



## Youth Justice SEND project Tools Sharing Effective Practice

Through May-July 2017 nearly 40 Local Area Partnerships (Youth Offending Teams and their Local Authority SEND Teams) participated in benchmarking activity to rate their current practice against Ten Key Statements.

This data has been processed, and examples of effective practice have been collated. Extracts from some of the contributing Area Teams have been included here, as well as links to other resources. This document can be used to trigger thinking and create possibilities for local change plans.

Many thanks are extended to colleagues who have offered documentation, ideas and examples of how they do things.

Please do not hesitate to get in touch if you have something to share with the network.

Thank you on behalf of the Project Team.

**PLEASE NOTE- Hyperlinks appear in vivid pink.**

**a) If you have a YJ SEND Bubble Account, open it and keep it open in a browser window**

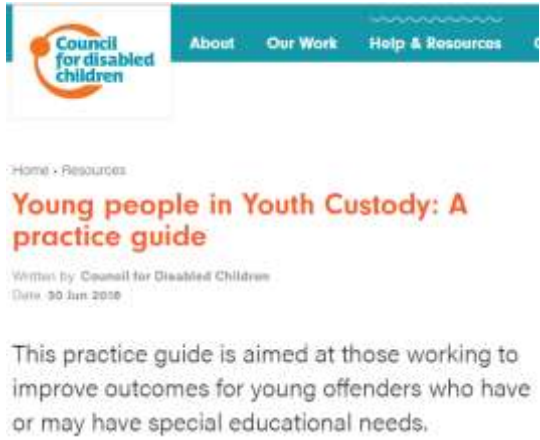
**b) If you read this PDF document on-line, click on a YJSEND Bubble Module Link, and you will be automatically re-directed to this resource**

Don't forget the Case Study Map of effective practice either (CLICK on image to open)

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## Resources, ideas and examples of effective practice

| Key Statement  | Questions to prompt reflection, and examples gathered from interviews, field visits and benchmarking exercises  |
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| <p><b>1. All Local Authority SEND Team staff, health and social care workers (and others who work regularly with YOTs) have <b>working knowledge of SEND Reform practice</b> in the Youth Justice System</b></p> | <ul style="list-style-type: none"> <li>• <b>When did teams last have specific training / information on SEND Reform Practice in the Youth Justice System?</b></li> <li>• Are responsibilities and “duty to cooperate” principles and practice outlined in job descriptions, operating procedures and accountability frameworks?</li> <li>• What evidence is there that the training has had an impact on better outcomes for CYPs with SEND?</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>WILTSHIRE HILLINGDON BRISTOL</b> (sample): Considering using <b>YJSEND Bubble Module Unit 1.2</b> as basis for staff awareness raising and professional development (in particular <b>Discussion and Reflective Activity 1.2.3</b>)</p> <p><b>STOCKTON-ON-TEES</b> (Notes from benchmarking):<br/> <i>“LSC (post-16)-experienced LA SEND Manager. Work closely with YOT Manager. When SEND Reforms came in, internal processes set up. EHCP Link person passes on information. High Needs Funding Panel (YOT attends); LAC Panel Meeting (both LA SEND and YOT sit on it). Capita 1 data system used by both teams.”</i></p> <p><b>EXAMPLE PROTOCOLS can be found in 4a</b></p> <p><b>COUNCIL FOR DISABLED CHILDREN RESOURCE WEBSITE</b><br/>         CDC (Council for Disabled Children) have produced a comprehensive set of guidance resources to support system improvement.</p> <p>CLICK ON IMAGE or:<br/> <a href="https://councilfordisabledchildren.org.uk/help-resources/resources/young-people-youth-custody-practice-guide">https://councilfordisabledchildren.org.uk/help-resources/resources/young-people-youth-custody-practice-guide</a></p>  |

