

An evaluation of the provision for young people with SEND within Youth Justice Teams in England

Introduction

In May 2016, the DfE commissioned a partnership consisting of Achievement for All, the Association of YOT Managers and Manchester Metropolitan University to undertake research on the level of provision of services for young people in the youth justice system who have special educational needs and disabilities (SEND*). The research, of which this survey is a part, also includes working with young people and their families with SEND - both in the secure estate and within Youth Justice Teams - and the establishment of a nation-wide learning community for professionals in the secure estate and wider youth justice system around SEND provision. The purpose of this survey is to collect information about the existing provision for young people with SEND within Youth Justice Teams in England. It is being sent to all Youth Justice Teams in England, and is open for completion by heads of service, operational managers, operational staff and youth justice educational specialists. We are interested in both young people with an Education and Health Care (EHC) plan, and those without an EHC plan, but who are identified as having SEND by a member of the youth justice service. Your responses to the survey will be kept completely confidential. Only the researchers at MMU will see your survey responses. The whole survey is also completely anonymous so no one will be able to identify you from your responses. Your participation in the survey is completely voluntary: you are free to stop at any time. However, we would really appreciate it if you could complete the survey. It will only take 15 to 20 minutes of your time, and the findings will be used to make recommendations to inform the future provision of SEND services in the youth justice system. If you have any questions about the survey, or the research project itself, please contact: Dr Hannah Smithson (Project Manager, MMU): Tel 0161 247 3442 or e-mail h.i.smithson@mmu.ac.uk

* For example: moderate learning disabilities; severe learning disabilities; dyslexia; autism spectrum disorder; speech, language and communication difficulties; mental health problems; dyspraxia; ADHD; and physical disability.

Consent

I understand why the research is being done

Yes

I understand that my responses will be anonymous and treated confidentially

Yes

I understand that I am free to withdraw at any time

Yes

I agree to participate in this survey

Yes

Section 1: Background

What is the name of your team/service?

What is your current role in the team/service?

How long have you worked in this role (in years)?

Section 2: Scale of the issue

How much do you agree/disagree with the following statements

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Young people with EHC plans make up a significant proportion of the young people with whom I work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Young people without EHC plans but who may have SEND make up a significant proportion of the young people with whom I work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Have you worked with any young people with EHC plans in the last 12 months?

- Yes
- No
- Don't know

If No Is Selected, Then Skip To Section 4: Identification of SEND wit...If Don't know Is Selected, Then Skip To Section 4: Identification of SEND wit...

If yes, approximately how many were of school age (i.e. up to the age 16)?

If yes, approximately how many were over 16?

Section 3: Type of SEND for those with an ECH plan

What areas of SEND are represented in EHC plans for young people your team is working with? (please tick all that apply)

- Moderate learning difficulties
- Severe learning difficulties
- Speech, language and communication difficulties
- Mental health problems
- Dyslexia
- Dyspraxia
- Autism spectrum disorders
- ADHD
- Physical disabilities
- Other (please describe) _____

How much do you agree/disagree with the following statements

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Moderate learning difficulties make up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Severe learning difficulties make up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speech, language and communication difficulties make up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mental health problems make up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Dyslexia makes up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dyspraxia makes up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autism spectrum disorders make up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ADHD makes up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical disabilities make up a significant proportion of the type of SEND young people with an EHC plan present with in your team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you request information from local authority children's services about individual EHC plans when a young person first comes in to contact with your team?

- Yes
- No
- Don't know

If No Is Selected, Then Skip To Section 4: Identification of SEND wit...If Don't know Is Selected, Then Skip To Section 4: Identification of SEND wit...

If yes, do you receive the information you request?

- Yes
- No
- Don't know

Answer If If yes, do you receive the information you request? Yes Is Selected

If yes, please comment on the quality of the information, who the information comes from, and its timeliness

Section 4: Identification of SEND without an ECH plan

Have you identified any young people in the last 12 months as having SEND who did not have an EHC plan?

- Yes
- No
- Don't know

If No Is Selected, Then Skip To Section 5: Specialist provision of SE...If Don't know Is Selected, Then Skip To Section 5: Specialist provision of SE...

