"*Education is not one size fits all*"; An exploratory study of professional's opinions on the educational support needed for young offenders with Speech, Language and Communication Needs (SLCN).

Gemma-Louise Blair

A thesis submitted for the degree of Doctorate in Child, Community and Educational Psychology

Tavistock and Portman NHS foundation Trust

University of Essex

October 2022

Abstract

National policy and strategies have emphasised education as a preventative factor of offending and one of the ways to reduce reoffending. However, it is well documented that children and young people (CYP) who offend with Speech, Language and Communication Needs (SLCN) are more likely to not be in education, employment or training (NEET). Thus, this research aims to explore what is needed to support the educational needs of CYP with SLCN who offend.

Nine participants with professional links with a Youth Offending Service were recruited from an inner London Local Authority. Semi-structured interviews were used to explore their perspectives, experiences and what support they felt CYP who offend with SLCN needed to access effective education. Interview transcripts were analysed using reflective thematic analysis. Five themes in relation to what the key stakeholders felt is needed to support the educational needs of CYP who offend with SLCN were identified: 1. Better ways of working, 2. Better working with children and young people, 3. Better targeted support, 4. Tackling NEET, and 5. Improving Educational pedagogy. Alongside these key themes, the implications for educational psychology practice and other professionals seeking to support CYP with SLCN who offend were suggested.

Acknowledgements

"I can do all things through him who gives me strength."

Philippians 4:13 NIV

I would like to thank the nine professionals for their time and willingness to share their views and experiences about their work with children and young people in the youth justice system.

I would like to thank my supervisors and Tavi cohort. Your support, reflective discussions and words of encouragement acted like a naval fleet helping me to navigate through this doctoral journey.

I would like to thank my friends and family for your immense patience, understanding and love. Your belief in me, words of wisdom when I needed them the most.

List of abbreviations

BPS	British Psychological Society
BPVS	British Picture Vocabulary scale
CAMHS	Child and Adolescent Mental Health Service
CELF-4	Comprehensive Evaluation of Language Fundamental
CYP	Children and young people
DfE	Department for Education
DoH	Department of Health
EHCP	Education Health and Care Plan
ENG	Exceptional Needs Grant
EP	Educational Psychologist
EPS	Educational Psychology Services
ETE	Education Training and Employment
ISSP	Intensive Supervision and Surveillance Program
LA	Local Authority
LAC	Looked After Children
NEET	Not in Education, Employment or Training
RTA	Reflexive Thematic Analysis
SEND	Special Educational Needs and Disabilities
SLCN	Speech, Language and Communication Needs
SENCO	Special Educational Needs Coordinator
SCH	Secure Children's Home
SLT	Speech and Language Therapist
TA	Thematic Analysis

TOAL	Test of Adolescent and Adult language 3rd edition
TRGO	Test for Reception of Grammar version 2
YOI	Youth Offending Institution
YOS	Youth Offending Service
YOT	Youth Offending Team
YP	Young People
YJ	Youth Offending Service
YJB	Youth Justice Board
YJS	Youth Justice System
WISC-IVuk	Wechsler Intelligence Scale for Children 4th edition

Table of Contents

Tables and Figures

1. Introduction

This chapter provides an overview of the impact of Speech, Language and Communication Needs (SLCN) on children and young people (CYP). This follows with an exploration of the prevalence of SLCN on CYP in the youth justice system (YJS). It provides the definitions of key terms and demonstrates the relevance of the research to the national and local context and its relevancy to educational psychology practice. The chapter concludes with the researcher's position, the study's rationale, aims and the research question.

1.1 Defining Key Terminology

1.1.1 Speech, Language and Communication Needs (SLCN)

It is important to recognise that professionals use many different definitions of SLCN to refer to the same presenting needs (Reilly et al., 2014). Some definitions of SLCN have attempted to limit and distinguish it from other primary areas of needs, such as autism spectrum condition or hearing impairment (Dockrell & Howell, 2015). Other definitions have positioned SLCN as a broad umbrella term that includes the multifaceted communication difficulties CYP face. The Special Educational Needs and Disability (SEND) *Code of Practice: 0 to 25* (Department for Education [DfE] & Department of Health [DoH], 2014, p. 98) defines SLCN as:

> *"… difficulty with one, some or all of the different aspects of speech, language or social communication at different times…"*

This thesis adopts the terminology from the *SEND Code of Practice: 0 to 25* (DfE & DOH, 2014) and the acknowledgement that the profile of someone with SLCN may change over time.

1.1.2 Children and Young People (CYP) who offend

The terminology used to describe CYP in contact with the youth justice system (YJS) varies. In England and Wales, CYP convicted of or cautioned for an offence are sometimes referred to as a young offender or a youth offender. More widely in literature, other terms like a juvenile offender and juvenile delinquent have been used (Snow, 2019). The negative connotation of some of these terms within educational contexts can be unhelpful and risk stigmatising CYP (Parnes, 2017; Stephenson, 2006). Furthermore, the terms can result in an enmeshed view where the young person and their offence are seen as one and the same. Although the phrase 'a young person who has offended' creates a spurious distance between the young person and their offence, the author did not feel it reflected the age range appropriately. In England and Wales, where this research takes place, the age of criminal responsibility is between 10 and 17. Thus the phrase children and young people who offend will be used instead.

1.2 National context

1.2.1 Importance of SLCN

Over the last decade, SLCN has continued to increase. More than 24% of CYP with SEND support have SLCN listed as their primary area of need (DfE, 2020). CYP with SLCN are vulnerable. Speech, language and communication are widely recognised as essential life skills for CYP. They directly impact their ability to express their wants and needs, formulate ideas, and understand and retain information (ICAN/RCSLT, 2018; The Communication Trust, 2014). Without these

skills, CYP struggle to interact with the world around them, affecting their social, cognitive and emotional development (Bercow, 2008; Sedgwick & Stothard, 2019). Impeded social, cognitive and emotional development affects wellbeing and mental health. The implications have also been shown to have lasting effects linked to social isolation and mental health difficulties in adulthood (Public Health England et al., 2020).

Increasing awareness of SLCN means there is a wealth of evidence demonstrating the direct impact of SLCN on CYP's academic trajectories. Oral language and communication skills underpin success in classroom tasks and academic attainment (Snow et al., 2015). CYP with SLCN have been found to have lower attainment than their typically developing peers at all 4 key stages (Joanna et al., 2018). For example, in 2017, 15% of children with SLCN left year 6 with the expected standard in reading, writing and numeracy compared to 61% of all pupils (ICAN/RCSLT, 2018). Only 20.3% of young pupils with SLCN in secondary schools achieved a level 4 (equivalent to a grade c) in English and maths compared with 63.9% of their typically developing peers. The implications of such poor outcomes link to unemployment and has been found to have an economic impact on society.

1.2.1 National strategies and policies for SLCN

Government recommendations and initiatives attempting to address the SLCN agenda have had a varying impact. In 2008 the Bercow report highlighted key recommendations to improve provisions and outcomes for CYP with SLCN. The report called for a robust system for early identification and intervention for SLCN in

early years and for older CYP (Bercow, 2008). It also called for an improvement of continuous professional development in the workforce and in teaching related to SLCN. The government response attempted to unite policy and practice by creating the 'Better Communication Action Plan'. The action plan helped increase the profile of SLCN within Local Authorities (LAs), education and health services (Roulstone et al., 2012). However, 10 years after the first review was published, many of the actions were unachieved, and the concerns about services and provision raised remained (ICAN/RCSLT, 2018). Meaning disjointed working and CYP's unidentified and unsupported SLCN was still commonplace.

Since the initial Bercow review, education policy has placed little emphasis on improving SLCN. For example, changes to the 2014 National Curriculum saw oral language being embedded throughout, which indirectly cast light on SLCN. But simultaneously, speaking and listening attainment levels were removed, raising questions about whether SLCN was a priority that needed monitoring at all (Bryan et al., 2015). The varied impact and lack of priority have led to some calling for stronger leadership from central government to put effective, integrated systems in place to improve support for CYP with SLCN (ICAN/RCSLT, 2018). However, the second Bercow report emphasised that "we cannot afford to wait 10 more years" for it to happen (ICAN/RCSLT, 2018, p. 38).

1.3.2 Challenges supporting CYP with SLCN

Political and financial austerity puts systematic pressure on the support CYP with SLCN receive. In the last decade, the total school spending per pupil in England decreased by 8%, whilst the need for target support for CYP with SLCN has

increased (Britton et al., 2019; National Association of Head teachers [NAHT], 2021). These cuts resulted in a reduction of school staff, SEND interventions and limited the scope to buy in specialist support (ICAN/RCSLT, 2018; NAHT, 2021). They also coincided with increased wait times for speech and language services (ICAN/RCSLT, 2018). Arguably this creates tension between CYP's SLCN needs and the resources available to support them. Furthermore, research has found that teachers do not feel efficiently equipped or skilled to support CYP with SLCN (Vivash et al., 2018).

A lack of integration between services negatively affects provision and outcomes for CYP with SLCN. Although the *Children and Families Act* (2014) and the *SEND Code of Practice: 0 to 25* (2014) saw the joint commissioning between health and education, in practice, this is not always achieved. (Joanna et al., 2018). Research has frequently found duplications in the work done with SLCN, stemming from misunderstandings between professionals regarding their unique roles and a lack of communication (Joanna et al., 2018; McConnellogue, 2011; Palikara et al., 2007; Sedgwick & Stothard, 2019). Differing views between how CYP with SLCN should be assessed and is supported sometimes caused by the different professional backgrounds of Speech and Language Therapists (SLTs) and Educational Psychologists ([EPs] Dunsmuir et al., 2006). This can leave CYP undiagnosed and unsupported (Simak, 2018).

1.3.3 SLCN and CYP who offend

SLCN is overrepresented in the offending population. More than 34% of adult prisoners are reported to have additional learning needs that affect their ability to

engage with the criminal justice system (Cunniffe et al., 2012; Hughes et al., 2017; Skills Funding Agency, 2018). Similarly, 60-90% of CYP who offend were identified with SLCN compared to only 6-9% of their non-offending peers (Snow & Woodward, 2017). This disproportionality has remained consistent over the last decade (2008; ICAN/RCSLT, 2018). Bryan et al., (2015) attempted to illustrate the relationship between SLCN and offending using the compound risk model (Figure 1). Each link in the cycle is reported to be a risk factor and a place where intervention could be targeted. Whilst some evidence supports Bryan et al., (2015) model, no current evidence supports the direct causal link between poor oral language skills and offending.

Figure 1 Compound Risk model adapted from Bryan et al., (2015)

Arguably as CYP who offend with SLCN get older, surface language skills might effectively mask SLCN. CYP become better skilled at adapting strategies to hide or facilitate their difficulties. For example, avoiding a task that might highlight their needs, utilising their previous experiences of similar situations or disengaging (Brassett, 2020; Simak, 2018). This can result in other aspects of their SLCN or areas affected by their needs becoming more visible and identified as priorities, for example, their social and emotional needs or behaviour (Games et al., 2012; Gregory & Bryan, 2011; The Communication Trust et al., 2015). However, evidence has shown that when their needs are misdiagnosed, unresolved or unrecognised CYP who offend with SLCN are likely to develop mental health difficulties (Heritage et al., 2011).

1.4 Supporting CYP with *SLCN* who offend

1.4.1 The role of education and interventions

The importance of education for CYP with SLCN and those who offend has been well documented. Heritage et al., (2011) suggested that raising achievement in early language skills can reduce the number of CYP presenting with SLCN later in their educational life. Similarly, improvements in academic attainment increases the chances of gaining employment and coincides with a reduction in reoffending (Hill, 2017). Communication difficulties and low attainment are considered to be precursor risk factors to offending behaviour whilst education is seen to be a preventative factor (Parnes, 2017; Peden et al., 2019; The Communication Trust et al., 2015).

Over the last decade youth justice policy has focused on getting CYP who offend into education, training and employment (ETE). The Youth Justice Board (YJB) called for 90% of CYP being supervised by youth offending teams (YOT) to be in suitable education, training or employment (Hurry et al., 2010; Lanskey, 2015; Paterson-Young et al., 2021). This was later quantified in custodial settings to between 25-30 hours and full time for those in community settings. Despite these changes many CYP with SLCN are more educationally marginalised than their non offending peers. They have a more limited engagement with education than their non offending peers and are more likely not to be in education or training (Heritage et al., 2011; The Communication Trust, 2014). As a result, opportunities to evidence their needs when applying for an Education Health and Care plan (EHCP) needs assessment or other sources of funding is reduced (The Communication Trust et al., 2015). This put CYP at greater disadvantage that their non offending peers and their attendance is shown to decline as they get older.

The high prevalence of SLCN in CYP who offend and are not in education, employment or training (NEET) has led to important debates about how best to address their intervention needs when they are in the YJS (Snow et al., 2015). One suggestion is using verbally mediated interventions. Verbally mediated intervention aims to reduce offending behaviour and requires expressive (articulating thoughts verbally) and receptive (understanding) language competence. However, it has been widely documented that CYP who offend with SLCN do not have the necessary receptive and expressive language skills or literacy skills to access mediated interventions (Bryan et al., 2007; Hughes et al., 2017; Snow, 2019). Thus, verbally mediated interventions and many other academic interventions, despite being well

intentioned, have reduced in efficacy. Snow et al., (2015) suggests that better understanding and accommodating of language limitations is needed before CYP who offend with SLCN intervention needs can be addressed.

1.4.2 The Role of Educational Psychologist

Research aimed at supporting CYP who offend with SLCN and reducing reoffending has mainly been driven by health (Bryan et al., 2015; Bryan & Gregory, 2013; Games et al., 2012; Gregory & Bryan, 2011; Turner et al., 2019). Within the recommendations, health and speech and language services are heavily referenced, whilst recommendations for education are generally missing. Although approaches that are rooted in educational provisions, like early intervention, could save £16.6 billion a year, there is a paucity of research suggesting implications for education in the UK (Chowdry & Oppenheim, 2015; Audit Commission, 2004, cited in Games et al., 2012; Ryrie, 2006; Twells, 2018). Furthermore, the second Bercow review highlighted that limited knowledge of what works in education is not effectively being used or implemented (ICAN/RCSLT, 2018).

EPs are uniquely positioned and can act as a bridge between education and YOS to help improve outcomes for CYP who offend with SLCN (Games et al., 2012). "Theoretically, EP's application of psychological theory, training in child development and experiences of a range of educational contexts mean…" they have a unique contribution to make (Sedgwick, 2019, p. 309). Additionally, because education is seen as part of the solution to reducing reoffending and the disproportionalities, EPs are in the best position to support this. However, in a review of the EP workforce Farrell et al., (2006) found only 39% of EPs work within YOT. Furthermore, EPs are

rarely identified as collaborative partners in the YJS by other professionals, and research supporting their role is sparse (Parnes, 2017; Sedgwick, 2019).

1.5 Local context

To maintain anonymity, references in this section omit the Local Authority (LA)'s name or searchable projects and documents name.

Within the LA, in which this research will be carried out the number of first-time entrants into the YJS has continued to decline over the last decade. However, before the pandemic the reoffending rate was steadily increasing whilst the national rate was decreasing (*Youth Safety [Document]*, 2018). Although this has currently plateaued, the nature of offences leading to caution or convictions has become more violent and frequently involve weapons. As a result of this, the LA priorities are to implement a short- and longer-term plan to address the factors leading to youth violence by promoting prevention, early intervention and support. Additional funding has been devolved to develop projects and approaches to: support excluded CYP or those at risk of exclusion, reduce the number of CYP who are NEET, and embedded trauma informed practices (LA's Name 2025, 2018). Underpinning these projects is the aim to better identify and refer CYP who are in need of support because they are vulnerable to being affected by youth violence.

Within the LA's youth offending service (YOS) they had noticed a significant increase in the number of referrals to SLT since the introduction of the LA's strategic plan (Brassett, 2020). Thus, the YOS decided that all CYP known to their service should engage in a mandatory language and communication plan and screening of

their needs conducted by the YOS SLT. From their screen they found that 68.75%, of CYP coming into YOS had SLCN and of that population, 58% had not had their needs identified before entering the YOS (Brassett, 2020). Whilst it is not clear what tools were used screen the CYP, it provides a contextual overview of SLCN in the YOS. Support for the CYP with SLCN in the service mainly comes from the SLTs and on occasion Clinical psychologist. The service no longer commissions work from the Educational psychology service (EPS).

1.6 Researcher position

My interest in this field stemmed from two routes, my role as a SENCO and my role as a trainee EP. Before starting the doctoral journey, I was a SENCO in a mainstream school with a resource base. Although the resource base was for CYP with SEMH needs a high percentage also had SLCN. It was in that role I became aware of how frequently CYP with SLCN's can often be missed and the focus placed on the communication of their needs, their behaviour. My interest was later influenced by work as a trainee EP in a Child and Adolescence Mental Health (CAMHs) team with strong links to a YOS. It provided me with unique insight into the complexities trying to support CYP in YOS back into education training or employment following periods of being NEET. It is also where I was first introduced to just how marginalised CYP who offend with SLCN are. I also saw how overrepresented in other sections of the population deemed vulnerable, like looked after children (LAC) and those at risk of exclusion they were. Whilst in CAMHs I had the opportunity to work alongside SLTs, case workers and Clinical psychologist to

develop a screening tool linking to risk. My unique perspective into the education system as trainee EP and from my previous role as a SENCO was valued.

1.7 Rationale and Aims

As demonstrated, there are many reasons to justify exploring what is needed to aid CYP's access to effective education, including legislative requirements and local strategy. Although this population has been studied before, the disproportionality between SLCN in CYP who offend and the general population "warrants further research" (Games et al., 2012, p. 131). It is well documented that CYP who offend with SLCN are more likely to be NEET and have poor educational outcomes. In addition, in the last two decades little has changed in terms of how their needs are identified and how they are supported educationally. Many of the suggestions and interventions that theoretically work, do not work in reality or in practice. Thus, although CYP with SLCN not known to the YOS are vulnerable, CYP with SLCN, who offend are even more vulnerable.

In focusing on this marginalised population, this research hopes to bring about change that could improve outcomes and suggest ways to reduce the disproportionalities. This present research aims to explore the views of professionals with links to YOS or CYP who offend with SLCN. By doing so, this research hopes to illuminate what support is needed to appropriately identify, support, and meet the educational needs of this marginalised and vulnerable population. The current research will answer the following research question to explore its aims:

- What do key stakeholders feel is needed to meet the educational needs of children and young people with SLCN who offend?

2. Systematic literature review

This chapter outlines the literature review conducted to explore, evaluate and synthesise existing research relevant to supporting the educational progress of CYP who offend. Initially, this review intended to focus on what is known about meeting the educational needs of CYP with SLCN who offend. However, the pilot search revealed a paucity of empirical research focusing on this, so the scope of the review was widened. In widening the review's focus from SLCN to the educational needs of CYP who offend more generally, the author hoped to meet three main aims. Aim one was to look at what we currently know about the educational needs of CYP who offend. The second aim was to understand the challenges and facilitators when supporting their educational needs. The final aim was to explore what interventions have supported the educational needs of CYP who offend. Subsequently, the systematic literature review questions are:

- What is known about the educational needs of CYP who offend?

- What is known about meeting the educational needs of CYP who offend?

For this current research, 'educational needs' captures CYP's ability to learn and understand how to communicate, socialise or do academic work like reading, writing and mathematics. Thus, it also encompasses the skills CYP who offend need to effectively participate and access education, training and employment opportunities offered within the YJS.

2.1 Search strategy

A systematic literature search was conducted in October 2021(and was updated in January 2022). The search involved:

- A systematic search using PsychINFO, PsycARTICLES, Psychology and Behavioral Sciences Collection, Education Source and Education Resources Information Centre (ERIC) via EBSCOhost. The five databases were selected because of their reputation for containing comprehensive literature on education and psychology.

- A hand search through the three most notable journals used by British EPs (Educational Psychology in Practice, The British Journal of Educational Psychology, and Educational and Child Psychology).

Additional methods were used to ensure a comprehensive search of the literature; this included a screening of the references list and the use of internet search engines (such as Google Scholar).

2.1.1 Search terms

The following approaches were employed during the searches to locate the most relevant papers:

- The thesaurus function was used to identify various appropriate terms.

- Quotation marks were used around phrases that needed to be found using the exact wording that they were written in.

- Asterisks were used to truncate words so any associate words would be included.

The search terms used are outlined in the table below.

Table 1 Search terms

Search 1		Search 2
Education OR Educational OR Intervention OR support OR Training OR "special education" OR SEN OR "special educational needs"	AND	"Young offend*" OR "youth offend*" or "Juvenile delinquents" or "Juvenile Delinquency" or "Juvenile offend*" OR "Youth offending service" OR "Youth offending team" OR YOS OR YOT OR "Youth Justice"

  Search terms 1 and 2 from Table 1 were searched using the Boolean operator 'AND' with the following limiters: "peer-reviewed", "published from 2000" (this year was chosen because the Crime and Disorders Act 1998 led to the introduction of YOS nationally) and "Geography" (the YJS and education system differs in other countries so only research evidenced linked to UK context was sought). The combined search yielded 38,751papers.

Table 2 Limiters used on the electronic database and rational

Limiter	Inclusion/Exclusion	Rationale	Number articles excluded
Peer reviewed	Only peer reviewed papers	To ensure the papers have been evaluated by expert reviewers and has met quality standards.	10,517
Year of Publication	Papers published between 2000 to date in a journal, book or report.	The Crime and Disorders Act 1998 led to the introduction of the youth offending service in 2000.	8631
Geography	Only papers conducted in the UK	The youth justice system and education system differ in other countries, so research evidence was sought that was directly related to UK contexts.	19561

After the exclusions, 42 publications from the electronic database remained of which 30 were rejected following a review of the title and abstract (in line with the inclusion and exclusion criteria stipulated in Table 3). Additionally, eight papers were identified through 1) a hand search through the three most notable journals used by British EPs, 2) an inspection of reference lists, 3) the use Youth Justice Board [YJB] website, and 4) internet search engines. After full-text analysis and critical examination, twelve papers were deemed suitable for review using the criteria in Table 3. Appendix A contains a table comprising of included and excluded papers. The Preferred Reporting Items for Systematic reviews and Meta-Analysis (PRISMA,

Moher et al., 2009) framework was used to illustrate the process of article inclusion and exclusion. This can be found in Appendix B.

Table 3 Literature review inclusion and exclusion criteria

	Inclusion/	Exclusion	Rationale
1. Language	Articles published in the English Language	Articles not published in the English Language	Studies could be analysed by the researcher
2. Type of Study	Empirical research that collected either quantitative or qualitative data or reflective case studies	Commentary articles or book reviews	To ensure a broad range of papers were included due to the limited available research on the topic.
3. Scope	Articles exploring the educational needs of CYP in custody and community settings	Articles that do not focus on prevalence or identification or reference to meeting the educational needs of CYP in custody and community settings	To ensure the focus was on educational needs and included CYP who may be in STC, YOI and SCH

2.2 Synthesis of Literature

2.2.1 Critical appraisal articles

The included papers were critiqued for their strengths, limitations and implications for practice. A table summarising the key information, such as the author, methodological approach, aims, and data collection methods for all twelve papers can be found in Table 4. Of the twelve articles; eight used mixed methods, one used qualitative research methods, two used quantitative research methods and one was identified to use a survey with yes/no, rating scales and category responses. To account for methodological variation, the twelve included papers were critically appraised using a checklist modified from Long et al., (2002) evaluative tool. The checklist minimised variations in judgements and opinions about the quality and

relevance of the selected literature (Long et al., 2002). In addition, the critical

appraisal added more depth and structure to the review, enabling the literature to be

better synthesised. Appendix C provides a summary of the critical appraisal applied

to each of the included papers.

Table 4 Details of Methodology used in studies

Paper	Aims	Methodology	Participants	Data collection methods
(Bryan et al., 2007)	To screen the language and communication skill of young people in a YOI aged 15-1	Quantitative	58 males aged 15-18 in a YOI Random sample (every second person on roll) No control group Some Educational history missing	Comprehensive Evaluation of Language Fundamental (CELF) Test for Reception of Grammar version (TRGO-2) British Vocabulary scale (BPVS) Test of Adolescent and Adult language 3rd edition (TOAL-3) Self-perception of language and communication difficulties Basic Skills Agency's (BSA) Initial assessment
Bryan et al., (2015)	To examine the language skills of YO in a secure children's home.	Quantitative	118 CYP aged 14-16 (male) in a SCH	CELF BPVS Observation
Games et al., (2012)	To investigate the prevalence of SLCN in population of CYP who offend.	Mixed methods	11 CYP aged 11-16 (9 boys 2 girls) from a YOS in north England 9 staff from varying roles	CELF Wechsler Intelligence Scale for Children 4th edition (WISC-IV)UK Questionnaire.
Gregory & Bryan (2011)	To investigates the prevalence of SLCN in YO who offend sentence to the intensive supervision and surveillance program and evaluate the impact of the program.	Mixed methods	72 YP aged 11-18 1 YOS 3 SLT	BRIEF self-assessment CELF-4 Broadmoore observation
Hurry et al., (2010)	To observe the impact of discrete literacy and numeracy provision on YP in custody and in the community.	Mixed methods Quasi-experimental design	147 CYP aged 16-19 in community and in custody settings (all male)	Individual interviews Basic skill agency assessment Observations
Kennedy (2013)	To examine the education and training provision	Mixed methods	213 YP aged 15-18 years old (male	Focus groups individual interviews

Lanskey (2015)	To develop an analytical framework to understand educational experiences that impede or encourage engagement with education.	Single mixed methods case study	32 YP (4 male and 23 female) with a custody or community sentence 18 YJ staff	Individual interviews Focus groups Observations
McMahon et al., (2006)	To analyses asset data on YP in the YJS and identify the barriers preventing access to ETE.	Mixed method	41 YOT managers 54 YJ staff 50 CYP Census data of 5448 CYP	Questionnaire survey Individual Interviews Census data
Paterson-Young et al., (2021)	To explore how social impact measurement can enhance the outcomes of CYP in STC.	A sequential mixed methods design	68 CYP in a secure training centre 15 staff	Semi-structured Interviews Self-reported questionnaires
Shafi (2019)	To explore the nature of disengagement in young people in custody, and understand the facilitators and barriers to learning and reengagement learning	Qualitative ethnographic case study	24 CYP aged 13-17 in a SCH in England ***The number of mentors or teachers is not given***	Semi-structured interviews
Turner et al., (2019)	To identify the scope and delivery of SLP services in an YOI	Survey	3 YOI leads	Online survey
Twells (2018)	To identify the reasons for educational underperformance of YP who offend and increase their participation and reintegration into education.	Mixed methods	283 CYP in 1 LA in London 45 YOS professionals	Semi structured Interviews Case studies

2.2.2 Overview of Literature

This review sought to find out what is already known about meeting the educational needs of young people who offend. The twelve papers included answered the review questions through; assessing and examining CYP (Bryan et al., 2007, 2015; Games et al., 2012; Gregory & Bryan, 2011; Kennedy, 2013; McMahon et al., 2006; Paterson-Young et al., 2021), examining provision (Gregory & Bryan, 2011; Hurry et al., 2010; Kennedy, 2013; Lanskey, 2015; McMahon et al., 2006;

Paterson-Young et al., 2021; Shafi, 2019; Turner et al., 2019; Twells, 2018) and exploring engagement (Hurry et al., 2010; Lanskey, 2015; McMahon et al., 2006; Paterson-Young et al., 2021; Shafi, 2019; Twells, 2018). In doing so, the papers highlighted the special educational needs of CYP who offend, the barriers and facilitators to their educational development and engagement and the impact of targeted interventions on their educational needs. Thus, the findings of this review are presented by synthesising what the papers reveal about these three areas. References to all papers included in this review can be found in Appendix D.

Literature review questions 1: What is known about the educational needs of CYP who offend?

2.2.3 The special educational needs of CYP who offend

Seven articles assessed and examined the educational needs of CYP who offend (Bryan et al., 2007, 2015; Games et al., 2012; Gregory & Bryan, 2011; Kennedy, 2013; McMahon et al., 2006; Paterson-Young et al., 2021). Although McMahon et al., (2006), Paterson-young et al., (2021) and Kennedy (2013) did not aim to examine CYP's educational needs in the process of focusing on enhancing outcomes for CYP, they reported on their skills. The seven papers highlighted the different aspects of the relationship between educational difficulties and offending behaviour, including the disproportion in the prevalence of SEN, low academic attainment, lack of identification and links to other vulnerabilities. These will now be explored.

2.2.3(i) High prevalence of special educational needs in CYP who offend.

The SEN of CYP who offend do not mirror the wider population. Across the reviewed literature, the number of CYP who had offended and identified as having statements or EHCPs ranged from 12% to 36.4%, compared to the national average of 3.7% (Bryan et al., 2015; McMahon et al., 2006; Paterson-Young et al., 2021; Twells, 2018). Paterson-Young et al., (2021) found the highest disproportionalities. They examined 95 case files and purposively selected 68 males in a secure children's home (SCH) to complete a self-report questionnaire. Paterson-Young et al., (2021) found that over one-third of their CYP had statements or EHCPs compared with the national average for males of 14.7% at the time. They also conducted semi-structured interviews with 15 CYP and 15 youth justice (YJ) professionals to help contextualise their quantitative findings. It must be noted that because their findings were based on only male participants in a SCH, they may not necessarily be representative of the offending population and those in community settings. However, McMahon et al., (2006), whom the YJS commissioned, reported similar findings with both male and female participants across England and Wales.