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| <p><b>2. All staff within Youth Offending Teams have a working knowledge of SEND Reform practice in the Youth Justice System</b></p> | <ul style="list-style-type: none"> <li>• <b>When did teams last have specific training /information on SEND Reform Practice in the Youth Justice System?</b></li> <li>• Are responsibilities and “duty to cooperate” principles and practice outlined in job descriptions, operating procedures and accountability frameworks?</li> <li>• What evidence is there that the training has had an impact on better outcomes for CYPs with SEND?</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>BRENT BUCKS HACKNEY</b> (sample): Considering using <b>YJSEND Bubble Module Unit 1.1</b> and <b>1.2</b> as basis for staff development and training</p> <p><b>COUNTY DURHAM</b> (Notes from benchmarking):<br/> <i>“Training still on-going, but builds on good practice: YJSEND Bubble training has begun- corporate director has developed in e-learning package on SEN- mandatory for all staff (including Heads of Service) to complete by July 17”</i></p> <p><b>WARWICKSHIRE</b> (Notes from benchmarking):<br/> <i>“In-house Ed Psych provision has led training. Health practitioners also in the team- also deliver training. The degree of knowledge will depend on role within the YOT. Managers will have working relationships with LA SEND Team, health, social and housing teams, as well as secure estate. Case workers will understand EHCPs, SEN support and other key aspects of the recent SEND Reforms as applied to the various stages within the youth justice system, from charging through to community disposals, secure estate placements, transition and resettlement planning and implementation, etc.”</i></p> <p><b>ST HELENS</b> (Notes from benchmarking):<br/> <i>“All YJS staff have at least a basic working knowledge of SEN (including SEND reform) issues and have access to a specialist education worker (seconded Education Welfare Officer), a link NEET Connexions Worker and an Operational Manager who all have additional specialist knowledge of SEND reforms. SEN issues are covered in regular practice development sessions and discussed within team meetings as well as individual case issues discussed in 1-1 supervisions using a reflective practice approach...”</i></p> |

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| <p><b>3. All staff who work with and within YOTs have had recent training that builds a basic awareness of the type and range of special educational needs</b> that are prevalent in the youth justice system, as well as the complexities and impact of structural (social) disadvantage</p> | <p>When did teams last have specific training /awareness raising workshops on:</p> <p><b>3a</b> Neuro-Developmental Disorders (Autism and Autistic Spectrum Disorders... to also include specific learning difficulties such as poor working memory, slow processing speeds, etc.) ABI (Acquired Brain Injury)</p> <p><b>3b</b> Dyslexia and Dyspraxia (to include related needs)</p> <p><b>3c</b> ADHD and ODD</p> <p><b>3d</b> SLCN</p> <p><b>3e</b> Mental Health and Wellbeing (to include trauma, symptoms, attachment disorder)</p> <p><b>3f</b> Impact of structural disadvantage</p> <p>How has practice and procedures changed in light of this knowledge and awareness? How do you know?</p> <p><b>Examples of effective practice</b></p> <p>Consider using <b>YJSEND Bubble Module Unit 2.1</b> and <b>Module Unit 2.2</b> as basis for staff development and training. Module Unit 2.2 contains information that has been created with the help of specialist partners. The Module Unit covers a lot of ground, and is designed to be an “always there” touchstone to support professional learning.</p> <p><b>YJSEND Bubble Module Unit 3.1 Activity 3.1.1 Meeting the needs of young people with SEN through consistent professional practice</b> An array of small steps any team can take to improve the quality of their “universal offer” to all children and young people</p> <p><b>MILTON KEYNES The importance of SLCN (Speech Language and Communication Needs) Awareness and Provision in the Youth Justice System</b></p> <p><b>NOTTINGHAM CITY</b> (Notes from benchmarking):<br/> <i>“RCSLT (Royal College of Speech and Language Therapists) training has taken place. Mandatory training on Communicating with YPs. Specific 2-day training around ASSET+. Continued training in place. Training to use other screening tools alongside ASSET+. Strong CAMHS and Nursing support. Good case management approach- specialists on hand to support case workers.”</i></p> <p><b>COUNTY DURHAM</b> (Notes from benchmarking):<br/> <i>“Training on-going (dyslexia, SLCN, ADHD, Traumatic brain injury, CAHMS, attachment disorders, bereavement, etc.). Plus we run SLCN outreach programmes for volunteers trained magistrates trained too. Commissioned also to train Police Officers and restorative action hubs (for adults).”</i></p> |

