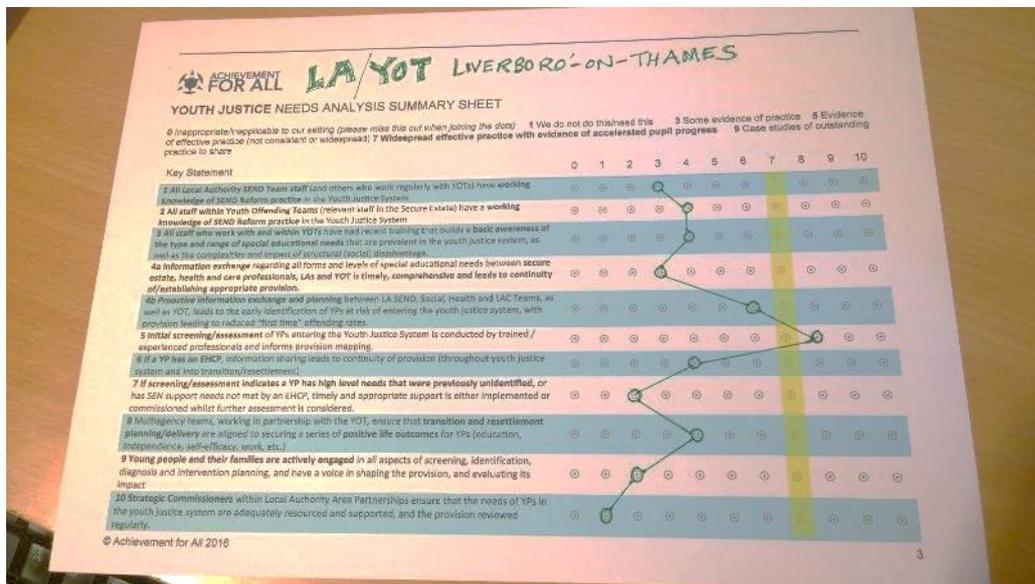
PLEASE LOG INTO THE BUBBLE AND REVIEW THIS NEW CONTENT. WE WOULD LOVE TO KNOW WHAT YOU THINK.

We aim to develop this section with a piece on the use of data to inform early intervention. This will be based on some research being conducted, as part of this project, by Manchester Metropolitan University in partnership with five Area Partnerships around the country (Cheshire East, Hackney, Nottingham City, Solihull and Salford), and informed by leading data and system analysts such as Dr Alex Chard, who was the author of “Troubled Lives-

Tragic Consequences” (see above) and who continues to work on “big data” systems and sense making with Local Authorities and Youth Offending Services.

If you have any suggestions to further improve any aspects of the Bubble, please contact the team: YouthJusticeSEND@afaeducation.org

The Quality Mark and Quality Lead Process Start assembling your evidence!



We are working with over fifty Area Partnerships, using the Ten Key Statement framework as a guide to system improvement. We would now like to know how you are doing!

Criteria for Quality Mark Award



- On re-evaluation of scores, and due to demonstrable improvement activity, a consistent “6” or “7” is scored across all Ten Key Statements
- It is accepted that, in the timeframe of the project, it would be hard to demonstrate tangible outcomes from improvement planning. However, individual anonymised case studies are welcomed as supporting evidence, or short witness testimonies from key professionals

Criteria for Quality Lead Award



- Ratings of “6s” and “7s” obtained in the majority of statement areas during initial benchmarking activity, backed up by additional evidence of effective practice and partnership working (such as first-time offending rates, reoffending rates, protocols in place, systems in place and operational, appropriate panels and forums active and functioning effectively, etc.)
- No statement scored below a “7” on re-evaluation
- At least two scores of “8” or higher, with a case study of effective practice submitted with each score of 8 or higher as part of the QL submission.

How submissions can be made

- In January 2018, all participating areas will have their benchmark data redistributed, with space to rescore the statements, and to add a commentary in support of any scores that have improved.
- In early February 2018, Local Area partnerships will be able to return the form, with supporting evidence and individual case studies

How submissions will be judged

- In late February-early March 2018, a panel consisting of Achievement for All and Association of Youth Offending Team Managers will meet to scrutinise the evidence
- In some cases, follow-up conversations and the submission of additional information will be requested. In other cases, a visit will be made by a member of the panel to verify the scoring
- Successful Area Partnerships will be informed by mid-March 2018
- Unsuccessful Area Partnerships will be given detailed feedback, encouraged to continue to improve practice, and resubmit at a later date

What happens if improvement planning has not been completed by March 2018?

If an area is unsuccessful in being awarded the Quality Mark on first submission, or improvement activity is still underway and yet to be completed, **the project team from Achievement for All and Association of Youth Offending Team Managers pledge to continue to support any area that participated in the original benchmarking process (however long it takes) and consider favourably any re-submission made after the funded contract finishes in March 2018.**

What happens if an area partnership wants to apply for a Quality Mark or Quality Lead, but did not participate in the original benchmarking process?

The project team are putting together a model process that will be sustainable after the contract ends. However, there will be a charge, as costs will need to be recovered.

Who can I contact to find out more?