From sending a census survey to all YOT in England and Wales, McMahon et al., (2006) collected demographic characteristics and education training and employment (ETE) backgrounds on 5658 CYP from 40 YOTs. The census data was then supplemented using secondary sources, questionnaires, interviews with 50 CYP (22 also completed a second round of interviews) and interviews with 54 professionals. McMahon et al., (2006) found that 25% of their 5658 participants had additional SEN, and 46% were underachieving. Whilst the number of CYP with reported statements was lower than what Paterson-Young et al., (2021) found, it was

still higher than the national average at the time. This suggests that little has changed in the 15 years between the two studies. McMahon et al., (2006) reported that 19% of CYP in their study had statements. Thus, their findings provide stronger and more generalisable evidence of a high prevalence of SEN in CYP who offend compared to the general population. However, it is not known from this research what their primary area of SEN is.

2.2.3(ii) Low academic attainment of CYP who offend

Within the reviewed literature, CYP who offend were reported to have low academic attainment. For example, Bryan et al., (2007) randomly selected and assessed 58 males between the age of 15 and 18 at a youth offending institution (YOI) in the north of England. The participants completed three standardise language assessments and a self-perception of language and communication difficulties. In addition, as part of the standard YOI induction procedure for admittance to the YOI, the education department conducted the Basic Skills Agency's Initial assessment. The assessment gave an overall level against the DfE's National Standard for Adult literacy and numeracy. Bryan et al., (2007) did not assess the young people (YP) in their study but instead used these records. From this they reported that 60% of their participants did not reach level 1 in numeracy and 62% in literacy. Bryan et al., (2007) also found that 60% of their participants did not achieve the minimum level expected in literacy, which has implications for their educational needs and support. These findings suggest that CYP who offend have low literacy and numeracy attainment.

In a later study, Kennedy (2013) examined the education and training provision in a YOI in the north of England. They used a self-report questionnaire with the entire YOI population, of whom 213 detained males fully completed questionnaires. Kennedy (2013) also used focus groups and one-to-one interviews. From the questionnaires, they found that 35% of their participants reported a literacy level below a foundation learning level 1 and 20% an entry-level 3 in numeracy. Although self-reported needs are susceptible to expectancy bias and do not equate to actual needs, other reviewed literature found evidence supporting this. Paterson-Young et al., (2021) found that 25% of their participants had a reading age of around six to eight years lower than expected. They also found that 35.4% had a numeracy age six to eight years lower than expected. Thus, collectively these findings highlight the lower attainment of CYP who offend compared to the non-offending population.

2.2.3(iii) High prevalence of SLCN in CYP who offend

In the four studies that focused on SLCN, the language skills of CYP who offended were lower than that of the general population (Bryan et al., 2007, 2015; Games et al., 2012; Gregory & Bryan, 2011).

Bryan et al., (2015) conducted a quantitative study on 118 males admitted to a SCH over 22 months. Each participant was offered a routine SLT assessment, 30 of whom refused some or all the assessments. The assessment consisted of the Comprehensive Evaluation of Language Fundamental (CELF-4), the British Picture Vocabulary scale (BPVS) and a non-standardised observation of social skills. The CELF-4 measures expressive and receptive language difficulties, and the BPVS assesses language development in pupils with expressive language impairments or

other related communication difficulties. Bryan et al., (2015) found that 35.6% of their participants scored more than one standard deviation below the mean on the BPVS compared to 16% of the standardising sample.. Although 10% of participants were outside the standardised age range of the BPVS, it also indicates that their relative performance was lower than that recorded and of the general population. Thus, these findings suggest that CYP who offended have poorer expressive language skills compared to the general population.

Bryan et al., (2015) found a similar picture on the CELF-4, which is standardised up to 21, as they did the BPVS. This suggests that the expressive and receptive language needs of their participants were lower than the general population. In addition, they explored the relationship between the subscales of the CELF-4 and BPVS using linear correlation and factor analysis. Although they could not correlate the combined language scores from the CELF-4 with the BPVS because they did not use all the CELF-4 subtests, they found a correlation for the individual subtests. Their correlation analysis showed that four of the five CELF-4 subtests used had a highly correlated scaled score of 0.65 and above with the BPVS. Thus, providing further confidence in their finding that the language skills of CYP who offended were lower than that of the general population.

Gregory and Bryan's (2011) mixed method study screened 72 male and female YP pre- and post-involvement with the Intensive Supervision and Surveillance Program (ISSP). They used the UK version of the CELF-4 communication observation schedule, a self-assessment questionnaire adapted from one of their previous studies and a verbal deduction reason task from the Canterbury

and Thanet Verbal Reasoning Skills Assessment. Gregory and Bryan (2011) found that more than 50% of their screened participants had receptive language difficulties measured by the CELF. Gregory and Bryan's (2011) findings supported Bryan et al., (2015), as they also found that more than 15% of their screen participants had expressive language difficulties. They triangulated these findings with key workers' perceptions of the YP communication skills. Although they used the Broadmoor observation of communication which is not a standardised tool, it acted as an indicator of difficulty. They found more than half of the participants given ISSP had difficulties which were noticeable to staff. These findings highlight the prevalence of language difficulties of CYP who offend.

In addition, of the 72 participants in Gregory and Bryan's (2011) study, 58 underwent further assessment. They were assessed using three subtests from the CELF-4 (understanding spoken language, word association and formulating sentences). The subtests were selected to target areas that were perceived to have the largest impact on CYP's functioning in training or education. However, one subtest, understanding spoken language, only assessed one aspect of comprehension. Gregory and Bryan (2011) acknowledged this and suggested that it still highlighted difficulties in listening and understanding spoken language. It also mirrored the medium that the ISSP programmed was delivered. Their statistical analysis using the CELF subtests' data of the 58 assessed indicated that 20% had difficulty understanding spoken language, scoring two or more standard deviations below the mean. Furthermore, 98% of the population would score at a higher age equivalent than them. These findings highlight the prevalence of SLCN in CYP who offend, and the disproportionalities compare to the general population.

Games et al., (2012) conducted a small-scale mixed methods study examining the prevalence of SLCN in community settings. They screened nine male and two female participants within YOS using the CELF-4. Five participants were also assessed using the Wechsler Intelligence Scale for Children 4th edition (WISC-IV[uk]). Their small number of participants affected the statistical power of their findings. Furthermore, Games et al., (2012) found a discrepancy between their participants' verbal ability on the CELF-4 and WISC-IV[uk]. For example, in 60% of the CYP who completed the WISC-IV[uk,] their CELF-4 scale and index scores were at least one standard deviation lower than their score on the verbal comprehension index of the WISC-IV[uk]. Although the limitations of their study should be considered when interpreting the results, their research still adds to the evidence that CYP who offend have SLCN needs. Similar to Gregory and Bryan (2011) and Bryan et al., (2015), 36.4% of Games et al., (2012) participants showed evidence of severe language difficulties as measured by the CELF-4. In addition, 90% of their participants scored at least one standard deviation from the mean, therefore displaying some form of language difficulty and highlighting the higher prevalence than in the general population of SLCN in CYP who offend.

As described in the previous section, Bryan et al., (2007) assessed 58 males in YOI. Their language assessments included the Test for Reception of Grammar version 2 (TRGO-2), BPVS, Test of Adolescent and Adult language 3rd edition (TOAL-3) and a self-perception of language and communication difficulties. TRGO-2 measures a person's grammatical comprehension, and TOAL-3 measures a person's language proficiency. Bryan et al., (2007) found that compared to only 9%

of the population, 46 to 67% of their assessed participants scored within the poor or

very poor range on the TOAL-3. Therefore, suggesting that CYP who offend have

low levels of language ability. They also found that none of their participants reached

their chronological age equivalence on the BPVS. Instead, the participants scored

between 1.5 and 11.25 years below. These findings indicate that the language skills

of CYP who offended have historically been found to be lower than that of the

general population.

2.2.3 (iiii) CYP's missed or unidentified educational needs

Five studies reveal that CYPs' educational needs are not identified by

professionals before they came into YJS (Bryan et al., 2015; Games et al., 2012;

Gregory & Bryan, 2011; McMahon et al., 2006; Twells, 2018).

Bryan et al., (2015) aimed to identify the language difficulties of CYP being

admitted to a SCH. They also sought to identify if their needs had been recognised

before admission. Bryan et al., (2015) found that even when CYP have other

vulnerabilities recognised, like a diagnosis of mental health difficulties, their SLCN

was not identified. One would expect professionals identifying CYP's educational

needs to also be aware of their difficulties communicating or understanding

communication when interacting with them. Instead, Bryan et al., (2015) found that

only two of their 118 participants had a record of SLCN before being admitted to the

SCH. However, in the demographic information collected on participants, 31.4%

were known to social care, 19.5% to health, and 11.9 % had a statement of

educational needs. These findings suggest that there were opportunities, prior to

coming into the YJS where other professionals could have identified CYP's SLCN. However, it is not known from this literature why these needs were missed.

Gregory and Bryan's findings and demographic information also indicated that the SLCN needs of CYP who offend are not often identified prior to coming into the YJS (2011). They found that only 8% of their participants had previous involvement with SLTs, even though 88% needed additional support for their SLCN. In addition, more than 8% of their school-age participants attended alternative provisions or were known to social care. Again, it is not known from this research why these needs were missed. However, Gregory and Bryan (2011) made a similar conclusion as Bryan et al., (2015). They suggested that better support and awareness identifying CYP's SLCN before they come into the YJS is vital.

Some studies reveal that professionals do not always identify CYP's SLCN once they are in the YJS. Games et al., (2012) sought to explore the knowledge and confidence of YOS staff when identifying CYP with SLCN as part of their secondary aim. Nine staff with various roles from the same YOS as their other participants completed a questionnaire. Games et al. (2012) found that 88.9% of the YOS staff underestimated the level of SLCN in CYP on their caseload. Despite their varying roles, they also found that none of the YOS staff knew how to refer CYP to SLTs. Linking to this, Gregory & Bryan (2011) found that none of the YJ workers in their study had prior knowledge of language and communication difficulties in CYP. It is unclear if Gregory & Bryan (2011) directly collected data on this or relied on ad-hoc discussions. However, coupled with research by Games et al., (2012), the findings suggest that better support for identifying CYP's SLCN in the YJS is needed.

The authors reported missing or incomplete information about CYP's educational needs in some research. For example, Twells' (2018) mixed-method study examined the educational underperformance of 283 CYP in a London YOS. They used the existing YOS data on the educational needs and provision of the CYP to inform the qualitative stage of their research. They found that their quantitative data frequently used the categories 'not known,' 'missing', or 'not applicable'. Similarly, McMahon et al., (2006) found large numbers of 'don't know' and missing responses for some of their quantitative data about CYP's SEN status, ETE or provision. Although incomplete or missing data makes it hard to draw definitive conclusions, McMahon et al., (2006) and Twells (2018) tried to minimise the impact of these limitations. They triangulated their findings using qualitative data sources and multi-prong approaches for quantitative data collection, providing a more accurate picture.

McMahon et al., (2006) and Twells (2018) attempted to provide a rationale for their missing data. Like in the studies that focus on SLCN, they attributed it to a lack of knowledge and expertise in identifying SEN among YJ professionals. Another rationale for incomplete data linked back to the data collection tools used. Twells (2018) and McMahon et al., (2006) used data from the Asset. The 'Asset' is a YJS assessment and planning tool that uses biographical and demographic information about a young person to identify risk factors in a young person's life. McMahon et al., (2006) and Twells highlighted that 100% accuracy and reliability of the Asset and the most recent version, the Assetplus, cannot be assumed. McMahon et al., (2006) suggested that it often contains incomplete and outdated data based on professional

judgements and self-disclosure from CYP. However, the Assetplus is a widely used tool within the YJS. Twells concluded that "the implications of not having accurate and effective identification of need is problematic" for CYP and those working with them (2018, p. 96). This suggests that a better way of accurately recording and identifying needs is needed.

2.2.3(iiiii) Other Vulnerabilities masking needs

Two of the reviewed papers found evidence alluding to the relationship between CYP who offend, behaviour difficulties and SLCN. Bryan et al., (2015) noted that 67% of their screened participants displayed challenging behaviour. Although they acknowledged that what was considered "challenging behaviour" was based on individual staff judgments and a subjective measure, they still suggested implications for practice. Bryan et al., (2015) implied that behavioural difficulties should trigger SLCN assessments. Linking to this, Gregory & Bryan argued that it is possible that "language problems may not be considered when behaviour…" or offending "…is seen as the major issue" (2011, p. 21). Whilst this may be true, their findings do not establish causality or add a further explanation for this perceived link.

In summary, the literature suggests that the prevalence of SEN, SLCN, numeracy and literacy difficulties are higher with CYP who offend than in the general population. However, the magnitude of their educational needs is not always fully captured and goes unidentified. The papers suggested that better support and awareness in identifying SEN, SLCN, numeracy and literacy difficulties in CYP who offend is vital in the YJS and before CYP enter the YJS. In addition, further research

is needed into why CYP's SLCN and SEN are being missed and how to support their identification better.

Literature review question 2:

- What is known about meeting the educational needs of CYP who offend?

2.2.4 Barriers and facilitators to meeting the educational needs of CYP who offend

Through examining the provision and engagement of CYP who offend, six articles highlighted the things that negatively and positively impacted meeting the educational needs of CYP (Hurry et al., 2010; Kennedy, 2013; Lanskey, 2015; McMahon et al., 2006; Paterson-Young et al., 2021; Twells, 2018). The barriers and facilitators included exclusion, pedagogy, staff skill, relationships, and the value of the task. Intertwined across all these barriers and facilitators was engagement.

2.2.4(i) Exclusions impact on supporting the educational needs of CYP who offend

The exclusionary practices and experiences appeared to shape the educational paths of CYP in some of the papers. In addition to interviewing 32 CYP, Lanskey (2015) interviewed 18 YJ workers, 6 policy makers and 27 education practitioners and conducted two focus groups with education practitioners. Lanskey's (2015) case studies and quoted extracts highlighted that once CYP were excluded from school, even with the support of YJ workers, CYP's options to reintegrate were limited. They also highlighted that finding similar or compatible educational provisions to maintain CYP's level of study pre-offence was challenging. Paterson-Young et al., (2021) echoed this. They concluded that once CYP are removed from

community-based education, their opportunities for increasing their educational skills are limited. These findings and conclusions suggest that exclusionary practices and experiences negatively impact the educational paths of CYP who offend and the ability to meet their needs. It is not known from these studies what helps mitigate this impact or support the integration of CYP who offend.

In some papers, exclusionary experiences appeared to influence CYP's engagement with education. Lanskey found that once CYP were excluded, they "often spoke of feeling isolated and rejected" and disengaged with education physically and/or mentally (2015, p. 577). The qualitative nature of these findings makes it hard to establish just how frequently 'often' was. However, they aimed to bring an understanding of CYP's educational experiences, not to measure or quantify them. Paterson-Young et al., (2021) noted similar negative comments. They suggested that the language used by CYP highlighted "just how disengaged" CYP "were from their schooling" (2021, p. 10). Paterson-Young et al., (2021) also implied that such negative attitudes exacerbate CYP's challenges and lead to suboptimal learning and educational outcomes. These findings and implications suggest that support is needed to reduce the negative impact of exclusionary experiences on CYP's attitudes and educational engagement.

2.2.4(ii) Pedagogy and staff knowledge's impact on educational support for CYP who offend

For the qualitative stage of Twells' (2018) research, they conducted semi-structured interviews with seven CYP, seven YOS workers and seven professionals from various educational settings. Twells (2018) found barriers to educational

engagement across their qualitative data and a lack of focus on the education of

CYP who offend. Although they did not directly obtain background information on

their professionals, Twells (2018) implied that YOS workers' backgrounds might not

focus on education. They also implied that professionals in education might not be

trained to work with marginalised groups like CYP who offend. These hypotheses,

alongside their findings, suggest that professionals' lack of knowledge and

experience may negatively impact CYP's educational needs and engagement.

However, it is not known from this research precisely what the training or

experiences should focus on.

The potential impact of staff's knowledge and skill is also found in other

included papers (Gregory & Bryan, 2011; Hurry et al., 2010; Turner et al., 2019). In

Gregory & Bryan's (2011) study, they collected information on YOS workers'

backgrounds. They found that the educational backgrounds of the YOS workers

delivering the ISSP program were very diverse. They ranged from graduates to

those with no further education after compulsory school leaving age other than

training as part of their employment. They also found that none of the YOS workers

had any prior knowledge of SLCN in CYP beyond the training they received from a

SLT as part of the research. Similarly, in Turner et al., (2019) study, they conducted

a short online survey with the speech-language pathology (SLP) service leads from

three of the four YOI in England. They found that service leads reported that their

screening for SLCN was routinely being conducted by professionals who did not

have training in speech, language and communication skills.

Although Gregory & Bryan's (2011) and Turner et al., (2019) findings are interesting, they do not indicate how professionals' lack of skills impacted CYP who offend. Therefore, from these findings, one can only tentatively suggest that professionals working and screening CYP who offend may need appropriate training. The findings from Hurry et al., (2010) provide a better indication of how professionals' lack of skills impacted CYP who offend. They found that learning support assistants (LSAs) in custody settings did not have the subject expertise to support CYP's learning. They also found that LSAs were not very proactive at giving appropriate support. These findings suggest that professionals need adequate training to effectively meet the educational needs of CYP who offend and engage them.

Shafi's (2019) qualitative ethnographic case study examined the educational experiences of CYP in a SCH and the barriers and facilitators to their learning. They conducted semi-structured interviews, field notes and observation with 16 CYP. They also collated case studies using authentic inquiry with five participants and their learning mentors, subject teachers and head teachers. Shafi (2019) conducted a thematic analysis and found that some barriers to engagement were linked to the setting's structure. They also implied that making pedagogical changes to a lesson whilst keeping the content the same could address their participants' acute boredom and disengagement. Although they did not specify the pedagogical changes, other research has. In isolation, Shafi's (2019) findings suggest that pedagogy can negatively impact the educational engagement of CYP who offend.

Hurry et al., (2010) used a quasi-experimental design to examine the impact of discrete literacy and numeracy provision across two YOI and two YOS. They also observed and compared CYP's educational and training provisions before and after staff training. Although a standardised observational tool was not used, the observers made full field notes on the same things using a framework. Hurry et al. (2010) found varied pedagogies employed in sessions. For example, class discussions and practical activities were more likely to be used in contextualised sessions than in decontextualised sessions. They also found that the sessions in the YOIs compared to the YOS were mainly decontextualised and used skill-based worksheets. Hurry et al., (2010) reported that around half the CYP present did little or no work in these sessions.

In addition, following staff training and curriculum restructuring to increase the contextualisation of activities, Hurry et al., (2010) found an improvement in CYP's engagement. It should be noted that it is unclear how this improvement was measured, which raises questions about reliability. However, the qualitative data from Kennedy's (2013) research supported Hurry et al., (2010) findings. Kennedy (2013) found that CYP disliked courses where the teaching methodology used mainly paper-based activities (worksheets and textbooks). Together these findings suggest that pedagogical approaches that emphasise decontextualised curriculum delivery impacts the educational engagement of CYP who offend negatively. They also suggest that to keep CYP engaged and effectively meet their educational needs, contextualised approaches are needed.

2.2.4(iii) Value of the learning task, or training

Linking to contextualised learning opportunities, the importance of meaningful learning tasks in Shafi's (2019) research was particularly salient. Their thematic analysis found that their participants perceived learning tasks as facilitators or barriers to engagement. Across all their case studies, CYP wanted learning tasks to be valuable or have a wider purpose. Supporting this, Kennedy (2013) used a Likert scale to measure their participants' course rating preferences. They found non-vocational courses were least liked by CYP who offend in their study. Although non-vocational courses still had positive ratings, vocational courses received the highest overall rating. In addition, Kennedy's (2013) qualitative data highlighted the reasons behind their participants' ratings. They found that when participants gave a vocational course a higher rating, it linked directly to employability, or they valued the content. These findings suggest that interventions, training or learning task need to be of value and have a purpose to CYP who offend and their prospects.

As Kennedy's (2013) qualitative data was collected through focus groups, it is possible that CYP who find it difficult to vocalise their opinions may not be accounted for. Furthermore, anomalies were evident between their participants' responses in the survey and focus groups. However, Kennedy (2013) also conducted one-to-one interviews and reported that some of the CYP interviewed had not requested to attend certain courses. They suggested that this could account for the discrepancy and CYP's negative responses in the survey. This also suggests that CYP's autonomy when choosing meaningful learning tasks, training or interventions may need to be considered when trying to support CYP who offend.

As mentioned previously, Hurry et al., (2010) used a quasi-experimental design to compare the impact of discrete literacy and numeracy provision. Initially, Hurry et al., (2010) intended to assign CYP to a treatment and control group, pre and post-discrete literacy and numeracy intervention. However, they reported that their participants refused to spend two days a week doing discrete literacy and numeracy sessions and preferred participating in vocational training or employment. Although Hurry et al., (2010) ended up using naturally occurring contrast between the provisions to achieve their aim, their participants' preferences highlighted the importance of interventions and learning tasks being meaningful. They found that 26 CYP in one of their settings significantly preferred vocational training to education. They also found that 38% of participants who were positive about attending discrete literacy and numeracy thought it might improve their skills and aid their employment prospects. These findings suggest that interventions and learning tasks need to align with the educational and professional goals of CYP who offend in a meaningful way.

2.2.4(iiii) Relationships

Three articles included in this review highlighted the importance of relationships supporting the educational needs and engagement of CYP who offend (McMahon et al., 2006; Shafi, 2019; Twells, 2018).

McMahon et al., (2006) found that relationships between staff and pupils were regarded as important by CYP and professionals. Although 37% of the CYPs in their study reported that poor relationships with teachers acted as a barrier to future educational engagement, they also found evidence of it working as a facilitator. Their qualitative vinaigrettes sighted availability and the attention they received from

teachers as important. McMahon et al., (2006) also found that negative school experiences were often attributed to CYP disliking their teachers. These findings suggest that an emphasis should be placed on developing relationships and safeguarding against negative ones.

Throughout Twells' (2019) qualitative findings for professionals and CYP, a common theme related to the importance of relationships was also evident. Twells (2019) reported that when good relationships are established between CYP, professionals and parents, it is a crucial facilitator to CYP's educational success and engagement. However, they also found that relationships acted as a barrier. Twells (2019) reported that most of their professionals cited fractured and difficult relationships with challenges communicating with other agencies or the duplication of information. Similarly, they found that CYP reported having poor relationships with professionals. As there were no qualitative extracts or vinaigrettes from CYP quoted in Twells' (2019) research, it is not known from these findings what underpins poor relationships between CYP and professionals. Thus, further research is needed to better understand how the relationship between CYP, and professionals may be a barrier to CYP's educational success and engagement. However, Twells' (2019) findings from professionals suggest that building and strengthening relationships underpinned by effective communication is also needed.

Shafi (2019) also found evidence for relationships being both a barrier and a facilitator. They found building relationships in custodial settings fostered the conditions needed for reengagement with learning. However, although Shafi's (2019) study had a small sample size, a strength lies with the in-depth meaningful

information they gathered around how relationships act as a facilitator. Across all five authentic inquiry case studies they found positive supportive relationships was reported to facilitate competence, emotional regulation, autonomy and access to resources. These findings suggest that placing an emphasis on fostering positive relationships could in turn have benefits which extend beyond CYP who offend educational needs to their psychological and emotional ones too.

In summary, the literature suggests that various factors can act as facilitators and barriers impacting CYP's engagement and educational needs. For example, professionals' knowledge, skill, pedagogical approaches, value and contextualisation of the learning task, exclusionary practice and relationships. The papers suggest an emphasis should be placed on fostering the conditions needed for learning and engagement.

2.2.5 The impact of targeted interventions on the educational needs of CYP who offend

Two of the included articles sought to monitor the impact of targeted interventions on CYP who offend (Gregory & Bryan, 2011; Hurry et al., 2010).

Gregory & Bryan (2011) screened and assessed 20 CYP pre and post their individually tailored intervention with the ISSP program and communication plans. They reported that the intervention plans focused on areas like, listening, language skills and non-verbal communication. Key workers conducted some individual interventions with support from SLT, and the SLT delivered some group and individual sessions. Gregory & Bryan (2011) found that 75% of participants who

received a communication plan and intervention made measurable improvements in all areas of communication targeted. Although they did not use a control group of CYP with matched abilities, improvements were seen across all their assessment tools. After three to six months of intervention, an even higher percentage of 85 to 88% was seen in their standard scores on the CELF 4 subtests. These findings suggest that targeted speech and language interventions can positively impact the language needs of CYP who offend.

Hurry et al., (2010) assigned participants to treatment groups where they received more hours of literacy and numeracy on average than those in the control group. They found significant overall improvements between pre- and post-literacy and numeracy levels. All their participants in education or training made gains in just under five months that students in full-time mainstream education would be expected to make over eight months. Hurry et al., (2010) also found that the treatment groups only did marginally better than those in the control group for literacy, with no significant learning gains between them. The improvements in control and treatment groups raise doubts about the overall improvements signifying learning gains or if it could be attributed to familiarity with the test. However, Hurry et al., (2010) took steps to minimise these doubts and used different versions of pre and post-assessments. Thus, these findings suggest that keeping CYP who offend in education or training can offer them benefits.

Two additional papers included in this review, highlighted interventions (Bryan et al., 2015; Turner et al., 2019). Bryan et al., (2015) reported that 118 males in a SCH, were provided with various interventions and additional support. 84

participants were set targets linked to processing, memory and increasing receptive and expressive language, 24 were given one-to-one SLT, 58 were given language support to access the curriculum and 7 had an intensive therapeutic intervention. It should be noted that the frequency and duration of these interventions or if they were delivered individually, in a group or indirectly is unclear. Furthermore, the impact of participating in these interventions was not measured. However, the reported interventions add to our understanding of what could be used to support CYP who offend and suggests further evidence is needed focusing on their impact.

Turner et al., (2019) explored how SLP services are delivered and what interventions SLP services in YOI used. Although their study only surveyed three SLP lead practitioners, there were only four possible services from which they could sample participants. Thus, their findings are representative of the SLP services in England. Turner et al., (2019) found that two of the three SLP services predominately delivered interventions on the individual level. One service equally used individual and group delivery for their interventions. They also found that all three services delivered interventions that targeted vocabulary, language, pragmatics and stuttering. However, each service also offered service-specific interventions like classroom support bespoke to their settings. These similarities and differences highlight a need for a flexible range of interventions and approaches to delivery which respond to the needs of the CYP and their setting.

2.5 Summary

To summarise, the papers included in this literature review highlighted what is known about the educational needs of CYP who offend. It is known that there is a

higher prevalence of special educational needs, SLCN and low academic attainment in CYP who offend compared to the general population. However, the research indicated that despite the higher prevalence, their needs are often missed or unidentified both before entering and once in the YJS. The papers suggested that better support and awareness in identifying SEN, SLCN, numeracy and literacy difficulties in CYP who offend is vital.

The literature included also highlighted what is known about supporting the educational needs of CYP who offend and the interventions that could be used to support them. It is known that a flexible range of interventions and responsive approaches to delivery is needed. It is also known that a range of barriers and facilitators shape the educational paths, needs and engagement of CYP who offend. The barriers and facilitators identified in this review were; exclusionary practices and experiences, pedagogy, relationships and the perceived value and contextualisation of the learning task. In addition, the included literature also suggested that staff knowledge and experience may negatively impact CYP's educational needs and engagement. However, this research did not highlight what training or experiences professionals need or want to better meet and support the needs of CYP who offend.

Most of the literature included in this review has shed light on CYP who offend more generally. Four of the twelve papers focused on the prevalence of SLCN. Only one of the twelve papers focused on the impact of interventions on CYP who offend with SLCN. However, it is unclear how supporting CYP who offend with SLCN is different to or the same as the general practice of supporting CYP who offend. As a

result, this research aims to address the gaps in the current literature identified in this review.

3. Methodology

This chapter outlines the methodological approach that was adopted when undertaking this research. The chapter begins by identifying the research question being addressed alongside the purpose and aim of the research (3.1). Then, the epistemological and ontological positioning of the research is provided (3.2). This chapter goes on to describe the research method (3.3), including the design, participants, and data collection (3.4). This chapter ends with a detailed description of the process for analysing data (3.5), issues relating to trustworthiness (3.7) and ethical issues consideration (3.8) are also outlined.

3.1 Aims and Purpose

The aim of this research was to identify what is needed to support the educational needs of CYP with SLCN who offend. This research takes an exploratory approach. It is hoped that the insights illuminated by this research could be used by EPs and other professionals to help address unmet needs. The exploratory purpose is appropriate because the researcher did not have a specific hypothesis about what themes may emerge from the data.

3.1.1 Research question

- What do key stakeholders feel is needed to meet the educational needs of children and young people with SLCN who offend?

3.2 Orientation

A researcher's paradigm (belief system or world view) helps guide the way in which their research is designed and undertaken (Guba & Lincoln, 1994). Encompassed in a paradigm are epistemology, ontology, and methodology. An ontological position in research reflects how the researcher views the nature of reality (Fox et al., 2007; Willig, 2013). It is often described as occurring on a continuum between realism (reality is independent on human interpretation) and relativism (reality is dependent on human interpretation). Alongside this, epistemology may be defined as the researcher's general orientation to the nature of that reality and how the researcher plans to discover that reality. There are multiple paradigms such as constructivism, positivism, post positivism and pragmatism. These paradigms differ in their approach to reality and how we can come to know about reality (Crotty, 1998; Guba & Lincoln, 1994).