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| <p><b>4a. Information exchange</b> regarding all forms and levels of special educational needs between <b>secure estate, health and care professionals, LAs and YOT</b> is <b>timely, comprehensive and leads to continuity of/establishing appropriate provision.</b></p> | <ul style="list-style-type: none"> <li>• <b>Are there local quality standards</b> (e.g. 5-day deadlines for information exchange)? How are they monitored and reviewed?</li> <li>• When were protocols and practice that underpin “duty to cooperate” last reviewed? Who participated in that review? What was the outcome of any review, and how was process and practice changed in line with SEND Reforms within youth justice system?</li> <li>• How is the effectiveness of youth justice protocols processes and joint working practice monitored and measured? How is this data reported, and to whom?</li> </ul> <p><b>Examples of effective practice</b><br/> <b>ISLINGTON Effective Practice Audit Tool</b> and <b>Audit Tool- Supporting Information</b></p> <p><b>Example Protocols</b><br/> <b>BROMLEY Working Together Protocol</b><br/> <b>STOCKTON-ON-TEES Young Person in Custody with SEN Protocol</b><br/> <b>LANCASHIRE Local Authority Responsibilities and Protocols</b></p> <p><b>STAFFORDSHIRE</b> (Notes from benchmarking):<br/> <i>“Evidence of good sharing of information. Working really hard to break down some cultural barriers. Already on the road to data integration (Capita1 system- attempting to link NHS data, police data, education data... close to achieving this goal).”</i></p> <p><b>ST HELENS</b> (Notes from benchmarking):<br/> <i>“EWO (Education Welfare Officer) is our link person- can access Education info; if EHCP exists, papers transferred (within 24hrs); p/t nurse access to health records; we don't have a high custody population; but post-custody review of every case is led senior manager to assess quality of processes.”</i></p> <p><b>BRENT</b> (Notes from benchmarking):<br/> <i>“v good relationships btwn LA SEND and YOT. We transfer info to secure estate (remand or custody) as soon as poss (internally within 24 hrs, then within 5 days to Youth Secure Estate).”</i></p> <p><b>The project team hope to release an additional paper on data sharing and data integration in Spring 2018</b></p> |

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| <p><b>4b. Proactive information exchange and planning</b> between LA SEND, Social, Health and LAC Teams, as well as YOT, leads to the early identification of YPs at risk of entering the youth justice system, with provision leading to reduced “first time” offending rates</p> | <ul style="list-style-type: none"> <li>• <b>What opportunities exist to support early identification and intervention work across multiagency teams?</b> How does this link up with initiatives such as “Troubled Families” “Fair Access Panels” or “Looked After Children” services?</li> <li>• What proactive work are you doing already?</li> <li>• What metrics can be used to measure the impact of proactive work (reduced numbers of community disposals, reduced frequency of first time entrants to youth justice pathway, etc.)</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>LEEDS</b> City-wide development of localised proactive and preventative provision (Page 3) High Needs funding delegated to four Area Inclusion Partnerships- YOT active in all Partnerships</p> <p><b>GREENWICH</b> Co-location and YOS role in Early Intervention YOT active within fortnightly Fair Access Panel Meetings</p> <p><b>REDBRIDGE</b> (Notes from benchmarking activity)<br/> <i>“YOT Manager and SEND Manager attend LA exclusion panel. A 4 wk YOT-managed programme is in place to support school working with CYP to avoid PEX (Permanent Exclusion). There is also a really good managed move system (YOT and SEND Team support this). Very good relationships between schools, PRU, SEND and YOT. Proactive Behaviour and Attendance Team- A sub-group has just been set up to share good practice on behaviour and attendance management.”</i></p> <p><b>COUNTY DURHAM</b> (Notes from benchmarking activity)<br/> <i>“Significant reduction in first time offenders- YOT plays key role (recent visit from Charlie Taylor acknowledged their strengths); fully integrated OCDs (Out of Court Disposals)- assessment and provision... resources put in immediately based on needs and risk of reoffence. <b>From September 2017, Looking to screen all fixed term exclusions for SEN (this has come out of Health Needs Assessment developments, conducted by OneDurham)</b>”</i></p> |