If yes, approximately how many were of school age (i.e. up to the age 16)?

If yes, approximately how many were over 16?

Do you use any screening/assessment tools or other procedures to identify whether a young person without an EHC plan has, or may have, SEND?

- Yes
- No
- Don't know

Answer If Do you use any screening/assessment tools or other procedures to identify whether a young person... Yes Is Selected

If yes, please describe the tools and/or procedures

How do you record the identification of SEND if a young person presents without an EHC plan (e.g. do you record the identification on Asset/Asset Plus, or somewhere else)?

How much do you agree/disagree with the following statement

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Asset/Asset Plus is useful in identifying whether or not a young person without an EHC plan might have SEND	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Do you personally feel sufficiently qualified to identify whether a young person may have SEND and to request an assessment from the local authority?

- Yes
- No
- Don't know

Have you received any formal training to help identify a young person without an EHC plan as having SEND?

- Yes
- No
- Don't know

Answer If Have you received any formal training to help identify a young person without an EHC Plan as having SEND? Yes Is Selected

If yes, please describe

What types of further training would you consider helpful for your team to improve services for young offenders who may have SEND?

Do you request information from children's services about young people without an EHC Plan who have, or may have, SEND when they first come into contact with your team?

- Yes
- No
- Don't know

If No Is Selected, Then Skip To Does your team have a process in plac...If Don't know Is Selected, Then Skip To Does your team have a process in plac...

If yes, do you receive the information you request?

- Yes
- No
- Don't know

Answer If If yes, do you receive the information you request? Yes Is Selected

If yes, please comment on the quality of the information, who the information comes from, and its timeliness

Does your team have a process in place once a young person without an EHC plan is identified as having SEND?

- Yes
- No
- Don't know

Answer If Does your team have a process in place once a young person without an EHC plan is identified as having SEND? <?xml:namespace prefix = o ns = "urn:schemas-microsoft-com:office:office" /><o:p></o:p> Yes Is Selected

If yes, please describe below what the process is

Has your team brought any young people to the attention of a local authority on the grounds that they may have SEND?

- Yes
- No

Section 5: Specialist provision of SEND services

Do you have access to Speech, Language and Communication Therapy provision?

- Yes
- No
- Don't know

Answer If Do you have access to Speech, Language and Communication Therapy provision? Yes Is Selected

If yes, please describe the provision (e.g. who provides it, where is it provided, waiting times)

Answer If If yes, is this available to post 16s? Yes Is Selected

If yes, is this available to post 16s?

- Yes
- No
- Don't know

Do you have access to an educational psychologist?

- Yes
- No
- Don't know

Answer If Do you have access to an educational psychologist? Yes Is Selected

If yes, please describe the provision (e.g. who provides it, where is it provided, waiting times)

Answer If Do you have access to an educational psychologist? Yes Is Selected

If yes, is this available to post 16s?

- Yes
- No
- Don't know

Do you have access to CAMHS?

- Yes
- No
- Don't know

Answer If Do you have access to CAMHS? Yes Is Selected

If yes, please describe the provision (e.g. where is it provided, waiting times)

Answer If Do you have access to CAMHS? Yes Is Selected

If yes, is this available to post 16s?

- Yes
- No
- Don't know

Do you have access to any other specialist staff or service provision?

- Yes
- No
- Don't know

Answer If Do you have access to any other specialist staff or service provision? Yes Is Selected

If yes, please describe the provision (e.g. what is the provision, who provides it, where is it provided, waiting times)

Answer If Do you have access to any other specialist staff or service provision? Yes Is Selected

If yes, is this available to post 16s?

- Yes
- No
- Don't know

Please describe your team's referral procedures into specialist provision

Where does funding for the provision come from (e.g. general central funds or an outside source)?

Does the specialist provision you provide differ for those young people identified as having SEND by yourself (i.e. those young people without an EHC plan) compared with young people with an EHC plan?