3.2.1 Theoretical considerations

Positivism can be defined as a series of claims that emphasise measurement and generalisation to uncover facts, realities, or relationships between things for the development of understanding (Guba & Lincoln, 1994). A realist ontology underpins the basic posture of this paradigm. Positivists believe that scientific knowledge is objective, context-free, and enables us to predict and control events (Fletcher, 2017; Guba & Lincoln, 1994). It therefore follows an epistemology that believes in objectivity (Robson & McCartan, 2016). The researcher and participants studied are seen as separate entities, which is why it was not deemed appropriate for this study. The strive for objectivity through following a rigorous scientific method is sometimes criticised because to strip away the context so generalisation can be made is to

remove some of the meaning (Gorski, 2013). Another reason why it was not deemed appropriate for this study, is because it is often aligned with quantitative research methods and data, where the universal truths or knowledge the researcher is capturing existed before the research.

Conversely, a constructivist paradigm focuses on understanding and co-constructed meaning where multiple truths about reality co-exist and are open to continuous revisions (Guba & Lincoln, 1994). It is underpinned by relativist posture, and meaning is dependent on the individual or group holding the constructions. The constructions are alterable, and the researcher and participants are interactively linked (Braun & Clarke, 2021; Guba & Lincoln, 1994). A constructivist perspective is usually aligned with qualitative data, where multiple participants can give rich insight into how they construct their reality rather than simply reflecting on it (Willig, 2013). This was deemed inappropriate for this researcher as the researcher was not seeking to speak to CYP who offend with SLCN directly but instead those working with them. If the researcher held a Constructivist perspective, they would be interested in the realities of the CYP themselves.

An alternative paradigm to both positivism and constructivism is Critical realism. Critical realism is a philosophical paradigm developed by Roy Bhaskar and is seen as being useful for practice-based research within the EP world (Matthews, 2003; Robson & McCartan, 2016). It proposes that a truth exists, but that which is known is partial, complex and socially embedded (Clark, 2008; Fletcher, 2017; Sutcliffe, 2016). Aspects of critical realism align with the ontological position of this study in that there is a material and objective world of which elements will be

impacting on CYP who offend with SLCN. These truths are contextually dependent and influenced by CYP's subjective experiences and interpretations. However, in its purest form, Critical realism has both a causal analysis and explanatory aspects leading to suggestions for social change (Fletcher, 2017). This research does not intend to do that but instead takes an exploratory approach.

3.2.2 Theoretical stance

This research has taken a pragmatic worldview. Although pragmatism is usually associated with mixed methods research, it was deemed appropriate for this research. Conceptually pragmatism seeks a middle ground between positivism, constructivism and critical realism, focusing on the outcomes of the research (Given, 2008). Pragmatism avoids entering ontological and epistemological debates about truth and reality (Given, 2008). Instead, pragmatism emphasises adopting the research method that is best suited to answering the research question at a given time (Robson & McCartan, 2016). Because the researcher is not committed to any one system of philosophy, and reality, pragmatism allows the researcher to adopt elements of critical realism without a causal analysis and explanatory focus (Given, 2008). In addition, it allows knowledge to be viewed as being representative, being both constructed and based on the reality of the world rather than absolutes and fixed realities (Mills et al., 2012).

It is important to note that the research reported in this thesis fits within a larger intra-paradigm research study. However, in its entirety, it is too big to fit within the scope of a doctoral thesis, and the researcher would not have been able to explore it in sufficient depth within a 40,000-word limit. Therefore, ethical approval

has been granted to remove and disseminate aspects of the study separately from this thesis (see Appendix K). Considering these circumstances, a pragmatic ontological and epistemological position is also appropriate as it allows for a needs-must approach, meaning what works or is pragmatic within the current circumstances.

3.3 Research methods

3.3.1 Research design

Traditionally, social research methods fall under two umbrellas, quantitative and qualitative research, with quantitative methods being seen as being more scientifically rigorous (Guba & Lincoln, 1994; Robson & McCartan, 2016). However, qualitative research often provides data that gives rich insights into social phenomena which cannot be easily represented numerically (Guba & Lincoln, 1994). It also provides an approach from which theoretical ideas and concepts can emerge whilst still accounting for the complexities of the social world. Qualitative research methods offer the potential to capture a broad and rich picture to shed light on the research questions under study. It is with this in mind that a qualitative approach was adopted for this study.

3.3.2 Research participants

The population of interest for this present research were professionals from YJS, educational settings and health services. All the participants were recruited from the LA where the researcher is a TEP. A purposive sampling strategy was used to select participants who were best placed to illuminate the phenomenon under

investigation. In line with Thematic Analysis, the aim was to collect enough data to

make meaning and recognise patterns whilst not overwhelming the analysis process

(Braun & Clarke, 2006). Therefore, the aim was to include between 6 and 12

participants. The inclusion and exclusion criteria can be found in Table 6.

Table 6 Participant inclusion and exclusion criteria

	Inclusion/exclusion criteria	Rational
Place of work	Work in the LA/ or have a working link to the LA's YOS	The focus of the current research is on the experiences within one LA.
	From the following fields: Youth offending, education [for example, schools and alternative provisions], health (SLT and specialist teachers)	To enable the concept to be examined from different perspectives.
Contact with CYP who have offended	Have had experience of working indirectly or directly with more than 2 CYP who have offended with SLCN	To ensure breadth of experience includes the focus topic and not just CYP who offend in generally and the different ways of working with them. For example, on the organisational individual and group level.

3.3.3 Participant recruitment

Participants in one LA were approached through a recruitment email sent to

the relevant service leads. The service leads circulated the recruitment email to all

members of their teams. The email contained a small synopsis of the study in a

bulletin format (Appendix E) and an information sheet (Appendix F) with the aims

and expectations of the research. The research was also advertised in service-

specific meetings. Any interested participants were signposted to email the

researcher directly. Because the research was taking place in the LA, where the

researcher worked as a trainee EP, the impact of societal hierarchy or power imbalances (real or implied) were also highlighted. It was made clear that participation or non-participation in the research would have no bearing on professional relationships or service delivery.

The participants were given three to four weeks before another prompt email was sent out to allow time for potential participants to read and respond to the bulletin and information. During this time, three participants from YOS and one SLT agreed to participate. There were significant challenges in recruiting participants from education and the Speech and language service. This was magnified by the preparation for the end of the academic year. Thus, the bulletin was re-circulated at the start of the Autumn term. In addition, the researcher used their professional working relationship with staff in YOS to re-share the bulletin with colleagues they felt would be interested in participating. Subsequently, five additional professionals, four from education and one from the Speech and language service, agreed to participate in the research. Therefore, the final sample size was nine (two SLTs, four from education and three from YOS). All participants were asked to read the information sheet and sign the consent form (Appendix G).

The sample size used in this research is typical for qualitative research (Terry et al., 2017). The research did not attempt to represent the whole professional population that works to support the educational needs of CYP who offend. Although a large sample size would have provided more data that could be more generalisable, it would be relatively shallow data. Instead, this research sought to

provide a rich and illuminating descriptive account of the participants' views and experiences in their locality.

3.4 Data collection

3.4.1 Semi-Structured Interviews

The data in this research was collected via semi-structured interviews. Semi-structured interview method of data collection was selected to gather detailed information from the participants. In semi-structured interviews, the researcher has an interview guide that outlines the wording of questions and the order in which they will be presented. However, unlike structured interviews, the wording and order of questions are often modified. This allows the researcher to follow the flow of the interview and the direction the data leads them. The loose structure of semi-structured interviews also fits with the exploratory style of this study. Although semi-structured interviews can be labour-intensive, interesting emerging concepts can be explored further, providing rich, relevant data about unpredicted concepts. Another reason why semi-structured interviews were selected was because it allows the researcher to clarify misunderstandings or check their interpretations directly with the interviewees. This was particularly pertinent given that the researcher did not have a background in youth offending. Furthermore, semi-structure interviews provided a confidential space where participants could discuss topics they might not feel comfortable sharing in front of colleagues. For example, reflecting on their practice with CYP.

Despite semi-structured interviews having advantages in an exploratory study, it is important to consider the disadvantages of using them. First, semi-structured interviews depend on the rapport established between the researcher and the participants (Willig, 2013). Although this can be built quickly in semi-structured interviews, it depends on the researcher's skill. Furthermore, between the interaction of the researcher and participants during the interview, a range of ethical and personal issues can arise related to bias and power (Creswell, 2009). Therefore, the researcher must identify and consider the effect of their own bias, social identities and experience levels that may shape the interviews (Willig, 2013). Using reflexive thinking and taking notes about initial hypotheses can help alleviate some of these concerns. The steps the researcher took to overcome these are discussed in section 3.8 and the Discussion chapter in section 5.4.

3.4.2 Developing the semi-structured interview questions

An inductive approach was used to generate the semi-structured interview questions. In addition, the research question was used as a frame of reference so the researcher would obtain the kind of data relevant to the topic (Willig, 2013). However, care was taken to ensure that the questions being asked were not just the research question reworded. The researcher followed Robson & McCartan's (2016) general guidelines to construct a semi-structured interview schedule. The schedule included the following:

1. *Introduction*- The researcher introduces themself, explains the purpose of the interview, and reconfirms confidentiality and verbal consent to the recording.

2. *Warm up*- non-threatening questions about current role.

3. *Main body-* a list of questions that will elicit data and answer the research question.

4. *Cool off-* Questions to wrap up and mitigate any tension that may have arisen.

5. *Closing comments-* thanks and an explanation about the rights to withdraw consent.

Most of the questions included in the schedule were open. They did not provide restrictions on the content or manner of the interviewee's reply. There was also a balance between descriptive and evaluative questions (Appendix H). Descriptive questions create the space for participants to give a general account of 'what happened' whilst evaluative questions elicit descriptions and personal judgments or viewpoints (Willig, 2013). The full interview schedule can be found in Appendix I

Two pilot studies were conducted with trainee EPs to ensure the interview schedule's suitability to elicit information linking to the research questions. The pilot interviews were conducted online using 'Microsoft teams.' From the pilot, the researcher gauged the appropriateness of the interview schedule's order. It also ensured that the language used could be easily understood and meaningful to the participants (Willig, 2013). The researcher also identified some leading questions, which were removed or reworded. Appendix J shows the initial draft interview schedule. The pilot participants were also asked to provide feedback on the questions asked and the interview process. Following this and the quality of the answers they gave during the pilot, probing questions and prompts were added. It was hoped that phrases like 'tell me more about …' could be used to elicit a more

detailed account from the participants. In addition, questions about challenges supporting the educational needs were moved towards the end of the schedule and paired with a miracle question. Miracle questions invite individuals to focus on possible alternatives to problem-saturated situations. The miracle question was added to help provoke the participants to reflect and generate solutions to any challenges they raised (de Shazer, 1988; Harker et al., 2017).

The revised interview schedule was piloted online using 'Microsoft teams' with a professional from a YOI in a neighbouring LA. Although the data collected were not utilised or stored, this acted as a 'field test' and simulated the real interview situation. No further amendments were made. The piloting process refined the researcher's data collection plans (Robson & McCartan, 2016). It allowed for a better understanding of how participants understood the questions being asked and whether the questions would elicit the information needed to answer the research question. The piloting process also provided a realistic approximation of how long the interviews would last. In addition, the feedback from the pilot participants helped refine the researcher's interview skills and technique. It highlighted when questions in the final interview schedule that could be skipped and how best to ask prompting questions without impinging on what the participants were sharing.

3.4.3 Interview procedure

Online interviews were conducted using 'Microsoft teams.' It created flexibility and enabled the timings to be adapted to participants' working contexts at mutually convenient dates and times. It also fitted with the LA policy that meetings, where possible, were to be held remotely because of the Covid-19 pandemic. The

researcher followed the British Psychological Society (BPS) Internet-Mediated

Research Guidelines (BPS, 2021) to maintain the participants' privacy and safety. All

the interviews were recorded using Microsoft Team's inbuilt recording and a digital

recorder for later transcription. To respect the privacy and dignity of the participants

who may have been joining from home, they were not obliged to keep their videos on

(BPS, 2021). The researcher kept their video on. Two participants chose to have

their video off, and one participant needed to be dialled into the Microsoft Teams

meeting; thus, the video option was not available for that interview.

Before beginning the interview, the researcher began an informal discussion

about the participants' current roles and how their day or week had been. This

informal conversation facilitated rapport development and allowed the interviewee

and researcher to ease into the interview. Next, the researcher re-explained the

research purpose, aims, and intended benefits of participation. Although consent

forms were circulated, signed and returned to the research before the interview,

verbal consent to record the meeting was re-sought in the meeting. See Appendix G.

Participants were reassured that all information gathered would be anonymised,

including any data that might lead to the identification of other individuals the

participants work with or locality. Participants were also invited to ask any questions

they had about the research. The interviews followed the interview schedule in

Appendix I. Questions were adjusted, or clarifying questions were asked as new

concepts emerged and the researcher collected further data (Breakwell, 2012). The

research also made an active effort not to limit "the knowledge-producing potential of

dialogue" deemed important by the participants by moving quickly to the next

question on the interview schedule (Brinkmann, 2018 p. 1002).

Following each interview, the participants were debriefed. Their right to withdraw their data up to 6 weeks after the interview date was reiterated. Participants were also informed about the next steps in the research and given another opportunity to ask any questions they may have. All interviews were initially transcribed using 'Otter.ai', which produced a computer-generated transcript and then revised further by the researcher. During the revision process, the researcher listened to the recordings, and checked the accuracy of what had already been generated, adding punctuation, pauses in speech and other utterances. The second transcription process helped ensure that the transcripts were as close to the original verbal account as possible (Braun & Clarke, 2021). It also helped the researcher develop a thorough understanding of the data.

3.5 Data analysis

The researcher used reflexive thematic analysis (RTA) to analyse the data derived from interviews (Braun & Clarke, 2021). RTA involves following a rigorous and systemic method of identifying, analysing and interpreting shared patterns of meaning across the data from different participants through the identification of codes and later themes (Braun & Clarke, 2019, 2021). It provides a rich and detailed account of the data. RTA is also a fluid and recursive approach that provides the researcher with flexibility.

RTA was deemed most suitable, given the exploratory nature of the current research. Furthermore, unlike other qualitative data analysis methods (e.g., discourse analysis), RTA is not aligned with one theoretical approach or

philosophical assumption. Instead, it is theoretically flexible, and different RTA approaches reflect the philosophical assumptions the researcher has made around meaningful knowledge production (Braun & Clarke, 2019). Thus, it also fits well within pragmatism and the researcher in this study's beliefs about the nature and production of knowledge.

3.5.1 Reflexive Thematic Analysis

Thematic analysis (TA) has several strengths that make it an appropriate method of analysis for this research. TA is a widely used approach in qualitative research, and it underpins most other qualitative methods like IPA and GT (Willig, 2013). TA is also accessible to novice researchers and can be used with most types of qualitative data. There are many different versions and accounts of how to carry out TA, including the one used in this study, RTA. However, the process of recognising and organising patterns of meaning in qualitative data is central to them. The result of the analysis can be communicated to a range of policy makers, practitioners and the broader public without significant difficulties (Robson & McCartan, 2016). This appealed to the researcher because it meant that the data would generate information that could be useful to EPs, SLTs, school staff and others who work directly and indirectly with CYP who offend.

TA, in all its variations, invites the researcher to be reflexive. In RTA, the adjective reflexive according to Braun & Clarke (2021, p. 5), highlights the "subjective, situated, aware and questioning researcher". It encompasses the critical reflection and interrogation the researcher should have on their role and the

decisions and assumptions they make during the research process. This process is active and an important component of being a good practitioner and a qualitative researcher (Robson & McCartan, 2016). Whilst the flexibility of TA can inhibit the researcher when deciding what aspect of the data to focus on, the researcher in this study used their peer group and supervisor to aid their reflexivity. Through questioning and interrogating the researcher's positions, thoughtful engagement with the analytic process was enhanced.

An essential part of a researcher's reflexivity when using RTA is their theoretical assumptions informing their use of TA. The decisions around analysis and the assumptions made in interpreting and coding the data are produced at the intersections of the researcher's theoretical assumptions (Braun & Clarke, 2019). From a constructionist approach, experience and meaning in RTA are socially constructed, which is recognised when shared patterns are found across the data. However, from a realist paradigm, meaning and experience can also be interpreted as a unidirectional relationship between the two. From a critical realist position, participants have different views and experiences of reality and shared experiences and views, which are perceived as real and can be found in patterns across the data. Although, as mentioned in section 3.2.1, this research takes a pragmatic position, it acknowledges many of the aspects of a critical realist position without seeking to explain the patterns found.

3.5.2 Different ways of approaching RTA

Another strength of RTA that makes it an appropriate method of analysis for this research is that it allows the researcher to move away from a rigid view of analysis. Traditionally the approach to analysis is seen as a binary choice between inductive or deductive instead of on a spectrum, as suggested by Braun and Clarke (2021). An inductive approach to data analysis would involve inductively looking at the interviews without fitting them into predefined categories. Thus, coding and theme development would be driven by and located within the interview data (Braun & Clarke, 2021). In contrast, a deductive approach would involve deductively looking at the interviews with some preconceived themes that you expect to find based on previous knowledge. Braun & Clarke (2021) attest that a researcher's engagement with their data is never purely inductive because they bring their theoretical perspectives to the meaning they make of the data. Although an inductive approach to data analysis can be achieved and aided by reflexivity, in RTA, it is not limited to an either/or choice (Braun & Clarke, 2021). They express that analysis can be driven by a blend of both approaches and instead occurs on a continuum.

3.5.3 Data Analysis Procedure

Braun & Clarke's (2021) 6 phrases of RTA were closely followed; familiarisation with the dataset, coding, generating initial themes, developing and reviewing themes, re-defining and naming themes and writing up. Although the phases were not seen as unidirectional rules or steps in the analysis process, they were used as guidelines (Braun & Clarke, 2021). The researcher actively moved through the phases, sometimes in a non-linear manner going back to early phases as an when required. Transcripts were imported into the computer-assisted

qualitative data analysis software program, MAXQDA plus (2021 and 2022 release).
It was used to organise, code and efficiently analyse the data.

Phase 1. Familiarisation with the Dataset

This first phase involved the researcher becoming deeply and intimately
immersed in the data (Braun & Clarke, 2021). For the researcher, this started at the
data collection stage. The researcher conducted the interviews and transferred the
audio recordings into Otter ai to be transcribed. Following this, the researcher then
read the transcripts and listened to the recordings multiple times. They ensured that
the transcripts accurately reflected what the participants said and added verbal
utterances for the participants and the researcher. Braun and Clarke (2021)
emphasise the importance of active, analytical and critical reading, searching for
meaning and patterns across the data. The researcher noted interesting quotes,
points, and initial thoughts about the dataset. They also interrogated how they made
sense of the data using the following questions:

How does the person make sense of whatever it is they are discussing?

Why might they be making sense of things in this way (and not in another way)?

How would I feel if I was in that situation? (Is this different from or similar to how

the person feels and why might that be?) …

Why might I be reacting to the data in this way?

What idea does my interpretation rely on?

What different ways could I make sense of the data? (Braun & Clarke, 2021, p.

44)

Phase 2. Coding

With the initial familiarisation of the data completed, the researcher moved into the coding phase of RTA. The researcher began working systematically through each transcript, identifying segments that appeared to be relevant and pertinent to the research question. In this phase, the brief descriptions or comments, known as codes, can be semantic, latent or both. Semantic codes describe the surface meaning or what is explicitly expressed, whilst latent codes refer to codes that describe the implicit meaning or what is sometimes more abstract. The researcher used both semantic and latent codes especially as the participants sometimes used sarcasm to talk about their experiences, making the meaning less obvious. The researcher also used an inductive approach to data. They focused on unpicking the underlying meaning that emerged from the data. Because it was important that the codes work independently from the data, single words were not coded, but phrases, sentences or paragraphs were instead. Additionally, when several different meanings were evident in a data segment, it was tagged with multiple codes (Braun & Clarke, 2021).

The coding phase included several coding sweeps, where the dataset was reread and coded. Coding evolved and was shaped each time the researcher revisited it. As a result, it was a subjective and organic process. Initially, the researcher extracted over 2000 codes from the dataset. Some of the earlier codes were refined, and the codes that lacked depth or insight into the data were edited. With each sweep through the data, the researcher truncated, grouped or amalgamated codes that identified the same patterns of meaning. Throughout this process, all the transcripts were given equal attention. The researcher used memos and their reflexive research diary to provide transparency of the coding process.

Doing so helped demonstrate how an interpretation of the data was reached and created an audit trail of their thoughts and reflections as they changed over time. Once initial coding was complete, the researcher produced a codebook that outlined all the research codes. It is important to note that coding was revisited if something different was noticed within the data (Braun & Clarke, 2021).

Phase 3. Generating initial themes

The codes were tentatively clustered into themes that identified bigger patterns across the data. Themes differed from codes in that codes identify the smallest unit of meaning, whereas themes described shared meaning and can capture data relevant to several different topics. The initial themes attempted to capture something meaningful that answered the research question and represented a broader shared meaning in the dataset (Braun & Clarke, 2013). However, it was important that the themes were not too diverse or all encompassing. The researcher used Braun & Clarke's (2021, p. 89) five points for thematic development:

1. Initial and final themes do not need to capture everything

2. Each theme should have a central organising concept.

3. Do not get attached to your themes they are provisional.

4. It is ok to have a large number of initial themes.

5. Try to avoid a question-and-answer orientation to your theme generation.

The researcher also tried to avoid creating 'topic summaries' that describe the nature of a theme instead of capturing meaning and patterns. In addition, as part of the reflexive process, when generating themes, the researcher continuously ensured that assumptions about the meaning of the data were questioned.

Phase 4. Developing and reviewing themes

The researcher used the following questions to review the themes; "Does each theme tell a convincing and compelling story about an important pattern of shared meaning related to the data set? Collectively, do the themes highlight the most important patterns across the dataset in relation to your research question?" (Braun & Clarke, 2021, p. 35). Doing so resulted in some dissembling and reassembling of themes, where some of the themes fit into other themes and from those subthemes were created. The themes and subthemes were then checked against the coded extracts and the entire dataset to determine whether they were mutually exclusive and whether patterns were coherent.

Phase 5. Re-defining and naming themes

The penultimate phrase of the RTA involved further refinement, the definition of the themes and naming them. Theme names capture the essence of a theme or be descriptive titles (Braun & Clarke, 2021). The researcher renamed the themes so they could be read as answers to the research question and produced thematic maps, which are represented in the findings chapter (Figures 1-5). The definition of each theme was expanded into a detailed synopsis. This included information about what was unique and specific to each theme can be found in the overview section (4.3).

Phase 6. Writing up

The act of writing up RTA is part of the process of analysis itself (Braun & Clarke, 2021). The researcher selected quotes to illustrate each narrative told in each theme and answered the research question. For the current study this is presented in the findings chapter. The final visual map of themes and subthemes are reported in section 4 of this thesis.

3.6 Trustworthiness

Trustworthiness refers to the extent to which an inquiry's findings can be trusted and are worth paying attention to or considering (Lincoln & Guba, 1985). There has been an ongoing debate about whether the constructs 'reliability' and 'validity' are appropriate for qualitative methodologies (Braun & Clarke, 2021; Guba & Lincoln, 1994; Robson & McCartan, 2016; Willig, 2013). Reliability, generalisability, objectivity and attempts to replicate identical circumstances to an original study are not always possible when qualitative designs are used. As a result, qualitative researchers have looked to other ways of evaluating qualitative research. Lincoln and Guba's (1985) four indicators of trustworthiness were used in this research.

3.6.1 Credibility

Credibility refers to how findings can be accepted as an accurate representation of the original concept being measured (Lincoln & Guba, 1985). Throughout the current study, the researcher was aware that there would be prolonged involvement with the data right up to the point of redrafting the final thesis. Prolonged engagement with the data can create "perceptual distortions and selective distortions" and reduce credibility (Lincoln & Guba, 1985, p. 302). Therefore, before starting the interviews, a statement indicating the relevant topic was discussed, and

the interviews were recorded and then fully transcribed. During the interviews, the researcher used summarising to check participants' perspectives and reduce the likelihood that their perspectives were misconstrued or perceptually distorted. In addition, by collecting data from a broad sample of participants, the researcher triangulated the data to gain a comprehensive understanding of the phenomena being researched. The used of triangulation within this study involved looking at each individual individually and then as a professional group. The researcher discussed any interesting similarities in the data with their research supervisor.

Additionally, the researcher followed a systematic approach to data analysis, RTA, which adds to the credibility of the research. The data's similarities and differences were explored alongside constant checking, comparisons, and redefining codes or concepts. Furthermore, the researcher also included their peers and research cluster groups[1] in this process. For example, once initial themes were identified as candidate themes, these were shared during their research cluster groups. In those sessions, the researcher used their peers to become more aware of their own assumptions and reflexivity. The candidate themes were later refined and revised, as were the codes.

3.6.2 Transferability

Transferability refers to the degree to which the research findings may be applicable in other settings or contexts, like another LA (Willig, 2013). It is sometimes paralleled to generalisability. One way of ensuring transferability is by fully reporting

---

[1] A Research cluster group consist of fellow trainees and research supervisors who have an interest or are experienced in area of research/research methodologies.

all contextual features of a study. Whilst it is acknowledged that the small sample size in this study limits generalisability, a description of the context of the LA, participants and data collection procedure and analysis is provided. It is hoped that providing a detailed and clear description of the research process will enable others to review the research and conclude whether the transfer is inappropriate.

3.6.3 Dependability and confirmability

Dependability refers to the extent to which findings remain unchanged over time, repeatable and objective. The researcher ensured the procedures in this study were consistent and can be repeated. By documenting detailed steps of the procedure, the researcher hoped to increase the dependability (Creswell, 2009). In addition, the researcher used a systemic approach to data analysis, RTA and followed Braun & Clarke's (2021) 15-point checklist for good RTA (Appendix J). The original raw data (interview recording and transcripts) and data from the analysis (memos, transcripts, coding, and questions) were also clearly documented and retained to allow other researchers to replicate the methodology. Confirmability is how the researcher's interpretation of the findings is internally coherent and represents the participants' views rather than the views of the researcher (Lincoln & Guba, 1985). In this study, the researcher kept a reflexive research diary to provide transparency of the research process and to demonstrate how an interpretation of the data was researched. This audit trail of their thoughts and reflections supported the researcher's capacity to remain objective.

3.7 Ethical consideration

Ethical considerations need to be given in anticipation of issues arising when conducting research involving people (Robson & McCartan, 2016). The British Psychological Society's (BPS, 2014) *Code of Human Research Ethics* and the BPS Internet-Mediated Research Guidelines (BPS, 2017) was followed at all times to ensure the rights and dignity of the participants were upheld. Ethical approval was received from Tavistock, and Portman Trust Research Ethics Committee (TREC) see Appendix K. There were procedure changes by the researcher, thus, a resubmission of the ethics form was completed.

With a small sample size of participants from one LA, there were risks to anonymity. Participants were assigned pseudonyms. All other identifying details were changed, including names of settings and data that might lead to identifying other individuals the participants work with. In line with this, the researcher sought to create the optimum environmental conditions for an online interview these were explicitly shared with the participants. The researcher also discussed any variations that were need to for both software and hardware configurations before the appointed online interview time.

3.7.1 Informed Consent

Participants were fully informed of the research in advance of participating. They were emailed an information sheet (Appendix F) and consent form (Appendix G) providing details about the research's aims, methods, confidentiality, and how to withdraw consent. These were signed and emailed back to the researcher. The participants were also offered the opportunity to email any questions to the

researcher. The participants were reminded that their participation in the research was voluntary.

3.7.2 Right to Withdraw

Before each interview, the information sheet detailing the aims of the research was reiterated so the participants could have a clear understanding from which they could double-check that they were happy with their decision. The researcher explained the research procedures and that the interview and audio recorder would be stopped in case of any discomfort. There were no obligations for the participants to take part in the research, and they could withdraw their consent without giving a reason. Following the interviews, the participants were debriefed, their rights were reaffirmed, and how findings would be fed back to them if requested was explained. The researcher also offered the opportunity for participants to contact the researcher should they want to discuss the research further.

3.7.3 Confidentiality

All participants were given identification numbers that were used on their interview transcripts to preserve anonymity and confidentiality. All other identifying details within the data were changed, including; educational provision details, LA details and data that might lead to identifying other individuals the participants work with.

3.7.4 Data protection

In line with the *Code of Human Research Ethics* (BPS, 2014), the researcher was sensitive to the potential risk the research could have on the participants. All

electronic data and reports were stored in a password-protected and encrypted computer in accordance with the *Data Protection Act (2018)* and the *General Data Protection Regulation*. Participants were made aware of anonymity risks, with an approximate sample size of 8-12 participants working in one LA. Participants were also made aware that digital recordings of the interviews will be destroyed after the completion of the research. All written notes will also be destroyed using a secure waste disposal bin for confidential information.

3.7.5 Risk

Whilst there were no obvious risks anticipated from participating in the research. They participated at a date and time convenient to them. Additionally, the open-ended nature of the semi-structured interview gave them the freedom to choose what to share. None of the participants indicated any emotional distress during and after the semi-structured interviews. However, participants were still signed posted to how they could access additional supervision and/or support from other services if required.