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| <p><b>5. Initial screening/assessment</b> of YPs entering the Youth Justice System is conducted by trained / experienced professionals and informs provision mapping.</p> | <ul style="list-style-type: none"> <li>• How <i>responsive</i> are current arrangements for initial screening and assessment (what are the average timescales from first notification to completion of screening and assessment)?</li> <li>• Do practitioners/services need to be “commissioned in” (SaLT, CAHMs, Ed Psych, etc.) or are individuals co-located within the YOT?</li> <li>• How is ASSET+ impacting on initial screening and assessment?</li> <li>• How effective are the local processes for implementing provision once needs have been identified (strengths and weaknesses)?</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>HACKNEY Co-location of Speech and Language Therapists within a Youth Offending Team</b> plus exemplar resources</p> <p><b>ISLINGTON Impact of seconded Speech and Language Therapist</b> (Page 3) plus exemplar resources</p> <p><b>NORTH YORKSHIRE Study into the prevalence of vulnerable young people who come into contact with YOS.</b> The findings suggest that the prevalence is much higher than national data matching statistics might indicate.</p> <p><b>HACKNEY</b> (Notes from benchmarking):<br/> <i>“Very good team attitude to reaching out to challenging and vulnerable YP (“Failure to engage is as much our responsibility as the YP”)</i></p> <p><b>SOUTHWARK</b> (Notes from benchmarking):<br/> <i>Specialist screening at the YOS working well which includes education and CAMHS. Use this to check SEND and feed into YOS Order early in process. SALT screenings also taking place separately. Working on recording low level SEND on Capita1 database. SALT, CAMHS, SMU co-located within YOS. ASSETPLUS recently rolled out within YOS – consideration around ensuring screening information transferred to ASSETPLUS. Intervention plans consistently address health, ETE, SEND issues – and progress is monitored and reviewed.</i></p> <p><b>See Case Study Map / ASSET Plus Developments for more information on use of ASSET+</b></p> |

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| <p><b>6. If a YP has an EHCP, information sharing leads to continuity of provision (throughout youth justice system and into transition/resettlement)</b></p> | <ul style="list-style-type: none"> <li>• Have relationships been established/brokered with key individuals within the Secure Estate, Local Authority SEND Managers and YOT Case Workers?</li> <li>• Are lines of responsibility and QA (Quality Assurance) standards clear within local protocol documents for information transfer, monitoring and review?</li> <li>• Are the challenges that the Secure Estate face when attempting to manage multiple EHCP frameworks from multiple LAs fully appreciated and understood, and efforts made to accommodate these challenges?</li> <li>• How are EHCPs managed post-custody, post-16, 16-19, 16-25?</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>YJSEND Bubble Module Unit 1.2 Discussion and Reflective Activity 1.2.3</b> presents models of effective working that were developed by Sheffield Futures as part of an earlier related project.</p> <p>CLICK ON IMAGE TO ACCESS FULL REPORT or</p> <p><a href="http://www.sheffieldfutures.org.uk/wp-content/uploads/2016/09/SEND-Final-Report-small.pdf">http://www.sheffieldfutures.org.uk/wp-content/uploads/2016/09/SEND-Final-Report-small.pdf</a></p> <div style="border: 1px solid #e91e63; padding: 10px; margin-top: 10px;"> <p style="text-align: center;"><b>Model A</b><br/><b>Young person in custody with EHCP or identified SEND</b></p> <ol style="list-style-type: none"> <li>1. The local authority SEND team should be notified by the YOT of all young people sent to custody, remand or sentenced. The YOT case manager should remain the key point of contact between the secure estate and relevant agencies.</li> <li>2. If SEND is known, the YOT should request a copy of SEN history, including, if there is one, a copy of the EHCP from the LA SEND department (if there is no copy on file and one is not received within 5 working days of notification).</li> <li>3. The YOT should send relevant education information to the secure estate via secure email.</li> <li>4. The case manager should invite the LA SEND team to the 10 day remand / Detention and Training Order planning meeting and also inform them of all possible release dates. The sentence plan should be shared securely with LA SEND team to enable them to monitor progress if they are unable to attend at meetings.</li> <li>5. The YOT and the secure estate should facilitate monitoring meetings; this can be part of planning meetings. They should invite the LA SEND team to all planning meetings, especially the resettlement and risk panel meetings.</li> <li>6. Prior to release, the case manager / education officer / resettlement officer should identify a possible education destination and the young person's work area of interest using resources from the SEND custody project.</li> <li>7. On release, the LA SEND team should arrange community reviews for appraisal of the EHCP and to ensure the plan is appropriate.</li> </ol> </div> |