Please email the project team: youthjusticesend@afaeducation.org

Consultation on the use of restraint and restrictive interventions

Department of Health and Department of Education have jointly commissioned new guidance reducing the need for restraint and restrictive intervention for children and young people with learning disabilities, autistic spectrum disorder and mental health difficulties. We are consulting on the draft which was produced for us by the Council for Disabled Children (CDC), until 24 January 2018.

This guidance replaces:

- *Guidance for Restrictive Physical Interventions: How to provide safe services for people with Learning Disabilities and Autistic Spectrum Disorder (2002, DfES and DH); and*
- *Guidance on the Use of Restrictive Physical Interventions for Pupils with Severe Behavioural Difficulties (2003, DfES and DH).*

We welcome your views by **24 January 2018**.

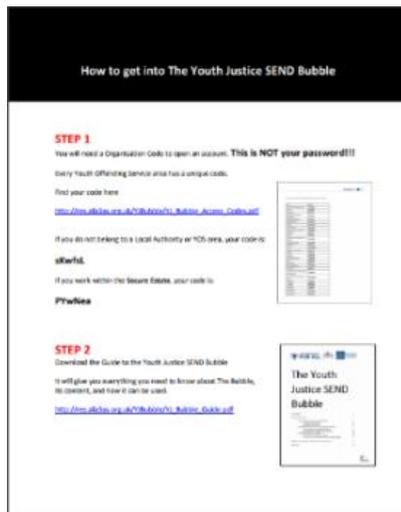
Here is a link to the consultation on gov.uk where you'll find the draft guidance <https://www.gov.uk/government/consultations/restraint-and-restrictive-intervention-draft-guidance>

NB this site then points to a further link where you can participate in the survey:<https://consultations.dh.gov.uk/dementia-and-disabilities/reducing-the-need-for-restraint/>

The new guidance applies to all health care commissioned by the NHS, children's homes and special schools and colleges. Please pass on this notice to colleagues and organisations who will have an interest. Please can local authorities pass this on to special schools within your area.

How to open a Bubble Account

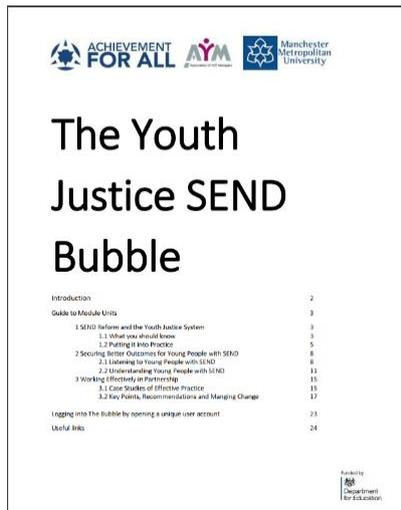
Download these simple instructions on how to open an account, with links to the individual codes for each Local Authority area in England.



<http://res.afa3as.org.uk/YJBubble/How to open a Bubble Account.pdf>

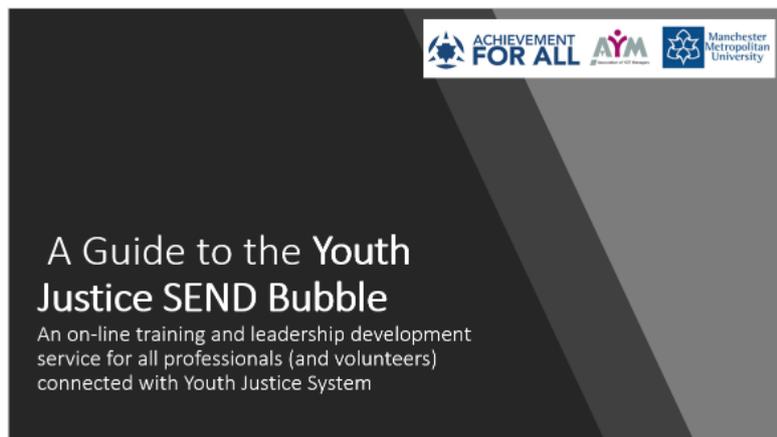
The Youth Justice SEND Bubble

A downloadable PDF document with a detailed description of the content of each Module and Module Unit, with suggestions how the content could be used:



http://res.afa3as.org.uk/YJBubble/YJ_Bubble_Guide.pdf

A Guide to the Youth Justice SEND Bubble



Similar information produced as a PowerPoint presentation, so that it can be used for local training and awareness raising events.

The PowerPoint also includes tips and hints about how best to navigate the new Bubble platform.

http://res.afa3as.org.uk/YJBubble/YJBubble_Guide_2017.pptx

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About the project: The Youth Justice SEND Project will help embed a culture-change around effective SEND joint working, transforming outcomes for young people with SEND who offend (or are at risk of doing so). **Our end goal, with your help, is to create a more supportive system facilitated by knowledgeable professionals who will identify and meet the needs of all children and young people, allowing more effective engagement and more positive long term outcomes.**

The Youth Justice SEND Project is funded by the Department for Education and delivered in partnership between Achievement for All, The Association of YOT Managers and Manchester Metropolitan University. For more information on the project, please [click here](#).

[Visit our website for more information and to link to the Resource Hub](#)



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