3.8 Reflexivity

The researcher considered reflexivity throughout the entire process of the research following Braun and Clarke's (2021) guidance for RTA. Reflexivity involves critically reflecting on the research, one's role as a researcher and the interaction between the researcher, the participants and the data. The researcher considered their positions, interest and biases in their research diary. They also considered and reflected on their decisions (Lincoln & Guba, 1985). During interviews, the researcher remained curious and open to hearing about each participant's views and

experiences. The researcher regularly used their research cluster group and supervision to consider biases pertinent to different stages of the research process and to reflect on the interview process. A reflexive account is included in the Discussion chapter to provide transparency and the impact of the aforementioned factors on the research process.

4. Findings

This chapter explores and presents the findings from this study in line with the research question. It begins by providing a brief overview of the themes that were identified following RTA. The identified themes are then presented through a thematic map (Figures 1-5) that illustrates the relationship between each theme and its subthemes. The themes and subthemes are analysed and supported by direct quotations from the data, which provides evidence for how the themes were identified.

In total, nine participants contributed to this research; four from education, three from YOS and two SLTs, one of whom was also based in YOS on a part-time basis. Table 5 shows the job role, level of experience and setting the participants worked.

Table 5 General Participant information

Participant number	Gender	Setting type
Education 1	M	Mainstream secondary and primary schools via virtual school
Education 2	F	KS3 alternative provision
Education 3	F	KS4 alternative provision
Education 4	M	Mainstream secondary school with a SEMH resource base
SLT 1	F	YOS and LA college
SLT 2	F	Mainstream secondary and primary schools and KS3 alternative provision
YOS 1	F	YOS
YOS 2	M	YOS
YOS 3	F	YOS

For transparency, an example of analysis has been provided in Appendix L. When using quotes from participants' interviews within this section, the following typographic representation is used:

- Verbatim quotes are italicised.

- Participant number and paragraph number will follow quotes.

- Stand-alone ellipsis "…" indicates pauses in speech.

- An ellipsis in square brackets "[…]" will indicate quotations which have been cut.

4.1 Overview of findings

Five themes in relation to what the key stakeholders felt is needed to support the educational needs of CYP who offend with SLCN were identified: 1. Better ways

of working, 2. Better working with children and young people, 3. Better targeted

support, 4. Tackling NEET, and 5. Other Educational pedagogy considerations.

Table 6 provides an overview of the themes and subthemes and how frequently

each subtheme was raised. The relationship between themes, subthemes and codes

can be found in Appendix M, and an example of all the coded extracts for theme 1

better working together can be found in Appendix N.

Table 6 Overview of the themes and subthemes and number of coded extracts

Theme	Subtheme	Number of participants data included	Number of coded extracts
Theme 1 Better ways of working	Consulting with the network	8	55
	Enhancing Effectiveness	9	188
	Sufficient resources	9	109
	Increased understanding	9	66
	Reductions in disjointed working	9	170
Theme 2 Better work with children and young people	Understanding need vs behaviour	9	131
	Utilising screening	9	115
	Understanding presenting needs	8	86
	Understanding context around CYP	9	86
	CYP's Voice	7	53
	Good relationship with CYP	9	146
Theme 3 Better targeted support	Raising academic achievement	8	79
	Language support	8	39
	Differentiation	8	74
	Supporting SEMH needs	9	113
	Holistic support needed	3	3
Theme 4 Tackling NEET	Increasing engagement	9	153
	Better transition (between, into and out of settings)	8	70
	Risk awareness	6	35
Theme 5 Educational Pedagogy	Pedagogy	3	13
	Educational provision	9	74

Better ways of working

The key stakeholders feel there needs to be better ways of working with professionals to support the educational needs of CYP who offend with SLCN. This theme encompasses participants' reflections on the positive and negative aspects of

working with other adults to support the educational needs of CYP who offend with SLCN.

Better working with CYP

This theme encapsulates participants' thoughts on the ways of working with CYP who offend with SLCN. It captures the desire for better identification and understanding of CYP needs and wishes.

Better targeted support

This theme captures participants' opinions about the targeted support that is needed to help CYP who offend with SLCN progress educationally, socially and generally. It also captures how language support should unpin and influences all other types of support.

Tackling NEET

This theme is comprised of what participants thought worked well and was still needed to reduce the number of CYP who offend with SLCN that are NEET.

Other Educational Pedagogy considerations

This theme captured the challenges that the participants experienced with educational provision and pedagogy.

4.2 Theme 1: Better ways of working

A thematic map is provided in Figure 2 to illustrate the relationship between the theme and subthemes in the 'Better ways of working'.

Figure 2 Thematic map for 'Better ways of working'
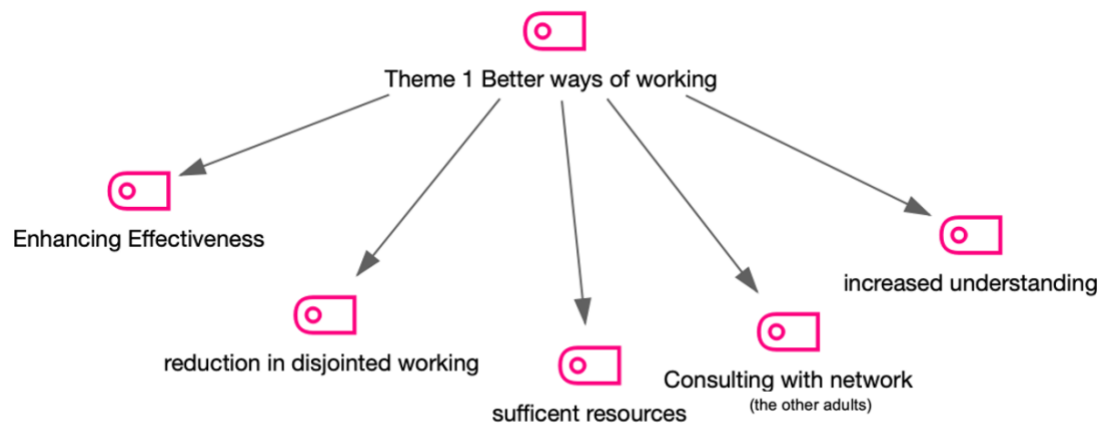
4.2.1 'Consulting with the network' subtheme

This subtheme highlighted the network (meaning the other adults) the participants worked and liaised with regarding CYP who offend with SLCN. As the title alludes to, there was a sense that a range of adults formed the network around CYP in this subtheme. For example, participants reported, *"[…] speaking to the young person […], their parents, […] their school, […] youth worker, […and] other people who might know […] bits and pieces about what's going on for them."* (YOS 3, Paragraph 56). All the participants also included the adults they desired to work with.

"We do our background, information gathering […], liaising with schools, and checking whether those early needs identified or any kind of concerns that were flagged up before they left school, [we] check in with social care […] and also, check in with parents." (YOS 2, paragraph 17)

All the participants described the adults that were part of CYP's network as potentially holding background information on CYP and their needs. This suggests that everyone in CYP's network should be encouraged to collaborate and share information that may help support their educational needs.

The participants also described the people in the network as the key or link contact into different settings or the CYP.

"I think we can kind of gain a bit of background [… by] having links into the schools, […] every therapist […] work[s] closely with the SENDCO […] in that school" (SLT 1, paragraph 43)

There was a sense that without a link person to work closely with, it was harder to gain the critical information needed to support CYP. The participants primarily saw the link person as a bridge between the participants and the CYP they were trying to support.

"It was really just liaising with them and arranging for them to come in and see [the CYP] or trying to arrange with the parent but kind of [acting] as that middle person." (Edu 3, paragraph 38)

As illustrated in the quote above, there was also a sense that sometimes the participants acted as a bridge between the CYP and others in the network.

The participants based within a YOS all included *"[…] a connexions worker, […] the police and courts"* (YOS 2, paragraph 47) as part of the network they liaised with. In contrast, the participants from education settings did not mention the police or explicitly wanted them not to be included, as illustrated in the quote below:

"I don't even know if I would like [the] police to be, or anyone from the police to be involved […] I think it should be like specific network meetings with teachers, social workers, the parents or the foster carer and folks like myself in those roles […] it is strictly about learning, everything else we can deal with, but we're just looking into the learning […]" (Edu 2, paragraph 67)

The sense from the education participants was that the CYP's offending behaviour and supporting their educational needs should be separate.

4.2.2 'Enhancing effectiveness' subtheme

This subtheme captured the participants' reflections on working effectively with the adults within the CYPs' network. The participants discussed the importance of maintaining positive relationships and utilising their previous experiences and observations. There was also a sense that those working with CYP, including the participants themselves, needed *"[…] ongoing training and support to support SEN [and] support speech and language and communication needs"* (SLT 1, paragraph 45).

"[…] when we have had good staff […] skilled up […] we are more able to deal with [CYP who offend with SLCN]. They give us the tools." (Edu 3, paragraph 104)

The education participant 3 believed that continuous training and maintaining up to date with research equipped the participants and those working with CYP to meet their needs better.

All the participants acknowledge the demanding nature of working with CYP who offend with SLCN. Three YOS participants suggested that in addition to training, having reflective spaces or *"the opportunity to voice their concerns […] to explore [CYPs' needs] a bit more"* (YOS 2, paragraph 61) would also be beneficial. The participants believed that reflective spaces would better enable them *"to put […] what [they] find […] into practice and apply it to the [CYP] that [they are] working with"* (YOS 2, paragraph 87).

Another aspect of this subtheme was the importance of seeking additional help and making *"[…] referrals to specialists for specialist pieces of work"* (YOS 3, paragraph 42). The participants suggested that referrals to CAMHs, EPs, SLT and other services could help them develop *"[…] a better idea of the young person's needs"* and how best to support them (YOS 1, paragraph 51). Interestingly, the YOS and education settings participants suggested they did not always feel qualified to implement some of the recommendations or work they felt specialists should do. However, as illustrated in the two quotes below, the participants were happy to learn and work under the guidance of specialists:

They *"try and pass a lot of it through us, which I don't mind as it is good for me to learn, but ultimately, I'm not a professional in that"* (Edu 3, paragraph 104)

"For instance, [SLT's name] has screened one person and says, look, I don't need

to work with him directly, but there is some work that you can do. It's kind of about

building it into sessions [… rather] than like saying, this is a speech and language

session because case managers aren't qualified to do that necessarily" (YOS 3,

paragraph 54)

4.2.3 'Sufficient resources' subtheme

This subtheme captured the participants' reflections on the resources

available within the LA to meet the educational needs of CYP who offend with SLCN.

The participants' reflections highlighted the positive aspects and privileges of being

within that LA. However, all the participants articulated that insufficient resources

negatively impacted the effective support needed to meet the educational needs of

CYP who offend with SLCN. They spoke of time constraints, funding difficulties,

limited capacity and the impact of Covid.

4.2.3.1 Funding

All the participants viewed the LA as *"[…] quite a resourceful borough […]"*

(YOS 1, paragraph 129). They acknowledged the positive impact of the LA's focus

on early intervention. The participants emphasised how the LA's model of devolving

funding back into educational settings, projects and services allowed additional

support to meet the educational needs of CYP who offend with SLCN.

"[LA's name] comes with a bit of an Asterix […] because [it] is very well resourced

[…] any [LA's name] child can have a speech and language therapy assessment

and, […] we don't really have like huge waiting lists […] across the country […] our numbers would probably be slightly different." (SLT 2, paragraph 50)

As illustrated in the quote above, there was a consensus across the participants that *"[…] what [LA's Name] provides, […]"* and the funding model used was *"[…] a very, very good system […]"* especially when contrasted to the participants' *"[…] experiences of working across different boroughs" (Edu 4, Paragraph 65).* However, one participant also described the bureaucratic funding difficulties they had experienced with ECHPs and with the LA's early intervention funding model, the exceptional needs grant (ENG). The ENG is short interim funding for 6 to 18 months.

"Are [the LA] goanna put the money in to pull that […] student up, or are we going to do the early needs grant for the student that could meet a [Education, Health and] Care Plan now" (Edu 4, paragraph 77)

"We feel that this child will meet an EHCP, but they'll give them an ENG […] But like, they're entitled to that [EHCP…] potentially, the child with the ENG will get EHCP eventually." (Edu 4, paragraph 85)

Both quotes suggested that ENG and EHCPs were seen as an either-or choice. Because the ENG does not contain the legal weight as an EHCP, there was also a sense that CYP who offend with SLCN would benefit from an EHCPs but were given ENG funding instead.

*S*ome participants talked about the limitations of school and education setting's budgets more generally and made references to government and policy. Suggesting that despite the LA's attempts, *"[…] the government makes cuts within education and unfortunately,"* as a result, *"the first things [to be] cut […] is inclusion, and support" (Edu 4, paragraph 75).* As described in the quote below, the impact of budget cuts was seen as influencing the services settings could commission to support the educational needs of CYP who offend:

"[…] The contracts kind of come and go, I suppose, depending on their budget. […] But at schools that don't have that, then you are just back to […] what we call the core service, which is assessment and advice." (SLT 2, paragraph 52)

4.2.3.2 Time and capacity

All the participants articulated that more time was needed to meet with staff in educational settings and effectively plan for support. *"In an ideal world, […]"* the participants wanted to *"[…] sit down with the SENCO, […] and […] with the teaching staff […]."* However, many of the participants had accepted that was *"[…] just not […] going to happen […]"* and, in some circumstances, not even for a *"[…] thirty-minute meeting"* (Edu 4, paragraph 57). Furthermore, for some of the participants, administrative tasks "often [got] in the way of practice" (YOS 3, paragraph 34).

In addition to time constraints, the limited capacity of mainstream schools came through in how the participants described teachers' abilities to meet the educational needs of CYP who offend with SLCN. The needs of many often

outweighed the needs of one, and the participants described that limited capacity meant that efforts were not always focused on CYP who offend with SLCN.

"You've got a class of 30 kids and one teacher, and if a kid is really acting up, they don't have the time or the energy or the effort to be able to put into kind of managing their needs." (YOS 3, paragraph 60)

The participants from YOS and SLT were empathetic to mainstream schools' constraints and limited capacity. All the YOS participants described how they had more capacity to support CYP who offend with SLCN, as illustrated in the quote below:

"I totally get it in schools. It's very different. You know, it's an establishment, if you've got so many kids and classrooms are large, it's difficult for one teacher to obviously focus. And I think maybe that's why in the YOT, […] we're able to offer more time, […] to the young person, and […] we have the space and time to liaise with professionals in the field" (YOS 2, paragraph 45)

Other references to capacity in the dataset focused on specialist services like CAMHs and the EP service. The participants highlighted the services' limited capacity to work with CYP or assess their educational needs. For example, *"CAMHs, staff tend not to offer a huge amount of direct work to young people" (YOS 3, paragraph 54). The limited capacity and different ways of working were seen to negatively impact CYP who offend with SLCN, as* illustrated in the quote below:

"I've got a young person who's been waiting over seven months for an assessment. So that's […] impacting quite… quite a lot… in the way of the person" (YOS 1, paragraph 107)

4.2.3.3 Covid

The participants reported that, in some ways, Covid made supporting the educational needs of CYP who offend with SLCN easier; in others, it made it challenging.

One of the challenges of covid highlighted by the participants was how they interacted with other professionals.

"I really think we need to be joined up with YOS […] it started to happen and then obviously, for various reasons, […] it is, I suppose, a pandemic that has halted [it], but maybe we can pick that up again." (Edu 1, paragraph 69)

This quote suggests covid stopped collaboration altogether. However, it also highlights that some of the joint work that had stopped during the pandemic at the time of the interviews had not started back. This was reported by all the Education and YOS participants. They also reported that they had "*[…] kind of forgotten who"* they previously liaised with and who "*would take [their referrals] forward […]" (*Edu 3, paragraph 46). The SLT participants described a similar effect on interventions and therapeutic work, as illustrated in the quote below:

"[…] I think probably with this year, it's been a bit trickier […] due to COVID, and virtual working, I think therapy sessions have been harder. So, there hasn't been as much of that." (SLT 1, paragraph 41)

One of the ways Covid made supporting the educational needs of CYP who offend with SLCN easier was with the "*step forward in technology […]*" and the shift to using online platforms (Edu 4, paragraph 35). Education participant 4 felt that the shift to using online platforms meant they could share resources and deliver remote training, as illustrated in the quote below:

"We work with the [name]. They're an agency that basically offers […] adult workshops for parents to join […] they're […] seminars or online workshops online. So, you know, for parents in the lockdown, it was very handy" (Edu 4, paragraph 47-49)

4.2.4 'Increased understanding' subtheme

This subtheme gives a rich insight into the level of understanding the participants had for each other's professional roles, the system they functioned within, and the systematic pressures impacting them. For example, the participants from educational settings had little understanding of the YJS or the language linked to it. Similarly, participants from the YOS "[… did not always] *know what goes on in schools […]" and have* little understanding of the educational system or the SEN process (YOS 1, paragraph 195).

"[Staff from YOS] did an audit [...] about how confident [our] staff are at helping students understand [...] they listed all the different things like referral orders, YOS rehabilitation orders, YOS cautions, YOS interventions. [...], but it was shocking that a lot of our staff didn't know what a lot of those things were, what they involve our knowledge base was very poor." (Edu 1, paragraphs 69-71)

This quote from education participant 1 shows that although they did not understand the YJS, they were taking steps to learn more as the audit was part of a training offer. Across the data set, the other participants also talked about their attempts at increasing their understanding of other professional roles and the system they functioned within.

Not having a good understanding of other professional roles and the system they functioned within was viewed negatively. For example, one participant felt that it is "[...] *quite hard to be giving advice [...] without knowing the expectations [...or], understanding [...] the roles of the people that are working in those teams*" (SLT 1, paragraph 21). Similarly, another participant felt that the vague or limited understanding *"[...] different professionals"* had for one another *"sometimes made it difficult [...] to see [...]"* how they *"[...] advocate[d] for a young person"* (YOS 2, paragraph 97). Across the dataset, the participants also reported that the lack of understanding of the different systems and vocabulary had a knock-on effect on CYP who offend with SLCN.

"You know, they don't know what a referral order is, or […] what a lot of it means […], for the young person and how it might affect them and their behaviour at school. […so, they cannot…], plan and prepare for it" (SLT 2, paragraph 24)

In this quote, the participants expressed that they felt that professionals could not plan and support CYP's understanding of the different systems and the language associated with them without adequate knowledge.

Although the participants felt their knowledge of different professional roles and systems needed developing, they all emphasised and had some understanding of the legislative, political and financial pressures.

"The school systems set up, it's often exam focused. And that's kind of how they are judged and scored and marked. And […], for most of [CYP], that's just so overwhelming" (SLT 1, paragraph 57)

This quote from SLT participant 1 portrays their understanding of the different pressures and suggests that they felt some pressures hindered CYP and the support they received. Across the data set, the participants pondered whether understanding the different pressures could help them better plan and tailor the support for CYP. There was a sense that they needed to find ways of working within the constraints of the existing pressures that they could not change or remove.

4.2.5 'Reduction in disjointed working' subtheme

Another essential way to improve working within the network and effectively support the educational needs of CYP who offend with SLCN was to reduce disjointed working. This subtheme highlighted that whilst joint working was espoused, it was commonly not achieved in practice due to other constraints like capacity and covid.

"I've said let me come and speak to your staff team about this issue, […] and everyone and headteachers, was like, yeah, brilliant, let's do it. And then, you know, you don't hear back from them about when you can go. And I think it's just I don't think it's on purpose. I just think they are so busy and overwhelmed" (YOS 3, paragraph. 70)

In YOS participant 3's quote above, there was a sense that the network was enthusiastic or liked the idea of working jointly. However, despite their enthusiasm working jointly with others in the network did not always happen.

"And we [tried to] meet the therapist […] set up like a system where we could share information about young people and, and it just kept falling apart really from both sides from [education] and from YOS" (SLT 2, paragraph 24)

This quote shows that sometimes the disjointed work did not stem from one service (or side of the coin). Even after multiple attempts at joint working, SLT participant 2 felt that it was unsuccessful, and they were unable to share information.

Other difficulties with joint work described in the data set was linked to the duplication of work. The participants described and felt that the duplications of work and poor communication could be detrimental to CYP. As shown in the quote below:

"Working on certain goals which are probably similar and [should] just be the same because [that would be…] more helpful for the young person and for their family" (SLT 2, paragraph 24)

SLT participant 2's descriptions suggest that better systems are needed to minimise disjointed working and stop it from impacting CYP and their families.

4.3 Theme 2: Better working with CYP

A thematic map is provided in Figure 3 to illustrate the relationship between the theme and subthemes in the 'Better working with CYP'.

Figure 3 Thematic map for 'Better working with CYP'
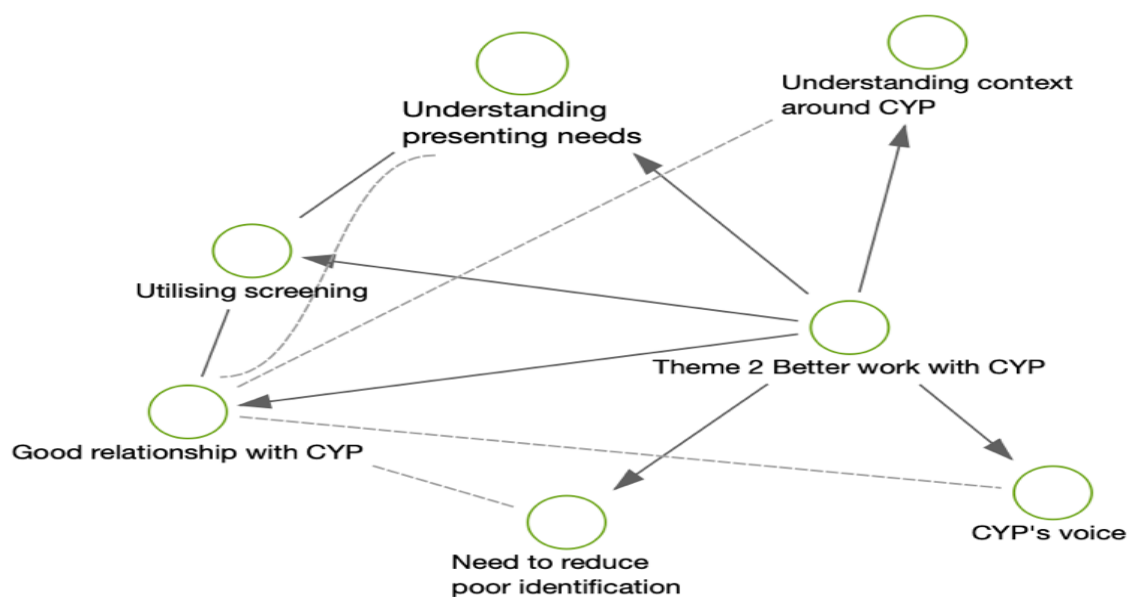
4.3.1 'Identifying need vs behaviour' subtheme

This subtheme highlighted how the educational needs of CYP with SLCN are often missed, misunderstood or attributed to behaviour. Across the dataset, the participants described CYP's needs first being identified in the YJS.

One participant shared their services statistics around CYP's unidentified SLCN. They reported that *"for the year […] April [20 to] … April 21, roughly 50% [of CYP in YOS] had speech language and communication needs and 50% of those […] hadn't previously had [their needs] identified by a school or SEN team."* (YOS 3, paragraph 27). Similarly, YOS participant 1 stated, *"It takes […] a young person [committing…] an offence, for all their [needs] to be highlighted […] in the YOS"* (paragraph 107). Through these quotes, the participants expressed that CYP's needs should have been picked up sooner by various professionals and settings. All the participants held similar views and questioned why CYP, who offend with SLCN needs, were not picked up sooner.

"The schools, the health visitors, you know, reception class […] nurseries, playgroup leaders, you know, all those people that have interaction with young people […] making observations at a very, very, very young age […]" (YOS 1, paragraph 193)

YOS participant 1, in the quote above, alluded to the number of professionals during childhood that CYP would have worked or been in contact with that could have identified their needs. This notion was shared by the other participants, who wondered *"[…] how […] mainstream school[s] not notice this […]"* and felt that *"[…] they [mainstream setting] should"* (Edu 3, paragraph 44). One YOS participant found it *"difficult to […] understand why a young person [can have] such a disruptive education history with very little assessment"* (YOS 2, paragraph 59). The quote also suggests that the participant was surprised and confused by the CYP's missed needs.

Eight participants reflected on where the focus is sometimes misdirected or why CYP's needs are sometimes missed. Across the data set, the participants suggested that the focus tends to be on behaviour instead of CYP's learning needs, as illustrated in the two quotes below:

"I think it's the mainstream settings where they're still labelling behaviour and not looking at what is behind the behaviour. Why is that young person behaving that way? And so, I think there's a real merge, but you know, there's something around the communication and the need to support there" (SLT 1, paragraph 45)

"I say invariably if a young person has got really, really poor behaviour or behavioural difficulties for me, […] I almost certainly think, yes, there's a communication difficulty there" (YOS 3, paragraph 60)

Both SLT participant 1 and YOS participant 3 felt displays of poor behaviour often indicated underlying needs or communication difficulty. Their quotes also suggest that displays of poor behaviour would spark curiosity in their minds about CYP's SLCN. Other participants felt and called for a better understanding of CYP who offend needs.

4.3.2 'Utilising Screening' subtheme

This subtheme captured the importance of screening CYP who offend with SLCN to develop a clear picture of their presenting needs. This included screening their educational needs and screening for SLCN and mental health needs. As mentioned previously in the 4.2.5 'Reduction in disjointed working' subtheme, communication between the network was described as poor. Thus, in this subtheme, participants felt that conducting a comprehensive screen filled in any gaps that there may be and highlighted how best to support them. Furthermore, the YOS and the PRU participants explained that screening was and should be mandatory for *"every young person […]* so, as professionals, they know "[…] *how best to support them."* (SLT 2, paragraph 9)

"When students come to us, they go through the induction process […] a range […] of tests to kind of see where they are […] and see [what] needs to be picked up." (Edu 3, paragraph 44)

Education participant 3, in the quote above, described their settings comprehensive screening process. There was the sense that their screening process was a way to identify anything other professionals may have missed. The participants utilised the information they gained to inform their next steps and interventions.

Some participants shared what their different screens consisted of. Both formal standardise measures and informal measures were used. Participants in the YOS also talked about using the YJ tool, the Asset Plus. However, some of their descriptions of the Asset plus were negative, suggesting that other aspects of their screening process were more useful, as illustrated in the quote below:

"[The Asset Plus] is hundreds of pages long […] it is really difficult to read and navigate. (YOS 3, paragraph 50)

Participants described that CYP self-reported their strengths and difficulties as part of the screening process. SLT participant 1 saw the self-assessment as the most interesting part of their screening process. They felt it gave them insight into their communication needs but also *"provided meaning and depth to the assessment"* as it was guided by the CYP themselves (SLT 1, paragraph 33). Contrastingly, two YOS participants reported that the self-assessment was

"dependent on the young person […] filling it out in the session" (YOS 2, paragraph 35).

"If they don't want to tell us anything […] sometimes with the young person's self-assessment […], they haven't filled [it] in, or they've left some blank" (YOS 1, paragraph 179)

As illustrated in the quote above, some of the YOS participants reported that self-assessment would sometimes be uncompleted, suggesting that the usefulness of the self-assessment varied.

4.3.3 'Understanding presenting needs' subtheme

Building on the 4.3.1 'identifying needs vs behaviour' subtheme, this subtheme captured the participants' descriptions of how CYP's communication difficulties, poor literacy, and organisational skills may present. For example, the participants frequently described that CYP who offend with SLCN may *"find it really difficult to […] communicate with [people in their network…]"* (Edu 3, paragraph 68). CYP may also give *"very short answers, […] their spoken language, like their narrative skills, [might be] out of order, and their social communication, […] might be quite closed off"* (SLT 2, paragraph 48). The participants also described how CYP's receptive language difficulties may result in them misunderstanding very simple language and instructions.

"[…] it could be that you're using very simple language, and the young person may misinterpret. So, it's really important that you […] check with them" (YOS 1, paragraph 99)

In the quote above, there was a sense that when working with CYP who offend it is important to check that their SLCN needs are not affecting their understanding or their work with professionals. This was also found in the SLT participants' data.

Most of the participants from education highlighted that CYP who offend with SLCN may display low self-esteem or use avoidance tactics when faced with challenging work. For example:

"Rather than lose face about what he couldn't do, he would, […] get up and walk out […], or […] just do nothing […] or start getting distracted and distract others or swear at the teacher" (Edu 1, paragraph 125)

Education participant 1, in the quote above, acknowledged the impact of self-esteem and how it may be displayed in various ways. One participant agreed with this but also suggested that a way to mitigate the effects was to help CYP develop their self-esteem and provide them with "*[…] lots of success and praise"* (Edu 1, paragraph 93).

Across this subtheme, the participant spoke about the benefit of understanding their displayed needs. For example, one participant stated that *"just having [their needs] recognise to begin with might be really liberating for a young*

person" (YOS 3, paragraph 68). However, whilst some of the needs CYP display may be more explicit or obvious, the participants also highlighted that this is not always the case. Thus, the participants suggested that it was important *"[…] to pick up on cues […]"* (YOS 2, paragraph 31). Education participant 1 referred to this process as *"[understanding] their emotional state and trying to attune [… to it]"* (paragraph 99). Similarly, YOS participant 3 suggested that it is important not to just expect *"[…] young people to just tell you stuff, but [instead…] saying, […] look, I'm worried that this might be happening for you"* (paragraph 56).