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| <p><b>7. If screening/assessment indicates a YP has high level needs that were previously unidentified, or has SEN support needs not met by an EHCP, timely and appropriate support is either implemented or commissioned whilst further assessment is considered.</b></p> | <ul style="list-style-type: none"> <li>• How aware are staff of the critical interplay between SEN, mental and physical health needs and the impact of structural disadvantage on some young people in the Youth Justice System (understanding and awareness of <b>complex needs</b>)?</li> <li>• Can YOTs access <b>High Needs Funding</b> directly if necessary or required? How can local funding follow the child?</li> <li>• What are local arrangements to support Children and Young People entering (or about to enter) the Youth Justice System when complex needs have only just been identified/assessed/understood by the YOT processes rather than through standard mainstream or specialist school provision?</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>YJSEND Bubble Module Unit 1.2 Discussion and Reflective Activity 1.2.3</b> presents models of effective working that were developed by Sheffield Futures as part of an earlier related project.</p> <p>CLICK ON IMAGE TO ACCESS FULL REPORT or <a href="http://www.sheffieldfutures.org.uk/wp-content/uploads/2016/09/SEND-Final-Report-small.pdf">http://www.sheffieldfutures.org.uk/wp-content/uploads/2016/09/SEND-Final-Report-small.pdf</a></p> <p><b>READING</b> Using the “Communicate” Tool to support assessment and provision</p> <div data-bbox="1473 480 2078 1378" style="border: 1px solid #d9534f; padding: 10px; margin-top: 20px;"> <p style="text-align: center;"><b>Model B</b><br/><b>Young person in custody without EHCP or identified SEND</b></p> <ol style="list-style-type: none"> <li>1. If SEND is identified, the YOT should hold a discussion with the young person and if appropriate their parents to explain the EHCP. The YOT should bring the identified SEND to the attention of the LA SEND team.</li> <li>2. The YOT can also refer to the local authority SEND Information, Advice and Support Service (SENDIASS) or independent supporter service to support the young person and family through the process. A video link or other communication technology may be a way to facilitate this.</li> <li>3. The YOT should notify the secure estate of the request for EHCP and provide education information. The case manager should remain the key point of contact. Education officers should be copied into any emails relating to education and EHCP.</li> <li>4. SEND needs and the EHCP process should be discussed and monitored in sentence and remand planning meetings. A copy of the sentence / remand plan should be held securely and shared with the SEND team and with education / resettlement staff.</li> <li>5. The YOT should check with the SEND department / secure estate whether a draft copy of EHCP has been issued 20 weeks after the initial request.</li> <li>6. The EHCP process does not cease if young person is released prior to completion of EHCP procedure.</li> </ol> </div> |

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| <p><b>8.</b> Multi-agency teams, working in partnership with the YOT, ensure that <b>transition and resettlement planning/delivery</b> are aligned to securing a series of <b>positive life outcomes</b> for YPs (education, independence, self-efficacy, work, etc.)</p> | <ul style="list-style-type: none"> <li>• How effective are information sharing and transfer relationships with the Secure Estate so that provision is maintained and secured post-custody?</li> <li>• How effective are internal relationships within the YOT/LA in joint working to secure post-custody support and provision?</li> <li>• What evidence of effectiveness can you gather from ETE statistics, especially for young people with Complex Needs?</li> <li>• How pro-active are relationships with Local 16+ Providers to ensure clear supported pathways into courses and college placements?</li> <li>• How can positive relationships with 16+ providers turn a “risk averse” culture into becoming a more “risk aware” one?</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>WOLVERHAMPTON</b> YOS has secured good transition to 16+ provision by developing positive relationships with a key 16+ provider</p> <ul style="list-style-type: none"> <li>• <b>Partnership Agreement with Wolverhampton College</b></li> <li>• <b>16+ Example Referral Form</b></li> <li>• <b>Example Learner Review Form</b></li> </ul> <p><b>SHEFFIELD</b> (Notes from benchmarking):<br/> <i>“Sheffield has led the way in Yorks in terms of resettlement consortium. Accommodation providers (Howard League) on board, lots of agreements with providers, good support if YP is in danger of losing their provision, some smaller providers have good relationships with YOT. Spent a long time building a provider network. High Needs funding route is possible.”</i></p> <p><b>CAMDEN</b> (Notes from benchmarking):<br/> <i>“ We have a Multiagency Panel, extended from resettlement to all areas of transition (location of resettlement/housing, school-to-school, transition in its broadest sense- supporting broader changes in a young person’s life)- Very fortunate to still have Connexions Service, YOT has FTE Connexions worker who supports process.”</i></p> |

