

Integrated Service Delivery in a Complex Operating Environment

Leeds Education Psychology Team

Key points:

- **Leeds Education Psychology Team service a complex youth justice environment: not only the local challenges of a multiply-deprived and disadvantaged urban community, but also supplying services to two Secure Estate settings (Wetherby and Adel Beck)**
- **A recent field visit observed a number of proactive city-wide innovations driven by**
 - Evidence-based research and awareness of emerging strategic issues
 - A clear vision for integrated service delivery
 - A desire to delegate resource and decision-making to powerful local area partnerships

Leeds Education Psychology Team- Integrated service delivery in a complex operating environment

A recent field visit to Leeds Education Psychology Team, kindly hosted by Val Waite, one of our Advisory Panel members, led to a wide-ranging and informative discussion that not only embraced their team's direct involvement in youth justice, but also how Leeds as a city has developed (and continues to develop) a strategy that is proactive; devolving resource, responsibility and accountability to powerful Area Inclusion Partnerships that could supply targeted provision in a way that reduces the likelihood of a child or young person entering the youth justice pathway in the first place.

Grateful thanks are extended to Val and her colleagues in Leeds for supplying a range of additional papers and brochures that have helped to illuminate this field report.

How the Education Psychology Team proactively manages change

There is a strong ethos within the team around use of evidence to drive change. And if the evidence is not readily available, then they go out and find it! Colleagues undertake research work and publish papers based on their findings. **Collaborative Action Research** is an important feature of any self-improving system, and the Education Psychology Team bring this concept into a vibrant reality!

Here is an example of how a changing strategic landscape is reviewed and considered within a local context and service requirement (Click on images to download papers).



**February 2016 Multi-Agency Reflection on Youth Custody:
A Summary Report for the Complex Needs Service**

Context:

1. In September 2016 Charlie Taylor was asked to lead a departmental review of the youth justice system for the Ministry of Justice. The review intended to examine evidence on what works to prevent youth crime and rehabilitate young offenders; how this is applied in practice; how the youth justice system can most effectively interact with wider services for children and young people; and whether the current delivery models and governance arrangements remain fit for purpose and achieve value for money.

Full report to be published July 2016, interim report February 2016.

2. The Prisoner's Education Trust (PET) were commissioned to explore 'Challenges and Solutions - Young People and Young Adults Learning in Custody and Through the Gate' through facilitating an academic symposium and research. This will contribute to the Charlie Taylor review.

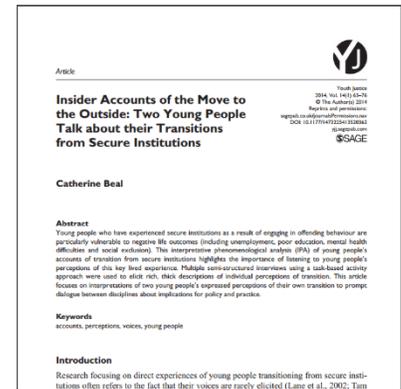
PET Summary to be accessible to EPT once complete.

3. In September 2015 the Educational Psychology Team re-aligned workloads and service delivery to ensure that statutory and core responsibilities were supported across the city. Involvement around young people within custody was maintained in line with the SEND Code of Practice (2014) including psychological advice for EHC Plans, as requested. Additional support previously offered (see Educational Psychologists working with Wetherby YOI, Adel Beck Secure Children's Centre and the Youth Offending Service 2012-2015) was not provided from central capacity. Youth Offending was named as a focus area within which Catherine Boul's role was to begin to support the EPT's work in this area by:

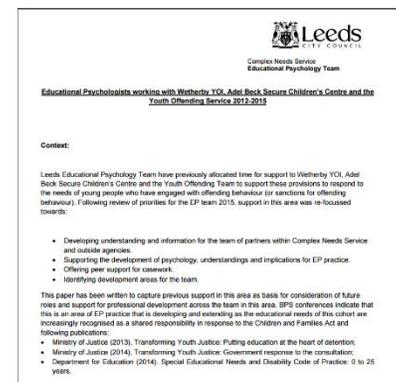
- Developing understanding and information for the team of partners within Complex needs Service and outside agencies;
- Supporting the development of psychology, understandings and implications for EP practice;
- Offering peer support for casework;
- Identifying development areas for the team.

These strategic considerations are informed by field research. In this example, local EP Catherine Beale investigates a young person’s perceptions of transition out of the secure estate by conducting interviews with two local young people.

The findings were published in Youth Justice 2014, Vol. 14(1) 63–76. Research work like this have a direct bearing on delivery of frontline services. For example, the paper highlights the need, not because it is SEND Reform Policy, but because it is good practice, to reach out to a young person and enable/empower them to articulate their own experiences, and explore the significance that they attribute to their experiences, to support them develop and create a new and different alternative identity (in this paper, Jason as a joiner, Harry as “educated”) in order to desist from offending behaviour. It may seem obvious, but at times of critical considerations around deployment of meagre local resources, work of this nature can provide vital evidence to hold on to or further develop effective practice.