4.3.4 'Understanding the context around CYP' subtheme

This subtheme is related to the subtheme 4.3.3 'Understanding presenting needs'. Within this subtheme, the participants highlighted the importance of understanding *"background factors in terms of family, outside of school situations […] friends and peer groups"* (Edu 2, paragraph 87). They felt these could positively and negatively impact interventions, engagement and CYP's capacity to focus on learning.

"If the parents on board and they haven't offended often, they're […] very motivated in, you know, whatever intervention you put in place, and […] that will support the child all around." (Edu 3, paragraph 86)

Here, the impact of CYP's family appears to be a factor that aids and motivates the YP. However, the participant across the data set also described the family as an impeding factor, as illustrated in the quote below:

"[…] education wise, this particular parent did not feel that the young person had any needs, […] So when [we needed] the […] approval […] to do a speech and language assessment, mom wouldn't have that, and the young person refused." (YOS 1, paragraph 69)

This quote also captures the importance of helping others within the network to understand the context and presenting needs of CYP, specifically why an assessment was necessary.

Another aspect of this subtheme was the importance of the social graces and the participants' biases and other vulnerabilities. The participants felt that CYP's mental health needs, previous experiences of trauma and SLCN were intertwined.

"SLCN is just […] one small part, but […] it can lead to, […] mental health and unemployment and offending […] and getting education or YOS or whoever, to understand how it all fits into a bigger, very complex picture" (SLT 2, paragraph 108)

As illustrated in the quote above, there was a consensus among the participants that the SLCN needs of CYP who offend might not be their main needs. The participants suggested that people in the CYP's network needed to understand the impact of having SLCN and the impact of other factors, including bidirectional ones.

"[…] a deprivation cycle [or] disadvantage cycle [is…] so, helpful in explaining […]
how one thing impacts on the other and how it all fits into a bigger picture" (SLT 2,
paragraph 106)

SLT participant 2 shared a tool that they used with a YP's network to help
them could gain a better understanding of the bigger picture that is going on for CYP
who offend with SLCN. There was a sense that other professionals should also use
it.

4.3.5 'CYP's Voice' subtheme

Another subtheme under the 'Better work with CYP' theme was CYP's Voice.
In this subtheme, many of the participants reported that space needed to be created
to elicit CYP's views and give them an opportunity to share what is going on for
them. They suggested it was important to make sure that CYP were and felt *"[…]*
listened to and […] heard" (Edu 2, paragraph 13). In addition, the participants
discussed how CYP's voices needed to be at the centre of any work or support.
They felt it was crucial to get things right and work in "*partnership rather than, […]"*
telling them what they are *"[…] going to do"* (YOS 2, paragraph 43). Furthermore,
doing so avoids *"[…] setting them up to fail, and pushing them into something that*
actually they might not then want to do or be interested in." (SLT 1, paragraph 49).
Education participant 4 explained this notion further:

"Previously, you would get a speech and language therapist that would come in,
and they would identify what strategies work. We now work with the students to
kind of say, […] does that strategy actually work? We actually speak to the
student before we then pass […] strategies [to others] because, again, you know,
each child is very different." (Edu 4, paragraph 15)

This extract demonstrates how even the interventions recommended by other professionals must be discussed and checked with the CYP to ensure it fits with their wants and needs.

Two participants reported that sometimes "*the young person's views haven't been […] listened to*" (YOS 2, paragraph 45) and CYP "[…] haven't had options or choices" (Edu 3, paragraph 62). One participant also suggested that advocating for CYP is important in those situations as illustrated in the quote below:

"That child, in particular, they were dragging through either French or Spanish, but he can't read and write in English […] he was so low properly about year one ability […], and he was in year 8 […] I had to say you […] can't be trying to put him [through that lesson]. No wonder he is kicking off" (Edu 3, paragraph 78)

This quote shows how advocating for the YP when their views are missing can bring understanding of said YP. However, in some instances the participants suggest that it is not always easy. For example, it can be difficult to upholding CYP wishes whilst balancing what is in their best interest at the time.

"[…] sometimes I'll… I'll advise therapy sessions, and they might not want to, but it's within their best interests […], and whilst they're with us, and whilst they're completing [their] order […] they've kind of got to do that" (SLT 1, paragraph 41)

This quote demonstrates SLT participant one using their professional judgment to implement what is best for the YP. Linking to this, all the participants in the data set reported that it is important to be mindful of the power differential.

"It really needs to be like joint working [with] mutual respect, [and] there needs to be the power balance as well. As a case worker, you do have a lot of authority, and you need to be very mindful about how that comes across to a young person and their parents as well" (YOS 2, paragraph 43)

There was a sense in the quote above that professionals needed to seek ways of balancing the views of CYP and the views of professionals.

4.3.6 'Good relationships with CYP' subtheme

This subtheme captured the importance of developing good relationships with CYP. The 'Good relationship with CYP' subtheme is linked to all the other subthemes in the 'Better work with CYP' theme. Many participants felt a good relationship with CYP needed to be established before anything else occurred.

What we do in the [LA's name], which I think is fantastic, is always the first and foremost kind of objective in terms of intervention is getting to know you, which is […] building […] the relationship between the case manager and the young person" (YOS 3, paragraph 54)

This quote demonstrate how developing relationships with CYP is part of the culture of the LA and an intervention itself. Similarly, YOS participant 3 reported that everything they do with CYP *"[…] starts and ends with the relationship"* (YOS 3, paragraph 56).

The participants suggested that trust, transparency, authenticity, reliability, availability and showing genuine interest were foundational components of a good relationship with CYP.

"A young person is not going to make any progress in any other area unless they form […] a positive, trusting relationship with their case manager" (YOS 3, paragraph 54)

This quote shows how good progress is intertwined with a good trusting relationship. Similarly, being caring and authentic is also important as illustrated in the quote below:

"[…] doing as you say, you're going to do and being caring, and keeping in mind that, you know, recognising that all of those things" (YOS 3, paragraph 54)

The participants reported that developing a good relationship underpinned eliciting CYP's voices. It also created opportunities to fully understand and identify CYP's presenting needs and complex background during the screening process.

"[…] being able to build that trusting relationship where the young person can feel comfortable and open up [… or] being able to […] say, I don't understand what you're saying to me. I don't understand this question." (YOS 2, paragraph 45)

This quote illustrated how through a relationship CYP are more willing to open up. In addition, through a good relationship with CYP, the participants felt they could help CYP understand their own needs and help them manage their relationships with others.

"If a young person is uncomfortable with meeting the […], a new, unfamiliar face, it's been really nice to team up with a with a case manager [or someone who] that young person already trusts" (SLT 1, paragraph 23)

The consensus across the data set and in the quote above was that CYP needed to feel comfortable when disclosing information.

4.4 Theme 3: Better targeted support

A thematic map is provided in Figure 4 to illustrate the relationship between the theme and subthemes in the 'Better targeted support'.

Figure 4 Thematic map for 'Better targeted support'
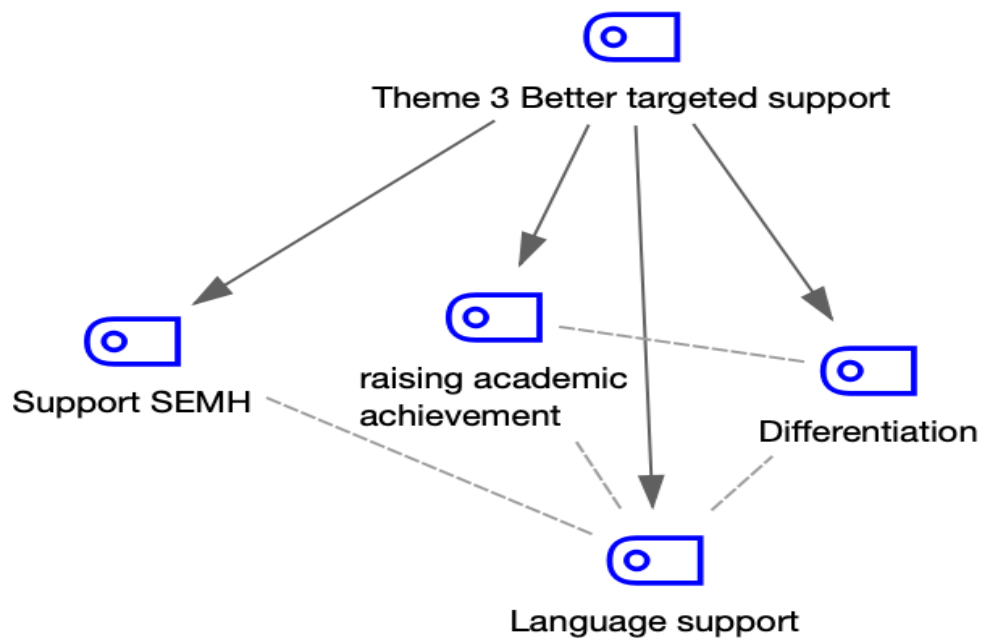
4.4.1 'Raising academic achievement' subtheme

This subtheme captures the participants' opinions on what is needed and what they currently do to help improve the academic achievement of CYP who offend with SLCN. The participants felt that it was important to use repetition and to check CYP's understanding.

"It's just such a lot of repetition and over-learning" (Edu 1, paragraph 101)

This quote above highlights that repetition and retention checks also offered the opportunity to consolidate learning.

"The young person may misinterpret. So, it's really important that you have to check with them." (YOS 1, paragraph 199)

Participants from YOS and Education felt that the need for repetition was also linked to CYP's SLCN needs, as alluded to in the quote above.

Some of the participants in YOS describe having to teach CYP how to read and write. Linking to this, five participants discussed raising academic achievement by focusing on basic or core skills such as reading, writing and maths. It was felt that *"[…] getting them those key skills [that are] embedded throughout the curriculum"* would help address some of the gaps created by *"[…] disrupted educational careers"* (Edu 3, paragraph 92).

"[…] being able to develop, you know, that, you know, the skills and stuff that, you know, a child would, would ordinarily develop being in school." (YOS 2, paragraph 69)

This quote suggests that CYP who offend with SLCN sometimes miss opportunities.

"But you know, in general, if we're saying, if we're picking up a reading age below, like the age of six or seven, we know that […] child is not […] able to understand or read anything more than four, four or five letter words. And you know, for a child in Key Stage Three, that's going to prove very, very difficult in [lessons]" (Edu 4, paragraph 11)

This quote suggests that interventions focused on basic reading, writing and maths skills are needed.

Seven participants emphasised the importance of responding to individual needs. It was felt that interventions and any support given to CYP with SLCN needs to be bespoke tailored. Even if that means targets and the support given has to be *"[…] as simple as […] starting with, we say hello to each other in the mornings"* (Edu 1, paragraph 99).

"I think it's definitely about just being able to tailor what they need. Education is not one size fits all" (YOS 2, paragraph 75)

This quote highlights that the educational needs of CYP who offend with SLCN vary and need to be treated as such.

"[…] if I gave a child 100 strategies, they might say to me, 98 of these work, and two of them don't, when another student would have exactly the same needs, but they might say to me, only two of these worked, and 98 don't." (Edu 4, paragraph 23)

There was a consensus in the quote above that even with the same presenting needs, what works for one individual might only work for that individual. Although some participants felt that offering bespoke, individualised, targeted support was needed, they also acknowledged the difficulties with that in mainstream settings.

"[…] as suppose if we are telling a mainstream school, the formula is got to be a bit individualised because they're not going to fit into the box of just being able to go in and learn, they're not going to be able to do that" (Edu 1, paragraph 99)

This quote demonstrates that the participants hold in mind the constraints of mainstream schools when it comes to promoting bespoke support.

Finally, participants felt that reviewing any suggested targets was another important component of raising academic achievement.

"Sometimes I'll kind of come back […] and review [their needs], […] where things are at, and then would follow it […] as we see fit." (SLT 1, paragraph 41)

There was a consensus that it was important to check that any individualisation remain appropriate over time.

4.4.2 'Differentiation' subtheme

This subtheme linked to the 4.4.1 'Raising academic achievement' subtheme. In this subtheme, the participants described how work for CYP with SLCN can sometimes be too challenging, especially academic work.

"If they talk about certain equations in school, [for] some of the students, that just goes over their head because they just don't know what that formula is to get to that equation?" (Edu 4, paragraph 43)

This quote indicates that the level some lessons are pitched is not in line with what some CYP can do. In the data set, there was a consensus this was because the education system was flawed but also because the teachers were appropriately differentiating, as illustrated in the quote below:

"I think if teachers were delivering an approach that was accessible for everybody, then everybody would be able to access it" (SLT 1, paragraph 57)

SLT participant 1 in this quote expresses how differently things could be if teachers just differentiated and made all lessons accessible for all pupils. Some of the participants suggested ways that this could be done. For example, visuals, varying the expected outcome, breaking things into smaller steps and using modelling.

"[…] break it down and try and get them to understand that little by little, they can do it" (Edu 1, paragraph 101)

"I was showing her each step. So, I was doing it first" (Edu 3, paragraph 100)

As mentioned in the quotes above, the education participants primarily discussed breaking things up into smaller steps or modelling things step by step. They discussed how those approaches improved accessibility, understanding and achievement. Another differentiation approach that aided understanding was using visuals, as seen in the quote below:

"[…using] a visual representation and a visual picture of something […] sometimes you can see a marked difference in, […] they couldn't answer questions when it was just given in verbal form […]" (SLT 1, paragraph 35)

This quote highlighted the impact of using visuals to support CYP when answering questions. There was also a sense that the differentiation could occur alongside existing methods or in addition to them.

Interestingly, only the participants from education settings suggested using one-to-one adult support. The participants from PRUs and resource bases explained that they *"have quite a high number, […of…] support staff in every lesson"* and felt it was crucial to their pupils' academic progress (Edu 3, paragraph 65). One participant explained that whilst they are *"still an advocate, for one-to-ones to happen, [they] think there should be some form of independent learning where they still have the opportunity to [work without support]"* (Edu 2, paragraph 63). All of the participants from education settings acknowledged that one-to-one support could positively and negatively impact CYP.

"It's most effective one to one, [however,] when they're in the class, obviously, they've got to be a slightly different person, they've got their status to uphold" (Edu 1, paragraph 67)

This quote captures the duality of the impact of one-to-one support, highlighting how the participants felt it could be effective but difficult for CYP socially. The education participants also felt that one-to-one support was not something that was always possible in mainstream settings as illustrated in the quote below:

"[…] something that we brought in is one-to-one we feel that that child might need one-to-one, but you might have 29 children that could be one day away from committing that same crime" (Edu 4, paragraph 65)

4.4.3 'Language support' subtheme

This subtheme captures the language support participants felt CYP who offend with SLCN need. Whilst this subtheme focused on language support, it also overlaps with raising academic achievement, differentiation and SEMH support. Participants felt that all support given had to link back to their language needs. As one SLT explained, *"[…] the bigger picture is that you're always supporting their language and communication or, […] their understanding"* (SLT 2, paragraph 24).

Most of the participants highlighted that CYP need support understanding vocabulary. Some participants also felt CYP needed help articulating themselves. One participant suggested that *"[…] there's […] lots of strategies we can use for expressive or receptive language. [For example,] thinking time, giving them, you*

know, scripting stuff […], and then trying to apply it in other ways" (Edu 1, paragraph

101). Other strategies suggested by the participants included:

- *"[…] ensuring that […] we're not using jargon, we're simplifying our sentences."* (YOS 2, paragraph 31)

- *"[…] visual, […] and connecting those visuals to the language […]."* (Edu 3, paragraph 22)

- *"[…] having a sheet that explains what […] words might mean"* (Edu 4, paragraph 11)

- *"[…] organise some lessons where we pre-teach some of the vocab […]"* (Edu 1, paragraph 77)

- *"[…] explicitly teach some language, some vocab, some ways of communicating, and practice them"* (Edu 1, paragraph 101)

- *"[devising] your own [talking] mat […with] Velcro […] and […] sticky faces"* (YOS 1, paragraph 99)

Collectively the quotes above highlight the different ways professionals within CYP's

network could help support their speech and language needs. All the participants felt

that doing so was crucial for supporting their educational needs and addressing their

offending behaviour.

4.4.4 'Supporting SEMH needs' subtheme

Another subtheme under the 'Better targeted support' theme was supporting

SEMH needs. This subtheme captured the different strands needed to support CYP

SEMH needs and, in turn, their learning. The participants felt it was important for

CYP to be in the right *"[…] state before they can even [start] to access […] learning"* (Edu 1, paragraph 99). The participants also suggested that part of their role was "[…] *about trying to give them [CYP] the skills that they need to develop as an individual and go on and be successful […]"* (Edu 3, paragraph 64). Some participants described how they did this.

"If they're struggling with […] organising their time, you might kind of do some sessions around that" (YOS 3, paragraph 54)

In this quote, YOS participant 3 indicated they would help CYP develop organisational skills. Other participants suggested SEMH support should also focus on developing independence, emotional regulation and supporting their attentional needs. Although many of the suggestions focused on changes or developments in the CYP, some did not, as illustrated in the quote below:

"Making sure that […] if the young person has trouble concentrating for long periods of time, […] you're not keeping them in the session for longer than they can really cope with." (YOS 2, paragraph 31)

This comment from YOS participant 2 highlights that the participants also felt sometimes the environment around the YP needs changing.

Six participants also reference the trauma-informed approaches and practices used across the LA in this subtheme. For example, one participant suggested that when *"[…] thinking about that trauma-informed approach for a lot of our young*

people, the nurture and […] consistency [… is needed] in schools" (SLT 1, paragraph 45). Another participant felt that CYP needed *"a combination of education, [and…] mentoring"* (Edu 1, paragraph 145). It was also felt that doing so would *"[…] help […] redirect them or [help them to make] full progress"* (Edu 3 paragraph 96). Similarly, some participants felt if not mentors, CYP needed a buddy system, as highlighted in the quote below:

"They need to be like buddied up to somebody that can inspire them […]" (Edu 1, paragraph 147)

Here there was a sense that buddies were a good way to support CYP who offend with SLCN and help encourage positively.

4.5 Theme 4: Tackling NEET

A thematic map is provided in Figure 5 to illustrate the relationship between the theme and subthemes in the 'Tackling NEET' subtheme.

Figure 5 Thematic map for 'Better targeted support'
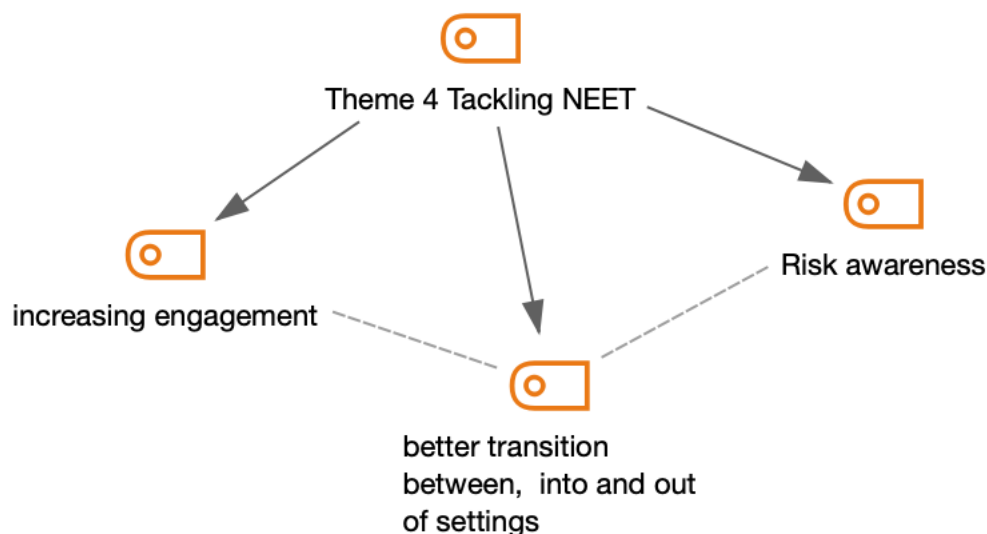
4.5.1 'Increasing engagement' subtheme

Within this subtheme, the participants talked about ways to encourage CYP to remain in education. The subtheme also captures the participants' views about disengagement. For example, some participants felt that "*young people [were…] disengaging more and more […]*" for multiple reasons (SLT 1, paragraph 57). Some of the reasons for disengagement were highlighted by one participant as illustrated in the quote below:

"Some kids just don't like to write, […] some kids are more physical […] and I guess that's probably a conversation […] to ask [CYP…] about" (EDU 2, paragraph 57).

This quote suggests that difficulties with the way learning is presented or accessed can lead to disengagement. However, the education and SLT participants felt that by exploring how to improve their motivation in different ways and how *"[…] to get [them] back in love with school,"* disengagement could be reduced (Edu 4, paragraph

31). One participant suggested that the educational curriculum needs a focus shift, becoming *"[…] an engagement curriculum, rather than academic curriculum."* (Edu 1, paragraph 99). There was a consensus among the participants that providing CYP with alternative learning opportunities and utilising their interests could increase motivation and reduce disengagement.

> *"[…] there needs to be another way to kind of look into education or [another] way to access education. Not every kid is goanna be like, Oh, the textbook works for me"* (Edu 2, paragraph 57)

The quote above highlights the need for alternative educational pathways and access.

In addition to making learning interesting, the participants also felt that learning opportunities needed to be meaningful and, where possible, link to CYP's employment options. For example, providing them with *"[…] a range of vocational skills and […] real-world experiences, doing things that are true to life, like catering, or construction, […] or hair and beauty […]"* (Edu 3, paragraph 66). The participant felt that if the curriculum was not *"[…] relevant to where they're going to go next, […] they're probably not going to continue to say education […]"* (Edu 3).

4.5.2 'Better transitions' subtheme

Many of the participants felt that CYP who offend with SLCN school's experiences have been *"[…] disrupted with multiple education moves."* (YOS 2, paragraph 59). In addition, some participants highlighted that these disruptions are the result of *"[…]*

managed moves, or they've had permanent exclusion or fixed term exclusion" (YOS 3, paragraph 66). This subtheme encompassed the participants' views on these moves into, out and between educational settings.

Once excluded, a commonly reported experience by the participants was how difficult it was to get CYP who offend with SLCN back into mainstream schools.

"Once the schools decided they're done with the child, they [...] push against you […] and […] that negative connotation is always going to stay there. It's very rare that I work with mainstream schools where [...] they're [...] willing to give them a second chance" (Edu 3, paragraph 76)

This quote highlights the participant's pessimism that CYP who offend with SLCN may be given a second chance. However, the was also a sense that schools do not remove any barriers but instead pushing barriers against the YP.

"If they're not in mainstream education anymore. Then […] often finding them appropriate provision is really [...] challenging" (YOS 3, paragraph 86)

The quote above highlights the difficulties finding alternative appropriate provision suggesting that support would be needed to do so. In addition, another participant shared that these difficulties were further exacerbated once CYP are 16 and above as illustrated in the quotes below:

"I still think it's really difficult to if you've got a 16-year-old who has significant needs, hasn't been in school for a while. So, then finding them something to do […], is still really challenging because we can't provide anything directly [and…] the YOS doesn't have a school" (YOS 3, paragraph 92)

"So, we did a bit of a deep dive [into those struggling to find educational provision…] all of those young people […] were mainly 16 Plus, they were mainly young people who had been NEET" (YOS 3, paragraph 11)

Although these two quotes highlight the difficulties of finding suitable educational provisions for CYP 16 and above, they also highlight how being NEET is interwoven into these difficulties.

Another aspect this subtheme captured was the participants' opinions on what aids effective transitions. For example, they suggested collaborative effort, consistency between settings, early intervention and planning aids transitions. One participant also suggested that restorative approaches are needed when CYP return to settings they previously attended.

"[…] not just, oh, yeah, there's a place in school and, you know, they can start on Monday, and it'll be five days, […] not just […] throwing them in, it has to be well planned, it has to be transitioned well" (YOS 2, paragraph 71)

This quote highlights the importance of careful planning. There was a consensus that if transitions were not planned and the plans implemented, it limited the likelihood that the transition would succeed.

4.5.3 'Risk awareness' subtheme

As discussed in 4.2.2, the 'Enhancing effectiveness' subtheme, the participants felt that in mainstream settings, the needs of many often out weight the needs of one. This ideology was further illustrated in this subtheme as participants described how education settings tended to be *"[…] risk averse. So, […] s*chools […] often permanently exclude the kids who have come to the YOS"* (YOS 3, paragraph 84). The participants shared that it was challenging managing the needs of CYP, their need for appropriate educational provision and the risk that being in YOS posed.

> *"So sometimes in meetings, […] you have to remind, […] professionals that this is a child who does have additional needs. But sometimes, that can get overridden by […] how much risk that young person poses to the community. And that can be very, very difficult trying to articulate that."* (YOS 1, paragraph 105)

This quote suggests that the participants have to advocate for CYP who offend with SLCN for their needs to be acknowledge and not just the risk they pose.

One participant highlighted just *"[…] because [a young person has] speech and language communication needs [it] doesn't mean they aren't risky"* (YOS 3,

paragraph 84). However, they also acknowledged that not being in education puts

the YP at further risk.

4.6 Theme 5: Other educational pedagogy considerations

A thematic map is provided in Figure 6 to illustrate the relationship between

the theme, subthemes and codes in the 'Other educational pedagogy considerations'

Figure 6 Thematic map for 'Other educational pedagogy consideration'
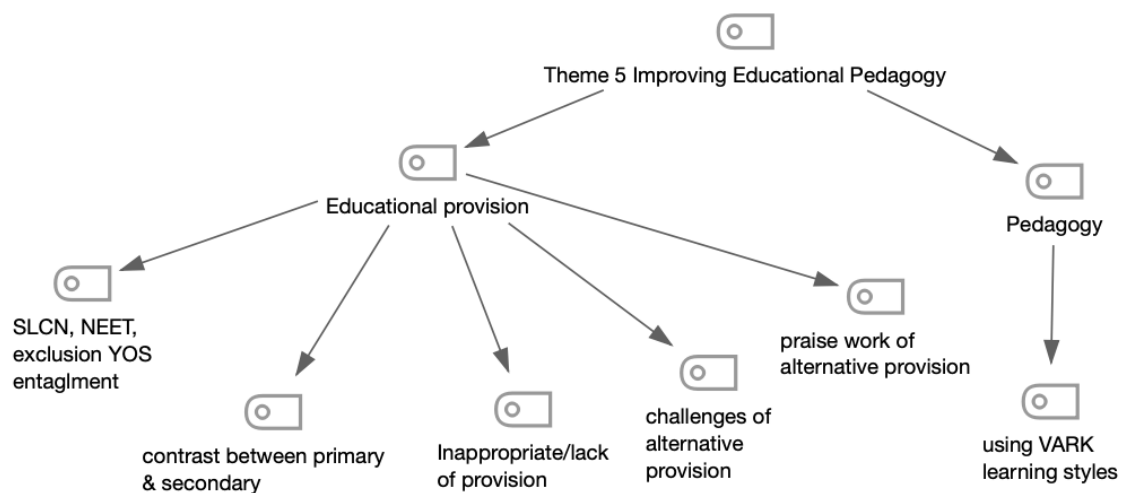
4.6.1 'Pedagogy' subtheme

All the YOS participants, excluding the YOS-based SLT, discussed how they

used VARK learning styles[2] to determine how best to support CYP who offend with

SLCN. They shared that within their service, they conducted *"[…] a learning styles*

assessment to make sure we're working with [CYP] in their preferred way" (YOS 2,

paragraph 31). One participant described the assessment as a set of questions that

---

[2] VARK is an acronym for the four learning styles visual, auditory, read, and kinaesthetic. It is rooted in the notion that individuals differ regarding what mode of instruction or learning style is most effective for them. However, it is an old pedagogical approach without evidence supporting its use (Newton, 2015; Pashler et al., 2008).

"determines whether the young person is a kinaesthetic learner, an auditory learner or a visual learner" (YOS 2, paragraph 33). Another participant explained that they *"[…had] to tick how many V's […and] count them up"* (YOS 1, paragraph 91). However, they felt it was "It's too time consuming […]" and reported that *CYP "get bored"* after completing page two of the document (YOS 1, paragraph 81). Interestingly, the same participant reported that every professional in YOS uses it, including the SLT, who suggested it needed amending.

> *"It's a horrible questionnaire. Because we have asked [name of SLT] and [name of SLT] agreed, […] that does need amending, because it's an awful document."*
> (YOS 1, paragraph 81)

This quote shows YOS participants' dislike of using a VARK. It also shows that the participants considered amending it instead of not using it altogether.

4.6.2 'Educational Provision' subtheme

This subtheme captures the challenges reported by the participants linked to educational provision. Although the participants praised the alternative provisions and PRUs, they also noted some concerns.

> *"But I mean, for me still, the idea of putting, like all of the most difficult and challenging kids from a LA in the same place at the same time is just absurd."*
> (YOS 3, paragraph 92)

"Most parents don't want their children to go to [AP name] or a PRU because they fear that the young person will get into bad company or that they just have […] a bad reputation" (YOS 1, paragraph 133)

These extracts suggest that the participants thought other provision options were needed. The two participants in these extracts negatively critique the alternative provision and PRUs based on their general purpose, catering to CYP excluded from mainstream schools.