- Yes
- No
- Don't know

Answer If Does the specialist provision you provide differ for those young people identified as having SEND by yourself (i.e. those young people without an EHC Plan) compared with young people with an EHC Plan? Yes Is Selected

If yes, please explain how it differs

How much do you agree/disagree with the following statements: "I have the skills and expertise, or ready access to them, to identify and support the needs of young people ..."

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
... with moderate learning difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with severe learning difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with speech, language and communication difficulties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with mental health problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with dyslexia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with dyspraxia	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with autism spectrum disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with ADHD	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with physical disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... with SEND	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 6: Adapted provision and interventions

Are changes made to existing interventions to support the participation of young people with an EHC plan?

- Yes
- No
- Don't know
- Not applicable (have not worked with any young people with EHC plans)

Answer If Are changes made to existing interventions to support the participation of young people with an EHC plan? Yes Is Selected

If yes, do you make any changes to the following interventions for young people with an EHC plan, and for what type of SEND?

	Yes (please describe for what type of SEND in the relevant box)	No
Offending behaviour work	<input type="radio"/>	<input type="radio"/>
Victim awareness	<input type="radio"/>	<input type="radio"/>
Restorative justice	<input type="radio"/>	<input type="radio"/>
Substance misuse	<input type="radio"/>	<input type="radio"/>
Positive activities	<input type="radio"/>	<input type="radio"/>
Education	<input type="radio"/>	<input type="radio"/>
Family Work	<input type="radio"/>	<input type="radio"/>

Are changes made to interventions to support the participation of young people without an EHC plan but who have been identified as having SEND?

- Yes
- No
- Don't know
- Not applicable (have not worked with any young people without EHC plans)

Answer If Are changes made to interventions to support the participation of young people without an EHC plan but who have been identified as having SEND? Yes Is Selected

If yes, do you make any changes to the following interventions for young people without an EHC plan, and for what type of SEND?

	Yes (please describe for what type of SEND in the relevant box)	No
Offending behaviour work	<input type="radio"/>	<input type="radio"/>
Victim awareness	<input type="radio"/>	<input type="radio"/>
Restorative justice	<input type="radio"/>	<input type="radio"/>
Substance misuse	<input type="radio"/>	<input type="radio"/>
Positive activities	<input type="radio"/>	<input type="radio"/>
Education	<input type="radio"/>	<input type="radio"/>
Family Work	<input type="radio"/>	<input type="radio"/>

Section 7: Children and Families Act 2014

Has the introduction of the Children and Families Act 2014 and the EHC plan changed your working practices with young people who have SEND?

- Yes
- No
- Don't know

Answer If Has the introduction of the Children and Families Act 2014 and the EHC Plan changed your working practices with young people who have SEND? Yes Is Selected

If yes, please explain how (e.g. has it improved co-operation between local authorities and health services and your team? Has it led to more provision?)

What training has your team had on the impact of the statutory guidance on their role in relation to young offenders who may have SEND?

Approximately how many young people and their carers/parents whom your team have worked with over the past 12 months have made use of their right to a personal budget as part of their EHC plan?

Section 8: Asset Plus

Is your team currently using Asset Plus?

- Yes
- No
- Don't know

If No Is Selected, Then Skip To Section 9: Final comments
If Don't know Is Selected, Then Skip To Section 9: Final comments

Do you think that Asset Plus is more useful than Asset in identifying the possibility that a young person might have SEND?

- Yes
- No
- Don't know

Answer If Do you think that Asset Plus is more useful than Asset in identifying the possibility that a young person might have SEND? Yes Is Selected

If yes, in what way?

Has Asset Plus changed the way in which you identify the needs of young people with SEND?

- Yes
- No
- Don't know

Answer If Has Asset Plus changed the way in which you identify the needs of young people with SEND? Yes Is Selected

If yes, please describe how?

Has Asset Plus changed the way in which young people with SEND are referred to appropriate provision?

- Yes
- No
- Don't know

Answer If Has Asset Plus changed the way in which young people with SEND are referred to appropriate provision? Yes Is Selected

If yes, please describe how?

Section 9: Final comments

If there are any other things you think we should know about service provision for SEND in your team, please provide details below