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| <p><b>9. Young people and their families are actively engaged</b> in all aspects of screening, identification, diagnosis and intervention planning, and have a voice in shaping the provision, and evaluating its impact</p> | <ul style="list-style-type: none"> <li>• What training have frontline staff received in terms of positive engagement techniques when dealing with CYPs with communication difficulties/SEND?</li> <li>• What techniques and training exist to support staff in communicating meaningfully and productively with hard-to-reach parents and carers?</li> <li>• How well does the YOT promote the local work of local independent Information, Advice and Support Services (IASS), sometimes also called SENDIASS, found in every LA Local Offer? <a href="http://cyp.iassnetwork.org.uk/">http://cyp.iassnetwork.org.uk/</a></li> <li>• What evidence have you got of the impact and effectiveness of support and training initiatives (feedback from CYPs/Families/ independent review, etc.)</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>SOUTHWARK SENDIASS and the Youth Offending Team</b> Excellent case study of effective practice<br/>Notes from benchmarking activity:<br/><i>“YOS has very good links with SIAS. The SIAS drop in has operated at YOS in last year and run the ‘masterclass in SEN’ during team meeting. Southwark YOS has launched Peer Navigator programme recently which will support better feedback and engagement of harder to reach young people.</i></p> <p><i>Service user voice actively promoted in all YOS work – restorative focus on working ‘with’ young people and families, rather than doing ‘for’ or ‘to’.</i></p> <p><i>Lack of formal process for obtaining feedback specifically relating to ETE, but young people will ‘vote with their feet’ and non-attendance at provisions will be followed up by case managers – who will listen to reasons. CM and ETE officer take young people’s views about provisions seriously and this will inform referrals to specific provisions.”</i></p> <p><b>LEICESTER What is SENDIASS and how can to help Youth Offending teams?</b></p> <p><b>BUCKS</b> (Notes from benchmarking):<br/><i>“Excellent ViewPoint stats back up observed good practice. Culture of participation and engagement. Examples of effective work with hard to reach parents.”</i></p> |

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| <p><b>10. Strategic Commissioners</b> within Local Authority Area Partnerships (Children’s Trust Boards, Safeguarding Panels, Clinical Commissioning Groups, TCPs (Transforming Care Partnerships) ensure that the needs of YPs in the youth justice system are adequately resourced and supported, and the provision reviewed regularly.</p> | <ul style="list-style-type: none"> <li>• Are Youth Justice accountabilities and responsibilities reflected in LA SEND Manager Job Descriptions and Reporting Frameworks?</li> <li>• Is “Children and Young People in the Youth Justice System” a standing item on local Strategic Safeguarding Panel Meetings? Is there clear strategic visibility and accountability for cohort provision and outcomes?</li> <li>• Do Area Strategic Partnerships (DCS Executive Meetings, YOT Management Groups, CCG (Clinical Commissioning Groups) jointly plan and monitor effectiveness of provision for CYP in Youth Justice System?</li> <li>• The <b>CDC Practice Guide for Supporting Children and Young People with SEND in Youth Custody</b> is a useful touchstone</li> </ul> <p><b>Examples of effective practice</b></p> <p><b>ISLINGTON YOS School Age Education Panel</b> (Terms of Reference)</p> <p><b>WARWICKSHIRE Strategic Review (2016):</b> Example of reviewing health and wellbeing needs and assets in relation to youth justice</p> <p><b>SALFORD</b> (Notes from benchmarking):<br/> <i>“Strategic responsibilities are being looked at in depth- (Are we delivering for this cohort?) DCS leads YJ Management Board (E2E scrutinised, provision, NEET rates etc.). Working now on YP pathways- (Are we providing RESOURCES to make pathways work?)”</i></p> <p><b>Other examples of strategic initiatives</b></p> <p><b>SOUTH EAST ENGLAND</b> South-east protocol to reduce offending and criminalisation of children in care<br/> <b>KENT Margate Multi-Agency Task Force: Safeguarding vulnerable CYP using geo-mapping techniques</b><br/> <b>NHS ENGLAND Liaison and Diversion Schemes</b> and <b>Transforming Care Partnerships</b></p> <p><b>ACHIEVEMENT FOR ALL Young People with SEND in the Youth Justice System- A New Perspective</b> A presentation (with extensive notes) designed to be used at all levels within an area partnership (Strategy Leads and Commissioners, Middle Leaders, School Inclusion Managers, Headteachers, etc.): Presenting the findings from Year 1 in an engaging and thought-provoking way.</p> <p><b>AYM (Association of Youth Offending Team Managers) is leading a national review of strategic management models and effective practice (report due Spring 2018)</b></p> |