Eight participants highlighted the entanglement between SLCN, being NEET and exclusion within this subtheme.

"Sadly, we see lots of NEET young people that aren't in education, often because they have been excluded, […] we [also] tend to see […] that they haven't always been flagged up with SEN" (SLT 1, paragraph 43)

This quote highlights how CYP are sometime NEET as the result of being excluded. However, sometimes they are NEET because of underlying learning needs, as illustrated in the quote below:

"[…] young people who had been NEET or not really attending school for quite a long time. And who had very often on identified learning needs SLCN" (YOS 3, paragraph 11)

"[…] sometimes young people's speech and language and behaviour can also be reasons why a lot of young people get excluded from school." (YOS 1, paragraph 31)

This quote indicates that CYP's SLCN can sometimes cause their exclusion. However, when viewing these three quotes together, there is the sense that the cause sometimes acts circularly, with one leading into the other.

Within this subtheme, another area highlighted was the difference between primary and secondary services and settings. They felt that the difference between them sometimes left CYP at a disadvantage. One participant highlighted how the multiple teachers in secondary schools could be a limiting factor. They suggested that the *"[…] multiple teachers might not know the backgrounds of each of those children and […] what they've been through, what they're masking and what that behaviour means"* (SLT 1, paragraph 45). Conversely having *"the same teacher, the same TA for five, six hours a day, […]"* in primary schools was seen as setting the CYP up to fail (Edu 4, paragraph 43)*.*

4.7 CYP who offend with and without SLCN

There were a few instances in the data set where it was unclear if the participants were referring to CYP who offend with SLCN or CYP who offend without these identified needs. As a result, this section attempts to summarise the key findings that apply to the target population.

The findings from the "Better ways of working" theme focused on the network and services around CYP. The participants discussed the different ways of improving joint working and enhancing effectiveness with the key people in CYP's network. There was no distinction between those who would be in CYP who offend with SLCN's network and those without these identified needs. Similarly, the privileges and constraints described by the participants were also the same. This suggests that the better ways of working with the networks around CYP who offend with SLCN, as identified by the participants in this study, would be the same as those for CYP without these identified needs.

The findings from the "Better working with CYP" theme focused on understanding and identifying the needs of CYP who offend. It also focused on capturing CYP's voices and developing relationships. The only reported difference was how the Speech and Language service in YOS identified and sought to meet the needs of CYP who offend.

"*Although the offer is pretty similar, it is just one day. So, it's limited in terms of my capacity, but I am able to kind of offer consultation and advice to caseworkers that are working with young people. I can offer screens if caseworkers do have real concerns about a young person that they think needs a screen*" (SLT 1, paragraph 25)

This quote describes the flexibility in the SLT ways of working when screening CYP, leaving it open for other professionals to bring CYP who concerned them. The SLT participants felt that this enable them to prioritise CYP with the most need

despite being as stretched as other services. However, this offer of support and flexibility was not unique to CYP who offend with SLCN but was available to all CYP within the YOS.

The findings from the "Better targeted support" theme captured the participant's opinions about what is going well and what is still needed to help CYP progress. Unlike some of the other themes, some of the findings were specific to CYP who offend with SLCN, as illustrated in the examples below:

"[…] slow down using simple language and […] break things down, […] not just in targeted sessions but anytime because their communication difficulties don't just show up then […] if that's all you can take from it […] that would be brilliant" (SLT 1, paragraph 55)

"[…] a young person with speech and language needs may misinterpret things. So, it's really important that you constantly check with them and help develop their skills […] and their understanding […] even doing their referral order, […]" (YOS 1, paragraph 99)

These two quotes highlight that CYP's SLCN permeates everything. It also highlights that the participants felt language support for CYP who offend with SLCN needs to be interwoven into all support given and interactions. Although these findings and quotes suggest that this is unique to CYP who offend with SLCN, this may also benefit CYP who offend without these identified needs.

The findings from the "Tackling NEET" and "Educational pedagogy considerations" captured the entanglement between CYP's SLCN, difficulties with educational provision (including engagement and exclusion) and being NEET. The findings suggest that the participants in this study felt support was needed to aid engagement and transitions into and between educational provisions. The findings also suggest that the participants felt they needed to advocate for CYP. Although these findings may benefit CYP who offend with SLCN, they are not unique to them and benefit CYP without these identified needs.

4.8 Summary

This chapter has presented the findings from the interview data to answer the research question. The next chapter will explore these findings in further detail in line with psychological theory and previous literature. Implications for the role of the EP and further research will be discussed, as well as this research's limitations.

5. Discussion

This research aimed to explore and identify what is needed to support the educational needs of CYP who offend with SLCN. The analysis revealed five themes which will be discussed individually: better ways of working, better target support, tackling NEET and improving educational pedagogy and provision. The five themes will be discussed in relation to the research question. They will also be discussed in the context of existing literature and Bronfenbrenner's bioecological theory will be used as an interpretive lens (1979). This chapter will then describe the research limitations and implications for future practice and research.

5.1 Findings in context

5.1.1 Bioecological lens

When discussing the findings of this research it is useful to hold in mind Bronfenbrenner's bioecological systems model. The model highlights how multiple systems, nested within each other, interact and impact CYP's educational needs and any support that they may need (1977, 2005). The interactions and impacts within the model are bidirectional involving being influenced and influencing over time, (Rosa & Tudge, 2013). Many of what the participants in this research discussed spans across the five systems: microsystem, mesosystem, exosystem, macrosystem and chronosystem with CYP who offend with SLCN positioned in the centre (Bronfenbrenner, 1977, 2005).

The microsystem is the first level and includes the immediate environment that interacts directly with CYP (e.g., parents, YOS staff, school staff) in various settings

(e.g., home, school, and local neighbourhood). The mesosystem contains the direct interactions between two or more individuals in the microsystem, e.g., exchanges between professional in the network and parents. In contrast, the exosystem involves the environmental elements that do not directly interact with CYP but indirectly impact (e.g., financial austerity or LA activities). The macrosystem includes the broader socio-culture context that can also influence CYP's development, for example, key policies linking to exclusion and SLCN or offending. Finally, the chronosystem, which is the most recently added part, focuses on the interactions and impact between the different systems and processes over time (Bronfenbrenner, 1977, 2005).

5.1.2 Summary of findings

The analysis of participants' interviews provides some responses to the research question; 'What do key stakeholders feel is needed to meet the educational needs of children and young people with SLCN who offend?'

Better ways of working

Participants discussed their relationships with other professionals in CYP's network and how collaborative relationships facilitate an understanding of CYP's needs, wishes and the context in which CYP are situated. They also discuss the negative impact of disjointed working, financial constraints, and a limited understanding of SLCN or the SEN process on the support CYP receive. The participants called for reflective spaces and training to deliver specialist input.

Better working with CYP

Throughout the transcripts, the participants talked about the environmental and relational experiences of the CYP who offend with SLCN. In addition, they discussed better identification and understanding that is needed to effectively meet CYP's educational needs. The participants also described how a move from focusing on behaviour or misunderstanding their needs is needed.

Better targeted support

The RTA found that participants had some recommendations regarding the importance of language support. Their discussions highlighted that language support underpins and influences support to raise academic achievement, support their SEMH needs and differentiate their learning.

Tackling NEET

The participants also talked about tackling not being in education, training or employment with a focus on improving engagement, opportunities for CYP post-16 and the perception of the offender label.

Educational Pedagogy considerations

Finally, the participants discussed the impact of different educational settings on CYP's educational needs and the entanglement between SLCN, being NEET and exclusion.

5.1.2 Findings in context

5.1.2.1 Better ways of working

The relationships between the participants and other people in CYP's mesosystem were primarily described in negative terms in keeping with the literature on SLCN (Dunsmuir et al., 2006; McConnellogue, 2011; Palikara et al., 2007; Sedgwick, 2019; Twells, 2018). My research findings related to disjointed multiagency working mirrored the Bercow report (2008) and Twells' (2018) findings which suggests that challenges communicating with different professionals or the duplication of information hinders timely and effective support. Nevertheless, all the participants spoke of some effective collaborative relationships and the value that the different multidisciplinary lenses brought. To effectively capitalise on these multidisciplinary relationships so they can act as a crucial facilitator to CYP's educational success requires support and could be a key role of an EP. It also fits with the YJB strategic plan of placing collaboration at the heart of everything those working within, across and between the different systems around CYP who offend.

All professionals reported concerns about staff knowledge and skill, mainly around insufficient understanding to effectively support CYP's educational needs. These issues were consistent with the research reported in my literature review (Gregory & Bryan, 2011; Hurry et al., 2010; Turner et al., 2019; Twells, 2018). However, unlike the literature, my participants were very clear on what training they needed. They identified knowledge of each other's professional roles and systems and processes linked to SLCN and offending as being the main areas that needed developing within in themselves or others. Arguably, any training the professionals undergo will have a direct impact on the child and young person and in turn their educational needs.

Whilst the finding from this theme highlights that better ways of working with

professionals is needed to meet the educational needs of CYP who offend with

SLCN, it is no different to what is needed to meet all CYP's needs.

5.1.2.2 Better working with CYP

  The subtheme 'good relationships with CYP' was found across all the data.

Although my findings fitted with McMahon et al., (2006) suggestions about the

importance of a good relationship with CYP, they also extended it. My findings

suggested that all work with CYP should stem from a good relationship and better

enable understanding of CYP, their needs and the context they are situated. The link

between 'better understanding' subtheme and 'good relationship with CYP' subtheme

may be explained by attachment theory. Bowlby (1969) suggests that a secure

relationship with a significant other can serve as a base from which learning and

development can take place. Participants in this research highlighted how important

it was for CYP, who are often misunderstood, to be understood by an adult who had

developed a relationship with them.

  Consistent with prior research (Bryan et al., 2015; Games et al., 2012;

Gregory & Bryan, 2011) and with the interview data, behaviour was identified as

being the focus of educational settings and some professionals' attention. CYP's

SLCN was frequently noted as being misinterpreted by others instead of being seen

as communicating their needs. It may be argued that viewing behaviour this way

locates problems or difficulties within the CYP rather than considering the influences

in a child's microsystem. For example, a poor language environment during early

childhood or experiences of trauma (Parnes, 2017). Similarly, to Games et al., (2012) and Gregory & Bryan (2011), the participants suggested that a more accurate understanding of CYP's needs and how to identify them was needed to meet them effectively.

Whilst the finding from this theme highlights that better working with CYP is needed to meet the educational needs of CYP who offend with SLCN, it is no different to what is needed to meet all CYP's needs.

5.1.2.3 Better targeted support

My findings from this theme highlighted that better targeted support is needed to meet the educational needs of CYP who offend with SLCN. The targeted support to raise academic achievement was consistent with previous research that suggests CYP who offend have lower academic attainment (Bryan et al., 2007; ICAN/RCSLT, 2018; Joanna et al., 2018; Kennedy, 2013; Paterson-Young et al., 2021). Thus, targeting this area is going to help meet their needs and help CYP make educational progress. Unlike Hurry et al., (2010) findings, the participants spoke positively about discrete core skills sessions. However, it is important to note that my research did not focus on what CYP with SLCN who offend engage with. Thus, whilst professionals feel reading, writing and numeracy sessions may be needed the impact of these and CYP's engagement cannot be determined from my data.

Another finding under the 'better targeted support' theme that is not consistent with prior research is the desire for more one-to-one support. Although the participants acknowledged that constraints from the exosystem limits the flexibility in

some settings of having one-to-one, they felt they it was important for CYP to have access to and support from one. They discussed how one-to-one support can be utilised to meet the educational needs of CYP who offend with SLCN. Previous research on maximising the impact of teaching assistants (MI[TA]) has suggested that it is not the case (Russell et al., 2013). One-to-one support from TA can have a negative impact on the academic performance of low attaining pupils or CYP with SEND. It is possible that the educational participants were not aware of the MITA research and is an area an EP would be well poised to support. Furthermore, this finding could have been influence by the participants educational settings, which I will reflect more on in the limitations.

What came out of my research about the support needed to meet the educational needs of CYP who offend with SLCN that appears to be unique is how integrated language support needs to be with all other targeted support. Participants describe how everything from core skills interventions to organisational skills links back to CYP's language skills. It is possible that weaving additional language support into all interventions and additional support given is good for all CYP. However, it is also possible that it is specific to CYP with SLCN who offend.

5.1.2.4 Tackling NEET

Much of the literature that is focused on engagement is consistent with my findings (McMahon et al., 2006; Shafi, 2019; Twells, 2018). The participants highlighted the importance of increasing CYP's engagement in various ways to help aid their educational progress. It was also seen as a way of reducing the number of CYP who were NEET. Although Skinner and Pitzer's (2012) motivational model can

usually be used to explain engagement, their model is not consistent with my findings. My participants spoke about a range of factors influencing CYP's engagement and disengagement. Instead, my findings are more consistent with O'Carroll's (2016) doctoral research, as my research has highlighted that participants feel multiple systemic factors affect CYP's capacity to engage.

Linking to engagement is the subtheme 'better transition between, into and out of settings'. Paterson-Young et al., (2021) implications from their research suggest that exclusionary practices affect CYP's engagement and attitudes towards education. My participants reported similar experiences and suggested that settings can have a direct and indirect effect through their ethos or behaviour policies. This can be explained by Baumeister and Leary's (1995) sense of belonging, which proposed that risk of exclusion or exclusion can have a strong negative effect on CYP's sense of acceptance and lead to disengagement or rejection. Whilst the finding from this subtheme highlights that better transitions are needed to meet the educational needs of CYP who offend with SLCN, it is no different to what is needed to meet all CYP's needs. The only difference was that my participants also suggested using mediation and restorative approaches to aid the transitions.

5.1.2.5 Educational Pedagogy considerations

Although the findings from theme five does not directly answer the research question, it offers some thoughts for consideration. Firstly, some participants raised concerns about the appropriateness of a screening tool based on the 'VARK' (Visual, Aural, Read/write, and Kinesthetic) learning styles. Arguably, it is an old pedagogical approach with no evidence to support its use (Khan et al., 2018). Secondly, it

appears that the concerns raised by Collins (2019) that primary schools and PRUs were deemed as being more inclusive and supportive was apparent within my data. In addition, some participants also felt that primary schools failed to apply early intervention and prevention strategies appropriately. The EP role is broad. EPs use assessment, intervention, consultation training and research in a range of setting and across the organisational, group and individual levels (Allen & Bond, 2020; Rumble & Thomas, 2017). EPs can support the key stakeholders with the considerations mentioned above to root their pedagogical practice in evidence and research to help bring about better outcomes for CYP.

5.3 Implications for EP practice

When thinking about the implication for practice it is useful to refer back to bioecological systems model. It helps widen the possibilities of where intervention may take place or where EPs might need to direct their support.

EPs are usefully positioned to work with a range of individuals within CYP's microsystem, supporting YOS staff, parents, SLTs and staff in educational settings (McGuiggan, 2021). This study found that there were challenges with multidisciplinary working so with this in mind it may be useful for EPs to help build and strengthen the relationship between the different professional groups working with CYP who offend with SLCN. Furthermore, legislative reforms have positioned EPs as a bridge, encouraging multidisciplinary and transparent ways of working and advocating for CYP (BPS, 2017; Norwich et al., 2010). Thus, EPs could help foster positive collaborative interactions and shared understandings essential for supporting and managing SCLN and educational needs. EPs could help to promote

understanding of the different professional roles working with CYP who offend with SLCN. In doing this, EPs would also need to consider their own experiences and knowledge. Thus, they may their own need continuous professional development link to this. For example, attending YJS training or introductory courses being embedded as part of the doctoral programs for trainee EPs.

Linking to my findings around sufficient knowledge, the YJB's workforce development strategy (2021) and the Bercow report 10 years later (ICAN/RCSLT, 2018), highlighted the need for training and understanding of CYP's needs to support them better. EPs are well placed to deliver joint training with YOS staff, SLT and staff from different education settings around the system and process link to SEND, SLCN and offending. Another aspect of training EP may offer is an understanding that behaviour is a form of communication. Within the LA where this research took place, EPs currently work alongside clinical psychologists delivering such training. The training also focuses on attachment principles and viewing CYP through a trauma-informed lens.

Linking back to the bioecological systems model, EPs can also offer insights into the aspects beyond the immediate environment of CYP who offend with SLCN that may influence or be influenced by their needs resulting in positive changes. Some of the support the key stakeholders identified lends itself to organisational changes or policy reforms. For example, the transition from primary to secondary school has been noted in various other research as a vulnerable time for CYP, contributing to their disengagement or missed needs (Collins, 2019; ICAN/RCSLT, 2018; Parnes, 2017; The Communication Trust et al., 2015). EPs already support schools to aid

this transition for CYP with SEND. However, wider discussions may be beneficial to establish what organisational changes can be put in place to aid this process even more.

This study found that professionals felt better identification of CYP with SLCN who offend was needed. The professionals also suggested that a better monitoring system and support was needed to find appropriate educational provisions, especially for CYP who were NEET or post-16. With that in mind, it may be useful for there to be a policy reform. Over the last two decades, there has been growing concerns about LAC's educational experience and attainment (Brodie & Morris, 2009; McClung & Gayle, 2010; Norwich et al., 2010; O'Carroll, 2016). As a result, policy and legislation linking to LAC have rapidly developed (Berridge, 2012; Brodie & Morris, 2009; Sebba & Luke, 2019). There is now systematic monitoring of LAC's attainment and academic or vocational progress. However, there is no such system for CYP who offend despite a need for one (O'Carroll, 2016; Parnes, 2017).

5.4 Reflexivity

According to Braun & Clarke (2021), it is important for a researcher to practice reflexivity so that their findings are rooted solely within data as described by the participants. This section is written to evidence to evidence my potential influence as the researcher on this study and how I used reflexivity. Throughout the research process, I critically reflected on my impact. I evaluated my closeness to the research and how I collected data and reported my findings.

The central aspects of this thesis are the views of professionals with links to YOS or CYP who offend with SLCN. I considered the impact of my personal positions, experiences, and biases when conducting the interviews and during the analysis. For example, when the participants discussed the challenges supporting CYP back into ETE after being NEET or the challenges arising from missed needs as it was confirmatory to my own experiences. As mentioned in section 1.6, my interest in this research area came from the difficulties I experienced in CAMHS and as a SENDCO. This could have oriented me to lend more weight to the experiences reported by the participants that aligned with my experiences. I had to be conscious of this when guiding the semi-structured interview schedule, and I reflected on what did and did not spark my interest during data analysis with my research supervisor. This allowed me to ensure I gave equal weight to all the experiences reported by the participants.

After each interview, I continuously reviewed my research technique and recorded my initial notes and reflections. The notes were later used during data analysis to aid my reflexivity. Some reflections focused on my identity as a Black woman positioned within the education system. It was important for me to consider how participants in the study may have responded differently depending on how they perceived me (Denscombe, 2021). Perceived or assumed similarities with visible and voiced aspects of the 'social graces' (Gender, Geography, Race, Religion, Age, Ability, Appearance, Class, Culture, Ethnicity, Education, Employment, Sexuality, Sexual orientation, Spirituality [GGRRAAACCEEESSS]) can lead to participants over identifying and assumptions explicitly and implicitly being made about experiences

being shared (Burnham, 2012). Equally, perceived or assumed differences can add to 'the interviewer effect' (Denscombe, 2021).

For example, in one interview, I was very aware that the perceived similarities (race) between us could have played a role in what the participant shared. The participant made numerous references to the role of unconscious bias, how black boys within education and YJS are sometimes marginalised and sought confirmation about their suggestions. The participant also made assumptions about my experiences and understanding of some of the experiences they described, not always fully commenting on what they meant. This could have led me to make assumptions. However, I took steps to overcome this by reminding the participants that there were no right or wrong answers and that the interview focused on the participants' experiences, perceptions, and personal opinions. In addition, I strived to remain curious by asking questions to clarify meaning and gain a more insightful view of the experiences the participants described. This curiosity followed through into data analysis, where I used my research diary to note which parts of the finding were my thoughts and interpretations versus those from the participants.

Working as a trainee in some of the participants' places of work, I believe, aided the participants in speaking openly about their experiences. However, my role may also have created power imbalances. In some of the interviews, the participants spoke about shared case examples I had done in my role as a Trainee EP. This may have been because they had the desire to appear 'helpful' with their contributions or because they could have perceived that not doing so would affect access to services. In most instances, I was able to refrain from varying too far away from the

interview guide. However, I was also aware that this impacted my ability to stay in just a researcher role. Before and after each interview, I reiterated that participation or what was discussed during the interviews would have no impact on professional relationships. In addition, any discussions about the researcher's role or individual cases were left until the end of the interview.

Throughout the analysis process, including writing the findings section of this thesis, I remained sensitive to whether my analysis was rooted in the data. In line with Braun & Clarke's RTA (2021, p 111) the names I gave the themes were selected to be informative, concise and catchy whilst staying close to the data language and concepts. For example, the majority of the participants used the term "better" when referencing the support already in place and the support that was needed, as illustrated in the quote below.

> *"[…] I do think we get things right but if there's any, […] training in terms of like, how to better manage, understand, […] young people with speech, language and communications difficulties we need to do it."* (Edu 2, paragraph 69)

I revisited the data, amending codes and refining themes and theme names. I also revised how subthemes were organised in relation to each with the help of my research supervisor. Although my supervisor agreed with the decision surrounding my themes, their presentation and my theme names, I do not claim that another researcher will arrive at the same analysis. Instead, I acknowledge that my individual context, interactions, experiences and theoretical assumptions impacted all the research processes, particularly how I collected data and reported my findings.

5.5 Strengths, limitations and suggestion for future research

5.5.1 Strengths

There is limited research focusing on CYP who offend with SLCN, despite the disproportionalities in prevalence compared to the general population. This research helps to identify what is needed to meet the educational needs of CYP who offend with SLCN. In addition, the objective of this research was to elicit and analyse the views of the key professionals working to support the educational needs of CYP with SLCN who offend. Although the small sample size in this study makes it challenging to generalise the findings, it offered a rich picture of the key stakeholders' views from one LA. Caution should be applied in generalising the findings to other LA. However, the participants' responses were reasonably consistent across the different professional groups and with previous research. Thus, supporting the transferability of the findings and conclusions drawn.

5.5.2 Limitations

Every effort was made to establish the credibility, transferability, dependability and confirmability of this research, as detailed in Chapter Three (3.7). However, I must acknowledge some limitations to the study. Firstly, with this study being a small-scale doctoral thesis meant that the scope of this research was time bound. There were significant challenges in recruiting participants from education and the Speech and language service, which impacted when data analysis of the interviews was completed. With more time, the themes could have been shared with the participants, allowing them to challenge interpretations and strengthening the credibility of the findings.

The voluntary nature of participant recruitment from the LA, where the researcher worked as a trainee EP may have influenced the sample and response rate. Although participants' motivations are unknown, it is possible that the participants who volunteered were motivated to take part due to their positive or negative experiences with CYP with SLCN who offend. Similarly, participants may have been motivated to take part due to perceived (real or implied) societal hierarchy or power imbalances. These could have biased the results and limited the generalisability of the findings. However, as noted in section 3.3.3 and section 5.4 it was clear that participation or non-participation in the research would not affect professional relationships or service delivery. In addition, the participants were recruited from different services, providing some variation in the contexts and ways that they worked with CYP with SLCN who offend.

Another limitation is the breadth of professionals included in my sample. Whilst the findings are drawn from different professionals working CYP who offend with SLCN, only two participants worked in mainstream settings. Of these two, one managed the specialist resource base for CYP with SEMH needs within a mainstream setting. This may have had implications on the nature and type of support that was felt was needed. Specialist provisions often have fewer CYP in attendance, higher staff-to-pupil ratios and greater flexibility for curriculum adaptation. Interviewing professionals from mainstream educational establishments may provide an alternative insight into what is needed to support the educational needs of CYP who offend. Similarly, I was unable to interview the YOS staff responsible for education. YOS staff responsible for education are more likely to

have greater contact with various educational settings than YOS case managers. They, too, may have provided an alternative insight into what support is needed and insight into the bridge between YOS and education.

5.5.3 Future research

It would have been beneficial to gather the views of CYP. Although the ethical and practical issues of coordinating interviews for such a vulnerable population would have been highly challenging within the scope of this research, some representation of their views is essential. This would have provided a significant level of detail about how best to support them. Seeking their views would have also added an emancipatory element to this research and empowered an often disempowered population.

Another possible area for further research stemming from the findings would have been to include other professionals from CYP's network, for example, social workers, EPs, parents and carers. The common thread of challenges with information sharing, collection and reporting was found throughout the data. All nine participants saw a supportive network that effectively works together as fundamental to support the educational needs of CYP who offend. Seeking their views would offer them the opportunity to reflect on their practice. Furthermore, it would allow an exploration between overlaps or differences in the views about how best to support them.

5.5.4 Dissemination Strategy

The finding of this study will be shared with nine participants through a written summary report or poster of the research alongside the implication for practice. The

findings will also be presented to the EPS in which I am situated so they can gain a greater understanding of the key stakeholders' views about supporting the educational needs of CYP with SLCN. I will also share the findings and implications for practice with the YOS, Speech and language service and at a SENCO network meeting in the LA where the research was conducted. It is hoped that the different professional groups will have the opportunity to ask questions and discuss the implications of the finding for their practice. There is also the ambition to publish the findings in a journal.

5.6 Conclusion

This research aimed to explore what is needed to support the educational needs of CYP with SLCN who offend. This was due to an identified gap in the literature regarding how supporting CYP who offend with SLCN differed or was the same as the general practice of supporting CYP who offend. In addition, there was also a paucity of research into supporting the educational needs of CYP who offend with SLCN.

Nine professionals from YOS, Speech and Language services and from education settings who work with CYP who offend with SLCN were recruited to the study from one LA in the UK. All nine participants were interviewed. Interview transcripts were analysed using RTA, and five themes emerged that answered the question, 'what do the key stakeholders feel is needed to meet the educational needs of CYP who offend with SLCN':

1. Better ways of working

2. Better working with children and young people

3. Better targeted support

4. Tackling NEET

5. Other educational pedagogy considerations.

The research highlighted that the support for CYP with SLCN who offend is largely the same as the general practice of supporting CYP who offend. Various implications from the findings have been suggested for EP practice and future research. From these implications, it is hoped that a change could be brought about that could improve outcomes and suggest ways to reduce the disproportionalities between CYP who offend with SLCN compared to the general population.

6. Reference

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for interpersonal attachments as a fundamental human motivation. *Psychological Bulletin*, *117*(3), 497–529. https://doi.org/10.1037/0033-2909.117.3.497

Bercow, J. (2008). *The Bercow report: A review of services for children and young people (0-19) with speech, language, and communication needs*. DCSF Publications. https://webarchive.nationalarchives.gov.uk/20130321050419/https://www.education.gov.uk/publications/eOrderingDownload/Bercow-Report.pdf

Berridge, D. (2012). Educating young people in care: What have we learned? *Children and Youth Services Review*, *34*(6), 1171–1175. https://doi.org/10.1016/j.childyouth.2012.01.032

Bowlby, J. (1969). *Attachment and Loss: Volume 1 Attachment* (2nd ed.). Basic Books.

Brassett, C. (2020). *The Impact of Listen-EAR and Speech and Language Therapy Support in [LA name]'s Integrated Youth Support Service*.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. SAGE.

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative Research in Sport, Exercise and Health*, *11*(4), 589–597. https://doi.org/10.1080/2159676X.2019.1628806

Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide to understanding and doing* (1st ed.). SAGE Publications.

Breakwell, G. M. (2012). Interviewing. In G. M. Breakwell, J. A. Smith, & D. B. Wright (Eds.), *Research methods in psychology* (4th ed). SAGE.

Brinkmann, S. (2018). The Interview. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (Fifth edition). SAGE.

British Psychological Society. (2014). *Code of human research ethics*.

British Psychological Society Ethics Committee. (2021). *Ethics guidelines for internet-mediated reseach*. The British Psychological Society.

Britton, J., Farquharson, C., & Sibieta, L. (2019). *2019 annual report on education spending in England*. The IFS. https://doi.org/10.1920/re.ifs.2019.0162

Brodie, I., & Morris, M. (2009). *Main review: Improving educational outcomes for looked after children and young people*.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, *32*(7), 513–531. https://doi.org/10.1037/0003-066X.32.7.513

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.

Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. Sage Publications.

Bryan, K., Freer, J., & Furlong, C. (2007). Language and communication difficulties in juvenile offenders. *International Journal of Language & Communication Disorders*, *42*(5), 505–520. https://doi.org/10.1080/13682820601053977

Bryan, K., Garvani, G., Gregory, J., & Kilner, K. (2015). Language difficulties and criminal justice: The need for earlier identification: Language difficulties and

criminal justice. *International Journal of Language & Communication Disorders*, *50*(6), 763–775. https://doi.org/10.1111/1460-6984.12183

Bryan, K., & Gregory, J. (2013). Perceptions of staff on embedding speech and language therapy within a youth offending team. *Child Language Teaching and Therapy*, *29*(3), 359–371. https://doi.org/10.1177/0265659013482930

Burnham, J. (2012). Developments in Social GRRRAAACCEEESS. In I.-B. Krause (Ed.), *Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives* (1st ed., pp. 139–160). Routledge. https://doi.org/10.4324/9780429473463

Chowdry, H., & Oppenheim, C. (2015). *Spending on late intervention: How we can do better for less*. Early Intervention Foundation.