Collaborative Action Research then informs the strategic and operational deployment (in this case) of the Education Psychology Team. They serve a complex environment, which includes Wetherby Young Offenders Institution and Adel Beck Secure Children’s Centre.



The Appendices to this report in themselves are an excellent source of effective practice guidance, in terms of:

- **Visioning the role of EPs** (Appendix A)
- Exploring the potential of **Peer Supervision** within Youth Offending Teams (Appendix B)
- The development of individualised target setting frameworks (**GOAL setting**) to drive behaviour change, desistance and motivation for young people at Wetherby with complex needs (Appendix C)

City-wide Development of Localised Proactive and Preventative Provision

SEND Support services in Leeds appear to be designed bottom-up rather than top-down.

Clusters are the locality-based, multi-disciplinary and multi-agency structure for delivering targeted early help services to children and young people (CYP) and their families where the universal offer is not sufficient to meet their needs. Clusters are locality-based and there are 25 in Leeds. Clusters are supported by **5 Area Inclusion Partnerships (AIPs)** who provide a link to the local authority’s children’s services to support consistency and strategic governance and accountability. **The Leeds Youth Offending Team is represented within these partnerships.**

Cluster support serves CYP aged 0-19 (or 0-25 where a CYP with complex needs and an Education, Health and Care Plan remains in education) who have SEND needs of any kind and who need additional targeted early help services to supplement support within universal settings and, in some cases, to prevent the need for involvement from specialist services.

Within the current National climate of Alternative Provision the possibilities of AIPs registering their provisions or indeed applying to be a free school are being explored.

Social Emotional and Mental Health- How Leeds is Getting Rid of the “Behaviour” Label

The Leeds local offer is constantly being reviewed and developed, and the old terminology (which led invariably to labelling and stigmatisation) such as ‘bad behaviour’, ‘behaviour support’ ‘social, emotional and behavioural difficulties’ etc. has been replaced with a focus instead on social emotional and mental health. The SEN Code of Practice 2015 reflects this shift in thinking as well, to point out that sometimes feelings and behaviours in children and young people are linked to their ‘social’ life: what’s going on in their family, with their friends, and in their community. Professionals in Leeds talk about overcoming **“structural disadvantage”** (the complex needs that are generated when SEND, mental health and wellbeing, and socialised disadvantage and deprivation collide).

Previously, the SEN Code referred to ‘social, emotional and behavioural difficulties’. However it has been revised in 2015 and now uses the term ‘social, emotional and mental health needs’. **This is to encourage professionals not to focus on symptoms: challenging, disruptive, disturbing, or distressing feelings and/or behaviours— but instead to assess underlying needs and address them.**

One minute guide
Cluster working

No. 13 November 2013

What are clusters?
In a city the size of Leeds, it would be unmanageable to run all of our services on a city-wide basis. In Children’s Services, we have responded to this challenge by organising our services across twenty-five local clusters.

Clusters were initially organised around universal services such as schools and children’s centres, and have developed in recent years to incorporate the range of services available to families in each local area. Cluster working arrangements are designed to ensure that families are offered the right intervention at the right time, as early as possible in the life of a problem, to prevent issues escalating which may result in poor outcomes for the family.

How do cluster arrangements work?
Clusters bring together managers from a range of universal, targeted and specialist children’s services in each local area, including schools, children’s centres, police, social work, the third sector, elected members and some relevant services for adults, such as housing. The configuration will vary in each cluster, depending on the services available and the needs of families in the local area.

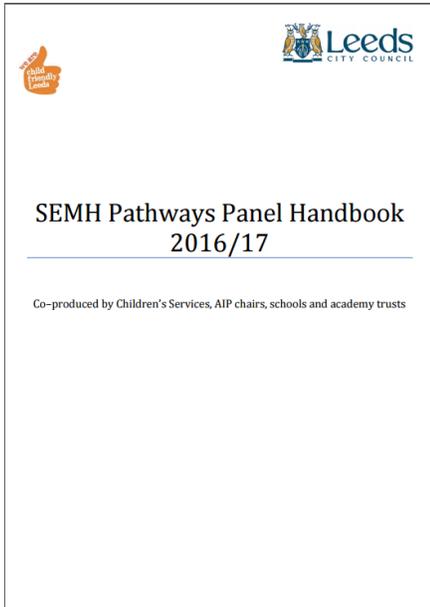
Each cluster has a Targeted Services Leader (TSL), whose role is to promote and monitor effective integrated working. Again, the exact nature of the work of the TSL will vary between clusters, with some clusters employing their own and some TSLs being appointed by the local authority.

Services in Leeds to support children and young people’s social, emotional and mental health and wellbeing

Guide for practitioners at September 2016

A clear three wave strategy (from “universal services” in schools and the community, leading to “targeted services” in terms of cluster provision and family support services, then on to “specialist services” to address complex needs) underpins the provision model. Confidence in the Area Inclusion Partnership model extends to the delegation of high needs funding to these groups.

SEMH Panels conduct the day-to-day activity within Area Inclusion Partnerships. SEMH Panels may well consider young people as “exceptional cases” where things have suddenly escalated involving youth justice or release from custody.



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