Clark, A. M. (2008). Critical Realism. In L. M. Given (Ed.), *The Sage encyclopedia of qualitative research methods* (pp. 168–170). Sage Publications.

Collins, J. (2019). *How can practitioners support the special educational needs and disabilities of young people and young adults on community-based sentences?* [Thesis (Professional Doctorate), UCL (University College London) Institute of Education]. https://discovery.ucl.ac.uk/id/eprint/10083981/

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed). Sage Publications.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage Publications.

Cunniffe, C., Kerckhove, R. V. de, Williams, K., & Hopkins, K. (2012). *Estimating the prevalence of disability amongst prisoners: Results from the Surveying Prisoner Crime Reduction (SPCR) survey*. Ministry of Justice.

de Shazer, S. (1988). *Clues. Investigating Solutions in Brief Therapy*. W. W. Norton & Company.

Department for Education & Department of Health. (2014). Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities, https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Department for Education. (2020). Special educational needs in England: Academic Year 2019/20. https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england

Denscombe, M. (2021). *The good research guide: Research methods for small-scale social research projects* (Seventh edition). Open University Press.

Dockrell, J. E., & Howell, P. (2015). Identifying the challenges and opportunities to meet the needs of children with speech, language and communication difficulties: British Journal of Special Education. *British Journal of Special Education*, *42*(4), 411–428. https://doi.org/10.1111/1467-8578.12115

Dunsmuir, S., Clifford, V., & Took, S. (2006). Collaboration Between Educational Psychologists and Speech and Language Therapists: Barriers and opportunities. *Educational Psychology in Practice*, *22*(2), 125–140. https://doi.org/10.1080/02667360600668246

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A review of the functions and contribution of educational psychologists in England and Wales in light of 'Every Child Matters: Change for Children'* (No. RR792). Department for Education and Skills.

Fletcher, A. J. (2017). Applying critical realism in qualitative research: Methodology meets method. *International Journal of Social Research Methodology*, *20*(2), 181–194. https://doi.org/10.1080/13645579.2016.1144401

Fox, M., Green, G., & Martin, P. J. (2007). *Doing practitioner research*. SAGE.

Games, F., Curran, A., & Porter, S. (2012). A small-scale pilot study into language difficulties in children who offend. *Educational Psychology in Practice*, *28*(2), 127–140. https://doi.org/10.1080/02667363.2012.665355

Given, L. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc. https://doi.org/10.4135/9781412963909

Gregory, J., & Bryan, K. (2011). Speech and language therapy intervention with a group of persistent and prolific young offenders in a non-custodial setting with previously undiagnosed speech, language and communication difficulties. *International Journal of Language & Communication Disorders*, 100824014249025. https://doi.org/10.3109/13682822.2010.490573

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In Yvonna S. Lincoln & Norman K Denzin, *Handbook of qualitative research* (pp. 105–117). Sage Publications, Inc.

Harker, M. E., Dean, S., & Monsen, J. J. (2017). Solution-oriented educational psychology practice. *Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners*, 167–193.

Heritage, M., Virag, G., & MsCuaig, L. (2011). *Better outcomes for Young Offenders Exploring the impact of Speech and Language therapy in youth offending teams in Derbyshire 2010-2011*. Derbyshire community health service.

Hill, V. (2017). Working across diverse contexts with wider populations: The developing role of the educational psychologist. In C. Arnold & J. Hardy (Eds.), *British educational psychology: The first hundred years* (2nd Revised edition, pp. 128–140). British Psychological Society.

Hughes, N., Chitsabesan, P., Bryan, K., Borschmann, R., Swain, N., Lennox, C., & Shaw, J. (2017). Language impairment and comorbid vulnerabilities among young people in custody. *Journal of Child Psychology and Psychiatry*, *58*(10), 1106–1113. https://doi.org/10.1111/jcpp.12791

Hurry, J., Brazier, L., Wilson, A., Emslie-Henry, R., & Snapes, K. (2010). *Improving the literacy and numeracy of young people in custody and in the community*.

ICAN/RCSLT. (2018). *Bercow: Ten Years On An independent review of provision for children and young people with speech, language and communication needs in England.* ICAN/RCSLT. https://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf

Joanna, V., Julie, D., & Frances, L. (2018). The re-alignment of educational psychologists in supporting primary schools to enhance provision for children with speech language and communication needs. *Educational & Child Psychology*, 43–59.

Kennedy, A. (2013). Education in custody: Young males' perspectives. *Contemporary Social Science*, *8*(2), 104–119. https://doi.org/10.1080/21582041.2013.767467

Khan, A. H., Kulkarni, S., Mahmood, T., & Khan, A. (2018). Evidence-based approaches to learning. *Advances in Medical Education and Practice*, *Volume 9*, 581–582. https://doi.org/10.2147/AMEP.S171499

Lanskey, C. (2015). Up or down and out? A systemic analysis of young people's educational pathways in the youth justice system in England and Wales. *International Journal of Inclusive Education*, *19*(6), 568–582. https://doi.org/10.1080/13603116.2014.961675

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Long, A., Godfrey, M., Randall, T., Brettle, A., & Grant, M. (2002). *HCPRDU Evaluation tool for mixed methods studies.*

Matthews, J. (2003). A framework for the creation of practitioner-based evidence. *Educational and Child Psychology*, *20*, 60–67.

McClung, M., & Gayle, V. (2010). Exploring the care effects of multiple factors on the educational achievement of children looked after at home and away from home: An investigation of two Scottish local authorities: Could do better! *Child & Family Social Work*, *15*(4), 409–431. https://doi.org/10.1111/j.1365-2206.2010.00688.x

McConnellogue, S. (2011). Professional roles and responsibilities in meeting the needs of children with speech, language and communication needs: Joint working between educational psychologists and speech and language therapists. *Educational Psychology in Practice*, *27*(1), 53–64. https://doi.org/10.1080/02667363.2011.549354

McGuiggan, C. (2021). Stepping over the boundary: An exploration of educational psychologists' work with families. *Educational Psychology in Practice*, *37*(1), 1–18. https://doi.org/10.1080/02667363.2020.1830365

McMahon, G., Parsons, C., Godfrey, R., Flanagan, K., Renshaw, J., Bielby, K., Adams, M., & Sapsed, E. (2006). *Barriers to engagement in education, training and employment.* Youth Justice Board for England and Wales.

Mills, A., Durepos, G., & Wiebe, E. (Eds.). (2012). Case Study Research in Psychology. In *Encyclopedia of Case Study Research*. SAGE Publications, Inc. https://doi.org/10.4135/9781412957397.n40

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & PRISMA Group*. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *Annals of Internal Medicine*, *151*(4), 264–269.

National Association of Head teachers. (2021). *A failure to invest:The state of school funding 2021.*

Noble, H., & Mitchell, G. (2016). What is grounded theory? *Evidence Based Nursing*, *19*(2), 34–35. https://doi.org/10.1136/eb-2016-102306

Norwich, B., Richards, A., & Nash, T. (2010). Educational psychologists and children in care: Practices and issues. *Educational Psychology in Practice*, *26*(4), 375–390. https://doi.org/10.1080/02667363.2010.521310

O'Carroll, J. (2016). *Identifying barriers and facilitators for educational inclusion for young people who offend* [Thesis (Professional Doctorate)]. UCL (University College London) Institute of Education.

Palikara, O., Lindsay, G., Cullen, M. A., & Dockrell, J. (2007). Working together?: The practice of educational psychologists and speech and language therapists with children with specific speech and language difficulties. *Educational and Child Psychology*, *24*, 77–88.

Parnes, H. (2017). *Educational psychologists and youth offending services: Working together to improve the educational outcomes of young offenders. An action research project.* [Thesis (Professional Doctorate)]. UCL (University College London) Institute of Education.

Paterson-Young, C., Bajwa-Patel, M., & Hazenberg, R. (2021). ' *I ain't stupid, I just don't like school* ': A 'needs' based argument for children's educational provision in custody. *Journal of Youth Studies*, 1–18. https://doi.org/10.1080/13676261.2021.1900553

Peden, J., Stürup-Toft, S., Bath, R., & Jesurasa, A. (2019). *Collaborative approaches to preventing offending and re-offending in children (CAPRICORN): A resource for local health & justice system leaders to support collaborative working for children and young people with complex needs*. Public Health England.

Public Health England, Department of Health and Social Care, & Department for Education. (2020). *Best start in speech, language and communication: Guidance to support local commissioners and service leads* (GW-1162). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931310/BSSLC_Guidance.pdf

Reilly, S., Bishop, D. V. M., & Tomblin, B. (2014). Terminological debate over language impairment in children: Forward movement and sticking points. *International Journal of Language & Communication Disorders*, *49*(4), 452–462. https://doi.org/10.1111/1460-6984.12111

Robson, C., & McCartan, K. (2016). *Real world research: A resource for users of social research methods in applied settings* (Fourth Edition). Wiley.

Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's Theory of Human Development: Its Evolution From Ecology to Bioecology: The Evolution of Urie Bronfenbrenner's Theory. *Journal of Family Theory & Review*, *5*(4), 243–258. https://doi.org/10.1111/jftr.12022

Roulstone, S., Wren, Y., Bakopoulou, I., & Lindsay, G. (2012). Interventions for children with speech, language and communication needs: An exploration of current practice. *Child Language Teaching and Therapy*, *28*(3), 325–341. https://doi.org/10.1177/0265659012456385

Russell, A., Webster, R., & Blatchford, P. (2013). *Maximizing the impact of teaching assistants: Guidance for school leaders and teachers*. Routledge.

Ryrie, N. (2006). Working with a youth offending team: Personal perspectives on challenges and opportunities for the practice of educational psychology. *Educational and Child Psychology*, *23*(2), 6–14.

Sebba, J., & Luke, N. (2019). The educational progress and outcomes of children in care: Editorial. *Oxford Review of Education*, *45*(4), 435–442. https://doi.org/10.1080/03054985.2019.1622281

Sedgwick, A. (2019). Educational Psychologists as Scientist Practitioners: A Critical Synthesis of Existing Professional Frameworks by a Consciously Incompetent Trainee. *Educational Psychology Research and Practice*, *5*(2).

Sedgwick, A., & Stothard, J. (2019). An exploration of educational psychologists' perceptions, knowledge and practices regarding speech, language and communication needs. *Educational Psychology in Practice*, *35*(3), 307–325. https://doi.org/10.1080/02667363.2019.1598939

Shafi, A. A. (2019). The Complexity of Disengagement with Education and Learning: A Case Study of Young Offenders in a Secure Custodial Setting in England. *Journal of Education for Students Placed at Risk (JESPAR)*, *24*(4), 323–345. https://doi.org/10.1080/10824669.2019.1613897

Sherriff, N., Gugglberger, L., Hall, C., & Scholes, J. (2014). "From start to finish": Practical and ethical considerations in the use of focus groups to evaluate sexual health service interventions for young people. *Qualitative Psychology*, *1*(2), 92–106. https://doi.org/10.1037/qup0000014

Simak, G. (2018). *Why does communication in youth justice matter? The Speech, Lanaguage and Communication Needs of Youth people on Referral Orders in England and Wales*. Bangor University.

Skills Funding Agency. (2018). *OLASS English and maths assessments by ethnicity and learners with learning difficulties or disabiities: Participation 2014/15 to 2017/18*. Department for Education and Ministry of Justice. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2 ahUKEwjxtsOo-8PsAhVOUhUIHfgsAm4QFjAAegQIBBAC&url=https%3A%2F%2Fassets.publ ishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2 Fattachment_data%2Ffile%2F765597%2FOLASS_English_and_maths_asse ssments_by_Ethnicity_and_disability_201415_to_201718.xlsx&usg=AOvVaw 2nrZsPKCV3Gzrj6fWUtJXG

Skinner, E. A., & Pitzer, J. R. (2012). Developmental dynamics of student engagement, coping, and everyday resilience. In *Handbook of research on student engagement* (pp. 21–44). Springer.

Snow, P. C. (2019). Speech-Language Pathology and the Youth Offender: Epidemiological Overview and Roadmap for Future Speech-Language Pathology Research and Scope of Practice. *Language, Speech, and Hearing Services in Schools*, *50*(2), 324–339. https://doi.org/10.1044/2018_LSHSS-CCJS-18-0027

Snow, P. C., Sanger, D. D., Caire, L. M., Eadie, P. A., & Dinslage, T. (2015). Improving communication outcomes for young offenders: A proposed response to intervention framework: Improving communication outcomes for young offenders using an RTI framework. *International Journal of Language &*

Communication Disorders, *50*(1), 1–13. https://doi.org/10.1111/1460-
6984.12117

Snow, P. C., & Woodward, M. N. (2017). Intervening to address communication
difficulties in incarcerated youth: A Phase 1 clinical trial. *International Journal
of Speech-Language Pathology*, *19*(4), 392–406.
https://doi.org/10.1080/17549507.2016.1216600

Stephenson, M. (2006). *Young People and Offending* (0 ed.). Willan.
https://doi.org/10.4324/9781843926948

Sutcliffe, A. (2016). Grounded theory: A method for practitioner research by
educational psychologists. *Educational & Child Psychology*, *33*(3), 44–54.

Terry, G., Hayfield, N., Clarke, V., & Braun, V. (2017). *Thematic Analysis*. SAGE
Publications Ltd, https://dx.doi.org/10.4135/9781526405555

The Communication Trust. (2014). *Doing justice to speech language and
communication needs Proceedings of a round table on speech Language and
Communication Needs in the Youth Justice Sector*. The Communication
Trust.

The Communication Trust, Clegg, J., Hopkins, T., & Turner, K. (2015). *The Special
Educational Needs and Disability Reforms and Speech, Language and
Communication Needs in the Youth Justice Sector: Findings from a Survey of
Youth Justice Services in England*. The Communication Trust; University of
Sheffield; Birmingham City University.

Turner, K., Clegg, J., & Spencer, S. (2019). Speech-language pathology service
provision in English Youth Offending Institutions. *Journal of Clinical Practice in
Speech-Language Pathology*, *12*(1), 11–17.

Twells, J. (2018). Identifying Barriers and Facilitators for Educational Inclusion for Young People who Offend. *Children and Their Education in Secure Accommodation: Interdisciplinary Perspectives of Education, Health and Youth Justice.*

Vivash, J., Dockrell, J., & Lee, F. (2018). The re-alignment of educational psychologists in supporting primary schools to enhance provision for children with speech language and communication needs. *Educational and Child Psychology*, 43–59.

Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed). McGraw-Hill Open University Press.

Youth Justice Board for England and Wales. (2021). *Strategic Plan 2021-2024.* https://assets.publishing.service.gov.uk/government/uploads/system/uploads/ attachment_data/file/966200/YJB_Strategic_Plan_2021_-_2024.pdf

Youth Safety [Document]. (2018). Youth Safety [Document].

7. Appendix

Appendix A: Included and excluded papers

Table showing hoe the inclusion and Exclusion criteria were applied to papers from the database search

	Record	Screened	Rationale for inclusion/exclusion
1	Almond, L., Canter, D., & Salfati, C. G. (2006). Youths Who Sexually Harm: A Multivariate Model of Characteristics. *Journal of Sexual Aggression,* *12*(2), 97–114.	Title and Abstract	Focus on sex education
2	Bakker, N. (2020). Child Guidance, Dynamic Psychology and the Psychopathologisation of Child-Rearing Culture ("c". 1920-1940): A Transnational Perspective. *History of Education,* *49*(5), 617–635.	Title and Abstract	Conducted in Australia Focus on a timeline of events
3	Boden, T. (2019). What Can the Lived Experiences of Gang Members Tell Us about That What Occupies the "Black Box" That Mediates Gang Membership and Offending? A Systematic Review. *Educational & Child Psychology,* *36*(1), 74–88.	Title and Abstract	Focuses on gangs not meeting educational needs
4	Bottrell, D., & Armstrong, D. (2007). Changes and Exchanges in Marginal Youth Transitions. *Journal of Youth Studies,* *10*(3), 353–371.	Title and Abstract	Commentary paper
5	Bryan, K., Freer, J., & Furlong, C. (2007). Language and Communication Difficulties in Juvenile Offenders. *International Journal of Language & Communication Disorders, 42*(5), 505–520.	Full-text analysis	Included Looks at prevalence of SLCN
6	Bryan, K., Garvani, G., Gregory, J., & Kilner, K. (2015). Language difficulties and criminal justice: The need for earlier identification: Language difficulties and criminal justice. *International Journal of Language & Communication Disorders, 50*(6), 763–775. https://doi.org/10.1111/1460-6984.1218	Full-text analysis	Included Looks at prevalence and addresses meeting educational needs
7	Buston, K., Parkes, A., Thomson, H., Wight, D., & Fenton, C. (2012). Parenting Interventions for Male Young Offenders: A Review of the Evidence on What Works. *Journal of Adolescence,* *35*(3), 731–742.	Title and Abstract	Focus on parenting inventions

8	Butler, S., Baruch, G., Hickey, N., & Fonagy, P. (2011). A Randomized Controlled Trial of Multisystemic Therapy and a Statutory Therapeutic Intervention for Young Offenders. *Journal of the American Academy of Child & Adolescent Psychiatry, 50*(12), 1220–1235.	Full-text analysis	Focuses on Multisystemic Therapy ~~in YOS~~
9	Callaghan, J., Pace, F., Young, B., & Vostanis, P. (2003). Primary Mental Health Workers within Youth Offending Teams: A New Service Model. *Journal of Adolescence, 26*(2), 185–199.	Title and Abstract	Focused on PHMW, not education
10	Clement, M. (2010). Teenagers under the Knife: A Decivilising Process. *Journal of Youth Studies, 13*(4), 439–451.	Full-text analysis	Focuses on knife crime with no links to education
11	Cook, L. (2001). Differential Social and Political Influences on Girls and Boys through Education Out of Doors in the United Kingdom. *Journal of Adventure Education and Outdoor Learning, 1*(2), 43–51.	Title and Abstract	No reference to educational needs
12	Crawshaw, M. (2015). Secondary School Teachers' Perceptions of Student Misbehaviour: A Review of International Research, 1983 to 2013. *Australian Journal of Education, 59*(3), 293–311.	Title and Abstract	It is a literature review and focuses on children not known to YOS – but with misbehaviour
13	Driscoll, J. (2013). Supporting Care Leavers to Fulfil Their Educational Aspirations: Resilience, Relationships and Resistance to Help. *Children & Society, 27*(2), 139–149.	Title and Abstract	Focus on care leavers
14	Ellis, K., & France, A. (2012). Being Judged, Being Assessed: Young People's Perspective of Assessment in Youth Justice and Education. *Children & Society, 26*(2), 112–123.	Full-text analysis	Focuses on experiences of YO of assessment not meeting needs
15	Emerson, E., & Halpin, S. (2013). Anti-Social Behaviour and Police Contact among 13- to 15-Year-Old English Adolescents with and without Mild/Moderate Intellectual Disability. *Journal of Applied Research in Intellectual Disabilities, 26*(5), 362–369.	Title and Abstract	Focuses on anti-social behaviour
16	Games, F., Curran, A., & Porter, S. (2012). A Small-Scale Pilot Study into Language Difficulties in Children Who Offend. *Educational Psychology in Practice, 28*(2), 127–140.	Full-text analysis	Included Looks at the prevalence of needs and how to meet them
17	Gavin, H., & Hockey, D. (2010). Criminal Careers and Cognitive Scripts: An Investigation into Criminal Versatility. *Qualitative Report, 15*(2), 389–410.	Title and Abstract	Focus on criminal careers, not education
18	Gingerich, W. J., & Peterson, L. T. (2013). Effectiveness of Solution-Focused Brief Therapy: A Systematic Qualitative Review of Controlled Outcome Studies. *Research on Social Work Practice, 23*(3), 266–283.	Title and Abstract	Focuses on behaviour
19	Granville, G. (2001). An "Unlikely Alliance": Young Offenders Supporting Elderly People in Care Settings. *Education and Ageing, 16*(1), 9–25.	Title and Abstract	Focuses on voluntary work

Reference	Stage	Reason
Gregory, J., & Bryan, K. (2011). Speech and language therapy intervention with a group of persistent and prolific young offenders in a non-custodial setting with previously undiagnosed speech, language and communication difficulties. *International Journal of Language & Communication Disorders*, 100824014249025. https://doi.org/10.3109/13682822.2010.490573	Full-text analysis	Included Looks at the prevalence of SLCN
Gu, H., Lai, S.-L., & Ye, R. (2011). A Cross-Cultural Study of Student Problem Behaviors in Middle Schools. *School Psychology International*, *32*(1), 20–34.	Title and Abstract	Focuses on behaviour and not YO
Hackett, S., Carpenter, J., Patsios, D., & Szilassy, E. (2013). Interprofessional and Interagency Training for Working with Young People with Harmful Sexual Behaviours: An Evaluation of Outcomes. *Journal of Sexual Aggression*, *19*(3), 329–344.	Title and Abstract	Focus on sex offences
Hayden, C. (2008). Education, Schooling and Young Offenders of Secondary School Age. *Pastoral Care in Education*, *26*(1), 23–31.	Full-text analysis	Focus on school and YO but is a secondary source
Hopkins, T., Clegg, J., & Stackhouse, J. (2018). Examining the Association between Language, Expository Discourse and Offending Behaviour: An Investigation of Direction, Strength and Independence. *International Journal of Language & Communication Disorders*, *53*(1), 113–129.	Full-text analysis	Focuses on DLD association with offending Not on education or needs intro
Hutton, L., & Whyte, B. (2006). Children and Young People with Harmful Sexual Behaviours: First Analysis of Data from a Scottish Sample. *Journal of Sexual Aggression*, *12*(2), 115–125.	Title and Abstract	Focus on sex education
Hurry, J., Brazier, L., Wilson, A., Emslie-Henry, R., & Snapes, K. (2010). *Improving the literacy and numeracy of young people in custody and in the community*.	Full-text analysis	Included Looks at the prevalence of literacy and numeracy skills and addressing them
Jackson-Roe, K., Murray, C., & Brown, G. (2015). Understanding Young Offenders' Experiences of	Title and Abstract	Focused on alcohol misuse

20

21

22

23

24

25

26

27

Drinking Alcohol: An Interpretative Phenomenological Analysis. *Drugs: Education, Prevention & Policy*, *22*(1), 77–85.

	Reference	Stage	Reason
	Kennedy, A. (2013). Education in custody: Young males' perspectives. *Contemporary Social Science*, *8*(2), 104–119. https://doi.org/10.1080/21582041.2013.767467	Full-text analysis	Included Looks at addressing educational and engagement in custody
28			
	Lanskey, C. (2015). Up or Down and Out? A Systemic Analysis of Young People's Educational Pathways in the Youth Justice System in England and Wales. *International Journal of Inclusive Education*, *19*(6), 568–582.	Full-text analysis	Included focuses on educational engagement
29			
	Maxwell, B., Connolly, P., Demack, S., O'Hare, L., Stevens, A., Clague, L., Education Endowment Foundation (EEF) (United Kingdom), Queen's University Belfast (United Kingdom), & Sheffield Hallam University, U. K. C. for E. and I. R. (CEIR). (2014). TextNow Transition Programme: Evaluation Report and Executive Summary. *Education Endowment Foundation*.	Full-text analysis	EFF evaluation report into text now Not focus on YO
30			
	Maxwell, C. (2006). Context and "Contextualisation" in Sex and Relationships Education. *Health Education*, *106*(6), 437–449.	Title and Abstract	Focus on sex education
31			
	McCrystal, P., Percy, A., & Higgins, K. (2007). Exclusion and Marginalisation in Adolescence: The Experience of School Exclusion on Drug Use and Antisocial Behaviour. *Journal of Youth Studies*, *10*(1), 35–54.	Title and Abstract	Focuses on anti-social behaviour, not education It does not address meeting educational needs
32			
	McMahon, G., Parsons, C., Godfrey, R., Flanagan, K., Renshaw, J., Bielby, K., Adams, M., & Sapsed, E. (2006). *Barriers to engagement in education, training and employment*. Youth Justice Board for England and Wales	Full-text analysis	Included Focuses on improving engagement with ETE
33			
	McKay, J., & Neal, J. (2009). Diagnosis and Disengagement: Exploring the Disjuncture between SEN Policy and Practice. *Journal of Research in Special Educational Needs*, *9*(3), 164–172.	Full-text analysis	It focuses on disengagement and is a secondary source
34			

	Reference	Screening	Reason
35	Mitchell, J., & Palmer, E. J. (2004). Evaluating the "Reasoning and Rehabilitation" Program for Young Offenders. *Journal of Offender Rehabilitation,* *39*(4), 31–45.	Title and Abstract	Looks at young adults in prison
36	Nicol, R., Stretch, D., Whitney, I., Jones, K., Garfield, P., Turner, K., & Stanion, B. (2000). Mental Health Needs and Services for Severely Troubled and Troubling Young People Including Young Offenders in an N.H.S. Region. *Journal of Adolescence,* *23*(3), 243–261.	Full-text analysis	Mental health focus and not all participants offenders
37	O'Mahony, B. M. (2010). The Emerging Role of the Registered Intermediary with the Vulnerable Witness and Offender: Facilitating Communication with the Police and Members of the Judiciary. *British Journal of Learning Disabilities,* *38*(3), 232–237.	Title and Abstract	Focus on the use of Intermediary, no reference to education
38	Paterson-Young, C., Bajwa-Patel, M., & Hazenberg, R. (2021). ' *I ain't stupid, I just don't like school* ': A 'needs' based argument for children's educational provision in custody. *Journal of Youth Studies*, 1–18. https://doi.org/10.1080/13676261.2021.1900553	Full-text analysis	Included Focuses on educational provision in custody
39	Paylor, I. (2011). Youth Justice in England and Wales: A Risky Business. *Journal of Offender Rehabilitation,* *50*(4), 221–233.	Full-text analysis	Focuses on asset plus and use of assessment, not education cometary
40	Pracana, C., Wang, M., & World Institute for Advanced Research and Science (WIARS) (Portugal). (2016). International Psychological Applications Conference and Trends (InPACT) 2016 (Lisbon, Portugal, April 30-May 2, 2016). *Online Submission.*	Title and Abstract	Commentary paper and conference notes
41	Riley, D. (2007). Anti-Social Behaviour: Children, Schools and Parents. *Education and the Law,* *19*(3–4), 221–236.	Title and Abstract	Timeline of event and focus on anti-social behaviour
42	Rodway, C., Norrington-Moore, V., While, D., Hunt, I. M., Flynn, S., Swinson, N., Roscoe, A., Appleby, L., & Shaw, J. (2011). A Population-Based Study of Juvenile Perpetrators of Homicide in England and Wales. *Journal of Adolescence,* *34*(1), 19–28.	Title and Abstract	Focuses on mental health, not education
43	Shafi, A. A. (2019). The Complexity of Disengagement with Education and Learning: A Case Study of Young Offenders in a Secure Custodial Setting in England. *Journal of Education for Students Placed at Risk, 24*(4), 323–345.	Full-text analysis	Included Focuses on CYP in YOI and dis engagement

44	Shafi, A. Ahmed. (2020). Researching Young Offenders: Navigating Methodological Challenges and Reframing Ethical Responsibilities. *International Journal of Research & Method in Education*, *43*(1), 1–15.	Title and Abstract	It appears to be a commentary paper but No access
45	Smith, R. (2010). Children's Rights and Youth Justice: 20 Years of No Progress. *Child Care in Practice*, *16*(1), 3–17.	Title and Abstract	Focus on rights of YO
46	Stephens, P., Kyriacou, C., & Tonnessen, F. E. (2005). Student Teachers' Views of Pupil Misbehaviour in Classrooms: A Norwegian and an English Setting Compared. *Scandinavian Journal of Educational Research*, *49*(2), 203–217.	Title and Abstract	Overseas focus on behaviour, not YO
47	Turner, W. (2014). Enabling Undergraduates to Put into Practice Learning to Support Emotional Well-Being for Children and Young People. *International Journal of Emotional Education*, *6*(1), 76–94.	Title and Abstract	Focused on university students, no focus on YO
48	Turner, K., Clegg, J., & Spencer, S. (2019). Speech-language pathology service provision in English Youth Offending Institutions. Journal of Clinical Practice in Speech-Language Pathology, 12(1), 11–17.	Full-text analysis	Included Focuses on SLP services and interventions
49	Twells, J. (2018). Identifying Barriers and Facilitators for Educational Inclusion for Young People who Offend. *Children and Their Education in Secure Accommodation: Interdisciplinary Perspectives of Education, Health and Youth Justice*	Full-text analysis	Included barriers and facilitators to education in YOS and YOI
50	Zara, G., & Farrington, D. P. (2009). Childhood and Adolescent Predictors of Late Onset Criminal Careers. *Journal of Youth and Adolescence*, *38*(3), 287–300.	Title and Abstract	Focus on criminal careers, not school age or education

Appendix B: PRISMA Framework

PRISMA Framework

Identification	
	Records identified through database searching (n=38751)

| | **Records identified through other sources (n=08)** |

Records after duplicated removed (n=50)

Exclusion limiters in place:
Non- UK
No Non-empirical
Non-peer reviewed
Published before 2000

screening

Title and abstracts screened (n=50)

Records excluded (n=30)
Reason for exclusion:
Articles did not focus on CYP who offend and their educational needs.

Eligibility

Full text articles assess for eligibility (n=20)

Full text articles excluded (n=09)
Reason for exclusion:
No focus on prevalence, identification of CYP in custody or community settings

Included

Full text articles included in the review (n=12)

Appendix C: Critical Appraisal

Bibliographic Details: Bryan, K., Freer, J., & Furlong, C. (2007). Language and communication difficulties in juvenile offenders. *International Journal of Language & Communication Disorders*, *42*(5), 505–520. https://doi.org/10.1080/13682820601053977
Purpose: To examine the language and communication skills of CYP in a YOI aged 15-17

Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	🟩			Clear justification and suitable for quantitative
Is the methodology appropriate?	🟩			
Was the research design appropriate to address the aims of the research?	🟩			Yes, however it makes some comparative comments but no control group
Was the recruitment strategy appropriate to the aims of the research?	🟩			Yes. Also randomised every 2nd person on roll was sampled
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?	🟩			
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		🟧		
Have ethical issues been taken into consideration?		🟧		Steps to reduce power imbalance are unclear
Is adequate evidence provided to support the data analysis?	🟩			
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	🟩			

	yes		No	
Do the study findings have implications for policy or for service practice?				

Bibliographic Details: Bryan, K., Garvani, G., Gregory, J., & Kilner, K. (2015).

Language difficulties and criminal justice: The need for earlier identification:

Language difficulties and criminal justice. *International Journal of Language*

& Communication Disorders, *50*(6), 763–775. https://doi.org/10.1111/1460-

6984.12183

Purpose: to examine the language skills of YO in a secure children's home

Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?				
Is quantitative methods methodology appropriate?				
Was the research design appropriate to address the aims of the research?				However, part of their finding makes references to intervention but pre and post data was not collected and a comparison study not done
Was the recruitment strategy appropriate to the aims of the research?				
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?				They also recorded some of the intervention used however the frequency and duration of these interventions or if they were delivered individually, in a group or indirectly is unclear.
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?				Discusses bias with tools used

	yes	Unclear	No	
Have ethical issues been taken into consideration?		🟧		
Is adequate evidence provided to support the data analysis?	🟩			
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	🟩			
Do the study findings have implications for policy or for service practice?	🟩			

Bibliographic Details: Games, F., Curran, A., & Porter, S. (2012). A Small-Scale Pilot Study into Language Difficulties in Children Who Offend. Educational Psychology in Practice, 28(2), 127–140.

Purpose: Investigates the prevalence of SLCN in CYP who offend

Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	🟩			Clear justification and suitable for mixed methods. They also had a secondary aim of ascertaining YOT staff's knowledge and confidence identifying SLCN.
Is mixed methods methodology appropriate?	🟩			
Was the research design appropriate to address the aims of the research?	🟩			
Was the recruitment strategy appropriate to the aims of the research?	🟩			Yes but susceptible to bias as Staff were presented with the rationale during a staff development day and asked to identify CYP
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?	🟩			They account for some confounding factors like small sample size. However, some CYP who were outside of the standardisation of tools used
Has the researcher's own position, assumptions and possible biases		🟧		

	yes	Unclear	No	Additional comments
outlined and the relationship between the research and the participants been adequately considered?		🟧		
Have ethical issues been taken into consideration?	🟩			Addressed power imbalances- all the CYP were approached to give their permission- they emphasised that not being involved would not affect the service they received from YOS
Is adequate evidence provided to support the data analysis?	🟩			
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	🟩			
Do the study findings have implications for policy or for service practice?	🟩			This helps inform us that needs are often missed even when staff feel confident at identifying them

Bibliographic Details: Gregory, J., & Bryan, K. (2010). Speech and language therapy intervention with a group of persistent and prolific young offenders in a non-custodial setting with previously undiagnosed speech, language and communication difficulties. International Journal of Language & Communication Disorders, 46(2), 202–215

Purpose: Investigates the prevalence of SLCN of CYP in Focuses on ISSP intensive supervision and surveillance program in an evaluative manner

Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	🟩			
Is mixed methods methodology appropriate?	🟩			
Was the research design appropriate to address the aims of the research?	🟩			
Was the recruitment strategy appropriate to the aims of the research?		🟧		The sampling strategy is not clear. Also, no control group was used in the study matching YP's abilities, so

		🟧		conclusions about the impact of intervention are tentative- Retest effects!
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?			🟥	The understanding spoken paragraphs subtest – arguably assessed only one aspect of comprehension – other tools would have been better. But it highlighted difficulties in listening. Also, 15 were over the standardisation of the tools they used.
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		🟧		Yes, but reported in another paper
Have ethical issues been taken into consideration?		🟧		No person was excluded due to having English as an additional language
Is adequate evidence provided to support the data analysis?	🟩			They used a non-standardise Broadmoore observation of communication to measure social skills
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	🟩			
Do the study findings have implications for policy or for service practice?	🟩			

Bibliographic Details: Hurry, J., Brazier, L., Wilson, A., Emslie-Henry, R., & Snapes, K. (2010). Improving the literacy and numeracy of young people in custody and in the community. Purpose: To observe the impact of discrete literacy and numeracy provision on YP in custody and in the community.				
Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	🟩			

Is Mixed methods methodology appropriate?	🟩			They used a Quasi-experimental design and had for levels of comparison which address all aspects of their intended aims
Was the research design appropriate to address the aims of the research?		🟧		
Was the recruitment strategy appropriate to the aims of the research?	🟩			
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?	🟩			CYP were allocated to treatment or control groups. 2 comparisons on provision before and after staff training and reorganisation. However, had to go with naturally occurring difference. They used a parallel test for their post assessments to avoid retest effects
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		🟧		
Have ethical issues been taken into consideration?	🟩			
Is adequate evidence provided to support the data analysis?	🟩			There was longer between retest in the community L group which might have placed them at an advantage
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	🟩			They had to change original focus
Do the study findings have implications for policy or for service practice?	🟩			

Bibliographic Details: Kennedy, A. (2013). Education in custody: Young males' perspectives. Contemporary Social Science, 8(2), 104–119. https://doi.org/10.1080/21582041.2013.767467

Purpose: Examined the education and training provision in a YI focusing on additional support needs, course preferences and resettlement

Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	■			
Is mixed methods methodology appropriate?	■			
Was the research design appropriate to address the aims of the research?				
Was the recruitment strategy appropriate to the aims of the research?			■	The sampling policy was not explicit
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?	■			
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		■		It does not explicitly mention the limitation of the study
Have ethical issues been taken into consideration?	■			Highlighted the different procedures they used to reduce any power imbalances with CYP being in custody. They also provided a Learning support practitioner to assist CYP with questionnaire and did not require the CYP to formulate answer immediately,
Is adequate evidence provided to support the data analysis?	■			They provide vinaigrettes for their qualitative data and tables and bar charts for their quantitative data
Is there a clear statement of the findings that is interpreted within	■			

	yes	Unclear	No	
the context of other studies and theory?	🟩			
Do the study findings have implications for policy or for service practice?	🟩			

Bibliographic Details: Lanskey, C. (2015). Up or Down and Out? A Systemic Analysis of Young People's Educational Pathways in the Youth Justice System in England and Wales. *International Journal of Inclusive Education*, *19*(6), 568–582				
Purpose: Aimed to develop an analytical framework to understand educational experiences				
Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	🟩			
Is mixed methods methodology appropriate?	🟩			Single mixed methods case study Qualitative weighting with quantitative to provide context
Was the research design appropriate to address the aims of the research?	🟩			
Was the recruitment strategy appropriate to the aims of the research?	🟩			Purposive sampling – seeking to capture the diversity of educational experiences
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?	🟩			
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		🟧		There is no direct reference to this
Have ethical issues been taken into consideration?			🟥	No limitations of the research are listed. CYP were given a leaflet summarising the aim and methods; however, it is unclear what support they received to read this information.

	yes	Unclear	No	Additional comments
Is adequate evidence provided to support the data analysis?		🟧		It briefly describes the data analysis on pg. 4 (570)
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?		🟧		It's not clear whether the researcher critically examines their role or potential biases – also, the quantitative data is not listed
Do the study findings have implications for policy or for service practice?	🟩			

Bibliographic Details: McMahon, G., Parsons, C., Godfrey, R., Flanagan, K., Renshaw, J., Bielby, K., Adams, M., & Sapsed, E. (2006). Barriers to engagement in education, training and employment. Youth Justice Board for England and Wales.

Purpose: Aimed to analyses asset data and identify the barriers preventing access to ETE research was commissioned by YJB

Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	🟩			
Is mixed methods methodology appropriate?	🟩			
Was the research design appropriate to address the aims of the research?	🟩			There were multiples ways of returning the census data (30% return rate from 48 YOT and 5658 YP). However, the practitioners completing the census were not direct providers of ETE thus might not have submitted accurate detailed attendance data or had access to CYP
Was the recruitment strategy appropriate to the aims of the research?	🟩			The sample is not representative even though they used a cross section of age gender and criminal history.
Was the data collected in a way that addresses the research issue		🟧		It used primary and secondary data to gain

	yes	Unclear	No	Additional comments
and is the process of fieldwork adequately described?		�		a greater understanding. They also did a second interview, which allowed the researcher to clarify missing or conflicting data.
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		(unclear)		The youth justice board commissioned this, and they acknowledge that. But the researchers' positioning is not clear.
Have ethical issues been taken into consideration?	(yes)			
Is adequate evidence provided to support the data analysis?		(unclear)		However, the quality of the secondary data could not be analysed.
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	(yes)			
Do the study findings have implications for policy or for service practice?	(yes)			

Bibliographic Details: Paterson-Young, C., Bajwa-Patel, M., & Hazenberg, R. (2021). 'I ain't stupid, I just don't like school': A 'needs'-based argument for children's educational provision in custody. Journal of Youth Studies, 1–18. https://doi.org/10.1080/13676261.2021.1900553

Purpose: Focuses on children in custody, exploring how social impact measurement can enhance the outcomes of CYP in STC

Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	(yes)			
Is mixed methods methodology appropriate?	(yes)			A sequential mixed methods design- allowing for data collected to guide data collection at later stages
Was the research design appropriate to address the aims of the research?	(yes)			

Long et al Questions	yes	Unclear	No	Additional comments
Was the recruitment strategy appropriate to the aims of the research?	🟩			
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?	🟩			Questionnaires- self-reported-
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		🟧		Utilised experience with safeguarding
Have ethical issues been taken into consideration?	🟩			
Is adequate evidence provided to support the data analysis?	🟩			Data coded using constant comparative method (ccm), which is fitting with their grounded theory approach
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	🟩			
Do the study findings have implications for policy or for service practice?	🟩			The paper is part of a larger research project conducted between 15-18 on how social impact measurement can enhance the outcomes for CYP in secure children's homes.

Bibliographic Details: Shafi, A. A. (2019). The Complexity of Disengagement with Education and Learning: A Case Study of Young Offenders in a Secure Custodial Setting in England. Journal of Education for Students Placed at Risk, 24(4), 323–345				
Purpose: explores the nature of disengagement in young people in custody				
Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	🟩			
Is the qualitative methodology appropriate?	🟩			

Was the research design appropriate to address the aims of the research?	🟩			
Was the recruitment strategy appropriate to the aims of the research?		🟧		The number of mentors or teachers is not given Purposive sampling is based on willingness to participate, length of sentence
Was the data collected in a way that addresses the research issue, and is the process of fieldwork adequately described?	🟩			
Has the researcher's own position, assumptions, and possible biases been outlined and has the relationship between the research and the participants been adequately considered?		🟧		
Have ethical issues been taken into consideration?		🟧		It is unclear how power imbalances were addressed
Is adequate evidence provided to support the data analysis?	🟩			Thematic analysis and coded the data inductively; latent coding was used to enable a deeper analysis of data to understand educational experiences - thus, assumptions were made this was necessary as the verbal skills of participants were limited
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	🟩			
Do the study findings have implications for policy or for service practice?	🟩			

Bibliographic Details: Turner, K., Clegg, J., & Spencer, S. (2019). Speech-

   language pathology service provision in English Youth Offending

Institutions. *Journal of Clinical Practice in Speech-Language Pathology*,

12(1), 11–17.

Purpose: To identify the scope and delivery of SLP services in an English YOI

Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	●			
Is a Survey appropriate?	●			However, interview would have elicited the same/ more data
Was the research design appropriate to address the aims of the research?	●			
Was the recruitment strategy appropriate to the aims of the research?	●			There were only 4 to sample from
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?	●			
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		●		
Have ethical issues been taken into consideration?			●	It is not clear how they address ethical issues or if any arose
Is adequate evidence provided to support the data analysis?	●			
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	●			
Do the study findings have implications for policy or for service practice?		●		

Bibliographic Details: Twells, J. (2018). Identifying Barriers and Facilitators for

Educational Inclusion for Young People who Offend. *Children and Their*

Education in Secure Accommodation: Interdisciplinary Perspectives of Education, Health and Youth Justice.				
Purpose: aimed to Identify the reason for educational underperformance of young offenders and increase their participation and reintegration into education.				
Long et al Questions	yes	Unclear	No	Additional comments
Was that a clear statement of the aims of the research?	🟩			
Is quantitative methodology appropriate?	🟩			
Was the research design appropriate to address the aims of the research?	🟩			
Was the recruitment strategy appropriate to the aims of the research?	🟩			Yes although they had recruitment difficulties
Was the data collected in a way that addresses the research issue and is the process of fieldwork adequately described?	🟩			They used two different questionnaires one aimed at CYP and the other adults
Has the researcher's own position, assumptions and possible biases outlined and the relationship between the research and the participants been adequately considered?		🟧		
Have ethical issues been taken into consideration?	🟩			
Is adequate evidence provided to support the data analysis?		🟧		However, they were constrained by missing data. Also, not all data presented in this paper
Is there a clear statement of the findings that is interpreted within the context of other studies and theory?	🟩			
Do the study findings have implications for policy or for service practice?	🟩			

Appendix D: Literature review references

Baumeister, R. F., & Leary, M. R. (1995). The need to belong: Desire for

interpersonal attachments as a fundamental human motivation. *Psychological*

Bulletin, *117*(3), 497–529. https://doi.org/10.1037/0033-2909.117.3.497

Bercow, J. (2008). *The Bercow report: A review of services for children and young*

people (0-19) with speech, language, and communication needs. DCSF

Publications.

https://webarchive.nationalarchives.gov.uk/20130321050419/https://www.edu

cation.gov.uk/publications/eOrderingDownload/Bercow-Report.pdf

Berridge, D. (2012). Educating young people in care: What have we learned?

Children and Youth Services Review, *34*(6), 1171–1175.

https://doi.org/10.1016/j.childyouth.2012.01.032

Bowlby, J. (1969). *Attachment and Loss: Volume 1 Attachment* (2nd ed.). Basic

Books.

Brassett, C. (2020). *The Impact of Listen-EAR and Speech and Language Therapy*

Support in [LA name]'s Integrated Youth Support Service.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative*

Research in Psychology, *3*(2), 77–101.

https://doi.org/10.1191/1478088706qp063oa

Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for*

beginners. SAGE.

Braun, V., & Clarke, V. (2019). Reflecting on reflexive thematic analysis. *Qualitative*

Research in Sport, Exercise and Health, *11*(4), 589–597.

https://doi.org/10.1080/2159676X.2019.1628806

Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide to understanding and doing* (1st ed.). SAGE Publications.

Breakwell, G. M. (2012). Interviewing. In G. M. Breakwell, J. A. Smith, & D. B. Wright (Eds.), *Research methods in psychology* (4th ed). SAGE.

Brinkmann, S. (2018). The Interview. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (Fifth edition). SAGE.

British Psychological Society. (2014). *Code of human research ethics*.

British Psychological Society Ethics Committee. (2021). *Ethics guidelines for internet-mediated reseach*. The British Psychological Society.

Britton, J., Farquharson, C., & Sibieta, L. (2019). *2019 annual report on education spending in England*. The IFS. https://doi.org/10.1920/re.ifs.2019.0162

Brodie, I., & Morris, M. (2009). *Main review: Improving educational outcomes for looked after children and young people*.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist, 32*(7), 513–531. https://doi.org/10.1037/0003-066X.32.7.513

Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.

Bronfenbrenner, U. (Ed.). (2005). *Making human beings human: Bioecological perspectives on human development*. Sage Publications.

Bryan, K., Freer, J., & Furlong, C. (2007). Language and communication difficulties in juvenile offenders. *International Journal of Language & Communication Disorders, 42*(5), 505–520. https://doi.org/10.1080/13682820601053977

Bryan, K., Garvani, G., Gregory, J., & Kilner, K. (2015). Language difficulties and criminal justice: The need for earlier identification: Language difficulties and

criminal justice. *International Journal of Language & Communication Disorders*, *50*(6), 763–775. https://doi.org/10.1111/1460-6984.12183

Bryan, K., & Gregory, J. (2013). Perceptions of staff on embedding speech and language therapy within a youth offending team. *Child Language Teaching and Therapy*, *29*(3), 359–371. https://doi.org/10.1177/0265659013482930

Burnham, J. (2012). Developments in Social GRRRAAACCEEESS. In I.-B. Krause (Ed.), *Culture and Reflexivity in Systemic Psychotherapy: Mutual Perspectives* (1st ed., pp. 139–160). Routledge. https://doi.org/10.4324/9780429473463

Chowdry, H., & Oppenheim, C. (2015). *Spending on late intervention: How we can do better for less.* Early Intervention Foundation.

Clark, A. M. (2008). Critical Realism. In L. M. Given (Ed.), *The Sage encyclopedia of qualitative research methods* (pp. 168–170). Sage Publications.

Collins, J. (2019). *How can practitioners support the special educational needs and disabilities of young people and young adults on community-based sentences?* [Thesis (Professional Doctorate), UCL (University College London) Institute of Education]. https://discovery.ucl.ac.uk/id/eprint/10083981/

Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches* (3rd ed). Sage Publications.

Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. Sage Publications.

Cunniffe, C., Kerckhove, R. V. de, Williams, K., & Hopkins, K. (2012). *Estimating the prevalence of disability amongst prisoners: Results from the Surveying Prisoner Crime Reduction (SPCR) survey*. Ministry of Justice.

de Shazer, S. (1988). *Clues. Investigating Solutions in Brief Therapy*. W. W. Norton & Company.

Denscombe, M. (2021). *The good research guide: Research methods for small-scale social research projects* (Seventh edition). Open University Press.

Dockrell, J. E., & Howell, P. (2015). Identifying the challenges and opportunities to meet the needs of children with speech, language and communication difficulties: British Journal of Special Education. *British Journal of Special Education*, *42*(4), 411–428. https://doi.org/10.1111/1467-8578.12115

Dunsmuir, S., Clifford, V., & Took, S. (2006). Collaboration Between Educational Psychologists and Speech and Language Therapists: Barriers and opportunities. *Educational Psychology in Practice*, *22*(2), 125–140. https://doi.org/10.1080/02667360600668246

Farrell, P., Woods, K., Lewis, S., Rooney, S., Squires, G., & O'Connor, M. (2006). *A review of the functions and contribution of educational psychologists in England and Wales in light of 'Every Child Matters: Change for Children'* (No. RR792). Department for Education and Skills.

Fletcher, A. J. (2017). Applying critical realism in qualitative research: Methodology meets method. *International Journal of Social Research Methodology*, *20*(2), 181–194. https://doi.org/10.1080/13645579.2016.1144401

Fox, M., Green, G., & Martin, P. J. (2007). *Doing practitioner research*. SAGE.

Games, F., Curran, A., & Porter, S. (2012). A small-scale pilot study into language difficulties in children who offend. *Educational Psychology in Practice*, *28*(2), 127–140. https://doi.org/10.1080/02667363.2012.665355

Given, L. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. SAGE Publications, Inc. https://doi.org/10.4135/9781412963909

Gregory, J., & Bryan, K. (2011). Speech and language therapy intervention with a group of persistent and prolific young offenders in a non-custodial setting with

previously undiagnosed speech, language and communication difficulties. *International Journal of Language & Communication Disorders*, 100824014249025. https://doi.org/10.3109/13682822.2010.490573

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In Yvonna S. Lincoln & Norman K Denzin, *Handbook of qualitative research* (pp. 105–117). Sage Publications, Inc.

Harker, M. E., Dean, S., & Monsen, J. J. (2017). Solution-oriented educational psychology practice. *Frameworks for Practice in Educational Psychology: A Textbook for Trainees and Practitioners*, 167–193.

Heritage, M., Virag, G., & MsCuaig, L. (2011). *Better outcomes for Young Offenders Exploring the impact of Speech and Language therapy in youth offending teams in Derbyshire 2010-2011*. Derbyshire community health service.

Hill, V. (2017). Working across diverse contexts with wider populations: The developing role of the educational psychologist. In C. Arnold & J. Hardy (Eds.), *British educational psychology: The first hundred years* (2nd Revised edition, pp. 128–140). British Psychological Society.

Hughes, N., Chitsabesan, P., Bryan, K., Borschmann, R., Swain, N., Lennox, C., & Shaw, J. (2017). Language impairment and comorbid vulnerabilities among young people in custody. *Journal of Child Psychology and Psychiatry*, *58*(10), 1106–1113. https://doi.org/10.1111/jcpp.12791

Hurry, J., Brazier, L., Wilson, A., Emslie-Henry, R., & Snapes, K. (2010). *Improving the literacy and numeracy of young people in custody and in the community*.

ICAN/RCSLT. (2018). *Bercow: Ten Years On An independent review of provision for children and young people with speech, language and communication needs*

in England. ICAN/RCSLT. https://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf

Joanna, V., Julie, D., & Frances, L. (2018). The re-alignment of educational psychologists in supporting primary schools to enhance provision for children with speech language and communication needs. *Educational & Child Psychology*, 43–59.

Kennedy, A. (2013). Education in custody: Young males' perspectives. *Contemporary Social Science*, *8*(2), 104–119. https://doi.org/10.1080/21582041.2013.767467

Khan, A. H., Kulkarni, S., Mahmood, T., & Khan, A. (2018). Evidence-based approaches to learning. *Advances in Medical Education and Practice*, *Volume 9*, 581–582. https://doi.org/10.2147/AMEP.S171499

Lanskey, C. (2015). Up or down and out? A systemic analysis of young people's educational pathways in the youth justice system in England and Wales. *International Journal of Inclusive Education*, *19*(6), 568–582. https://doi.org/10.1080/13603116.2014.961675

Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage Publications.

Long, A., Godfrey, M., Randall, T., Brettle, A., & Grant, M. (2002). *HCPRDU Evaluation tool for mixed methods studies*.

Matthews, J. (2003). A framework for the creation of practitioner-based evidence. *Educational and Child Psychology*, *20*, 60–67.

McClung, M., & Gayle, V. (2010). Exploring the care effects of multiple factors on the educational achievement of children looked after at home and away from home: An investigation of two Scottish local authorities: Could do better! *Child*

& Family Social Work, *15*(4), 409–431. https://doi.org/10.1111/j.1365-2206.2010.00688.x

McConnellogue, S. (2011). Professional roles and responsibilities in meeting the needs of children with speech, language and communication needs: Joint working between educational psychologists and speech and language therapists. *Educational Psychology in Practice*, *27*(1), 53–64. https://doi.org/10.1080/02667363.2011.549354

McGuiggan, C. (2021). Stepping over the boundary: An exploration of educational psychologists' work with families. *Educational Psychology in Practice*, *37*(1), 1–18. https://doi.org/10.1080/02667363.2020.1830365

McMahon, G., Parsons, C., Godfrey, R., Flanagan, K., Renshaw, J., Bielby, K., Adams, M., & Sapsed, E. (2006). *Barriers to engagement in education, training and employment*. Youth Justice Board for England and Wales.

Mills, A., Durepos, G., & Wiebe, E. (Eds.). (2012). Case Study Research in Psychology. In *Encyclopedia of Case Study Research*. SAGE Publications, Inc. https://doi.org/10.4135/9781412957397.n40

Moher, D., Liberati, A., Tetzlaff, J., Altman, D. G., & PRISMA Group*. (2009). Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement. *Annals of Internal Medicine*, *151*(4), 264–269.

National Association of Head teachers. (2021). *A failure to invest:The state of school funding 2021*.

Noble, H., & Mitchell, G. (2016). What is grounded theory? *Evidence Based Nursing*, *19*(2), 34–35. https://doi.org/10.1136/eb-2016-102306

Norwich, B., Richards, A., & Nash, T. (2010). Educational psychologists and children in care: Practices and issues. *Educational Psychology in Practice*, *26*(4), 375–390. https://doi.org/10.1080/02667363.2010.521310

O'Carroll, J. (2016). *Identifying barriers and facilitators for educational inclusion for young people who offend* [Thesis (Professional Doctorate)]. UCL (University College London) Institute of Education.

Palikara, O., Lindsay, G., Cullen, M. A., & Dockrell, J. (2007). Working together?: The practice of educational psychologists and speech and language therapists with children with specific speech and language difficulties. *Educational and Child Psychology*, *24*, 77–88.

Parnes, H. (2017). *Educational psychologists and youth offending services: Working together to improve the educational outcomes of young offenders. An action research project.* [Thesis (Professional Doctorate)]. UCL (University College London) Institute of Education.

Paterson-Young, C., Bajwa-Patel, M., & Hazenberg, R. (2021). ' *I ain't stupid, I just don't like school* ': A 'needs' based argument for children's educational provision in custody. *Journal of Youth Studies*, 1–18. https://doi.org/10.1080/13676261.2021.1900553

Peden, J., Stürup-Toft, S., Bath, R., & Jesurasa, A. (2019). *Collaborative approaches to preventing offending and re-offending in children (CAPRICORN): A resource for local health & justice system leaders to support collaborative working for children and young people with complex needs*. Public Health England.

Public Health England, Department of Health and Social Care, & Department for Education. (2020). *Best start in speech, language and communication:*

Guidance to support local commissioners and service leads (GW-1162). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/931310/BSSLC_Guidance.pdf

Reilly, S., Bishop, D. V. M., & Tomblin, B. (2014). Terminological debate over language impairment in children: Forward movement and sticking points. *International Journal of Language & Communication Disorders*, *49*(4), 452–462. https://doi.org/10.1111/1460-6984.12111

Robson, C., & McCartan, K. (2016). *Real world research: A resource for users of social research methods in applied settings* (Fourth Edition). Wiley.

Rosa, E. M., & Tudge, J. (2013). Urie Bronfenbrenner's Theory of Human Development: Its Evolution From Ecology to Bioecology: The Evolution of Urie Bronfenbrenner's Theory. *Journal of Family Theory & Review*, *5*(4), 243–258. https://doi.org/10.1111/jftr.12022

Roulstone, S., Wren, Y., Bakopoulou, I., & Lindsay, G. (2012). Interventions for children with speech, language and communication needs: An exploration of current practice. *Child Language Teaching and Therapy*, *28*(3), 325–341. https://doi.org/10.1177/0265659012456385

Russell, A., Webster, R., & Blatchford, P. (2013). *Maximizing the impact of teaching assistants: Guidance for school leaders and teachers*. Routledge.

Ryrie, N. (2006). Working with a youth offending team: Personal perspectives on challenges and opportunities for the practice of educational psychology. *Educational and Child Psychology*, *23*(2), 6–14.

Sebba, J., & Luke, N. (2019). The educational progress and outcomes of children in care: Editorial. *Oxford Review of Education*, *45*(4), 435–442. https://doi.org/10.1080/03054985.2019.1622281

Sedgwick, A. (2019). Educational Psychologists as Scientist Practitioners: A Critical Synthesis of Existing Professional Frameworks by a Consciously Incompetent Trainee. *Educational Psychology Research and Practice*, *5*(2).

Sedgwick, A., & Stothard, J. (2019). An exploration of educational psychologists' perceptions, knowledge and practices regarding speech, language and communication needs. *Educational Psychology in Practice*, *35*(3), 307–325. https://doi.org/10.1080/02667363.2019.1598939

Shafi, A. A. (2019). The Complexity of Disengagement with Education and Learning: A Case Study of Young Offenders in a Secure Custodial Setting in England. *Journal of Education for Students Placed at Risk (JESPAR)*, *24*(4), 323–345. https://doi.org/10.1080/10824669.2019.1613897

Sherriff, N., Gugglberger, L., Hall, C., & Scholes, J. (2014). "From start to finish": Practical and ethical considerations in the use of focus groups to evaluate sexual health service interventions for young people. *Qualitative Psychology*, *1*(2), 92–106. https://doi.org/10.1037/qup0000014

Simak, G. (2018). *Why does communication in youth justice matter? The Speech, Lanaguage and Communication Needs of Youth people on Referral Orders in England and Wales*. Bangor University.

Skills Funding Agency. (2018). *OLASS English and maths assessments by ethnicity and learners with learning difficulties or disabiities: Participation 2014/15 to 2017/18*. Department for Education and Ministry of Justice. https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjxtsOo-8PsAhVOUhUIHfgsAm4QFjAAegQIBBAC&url=https%3A%2F%2Fassets.publishing.service.gov.uk%2Fgovernment%2Fuploads%2Fsystem%2Fuploads%2F2

Fattachment_data%2Ffile%2F765597%2FOLASS_English_and_maths_asse
ssments_by_Ethnicity_and_disability_201415_to_201718.xlsx&usg=AOvVaw
2nrZsPKCV3Gzrj6fWUtJXG

Skinner, E. A., & Pitzer, J. R. (2012). Developmental dynamics of student
engagement, coping, and everyday resilience. In *Handbook of research on
student engagement* (pp. 21–44). Springer.

Snow, P. C. (2019). Speech-Language Pathology and the Youth Offender:
Epidemiological Overview and Roadmap for Future Speech-Language
Pathology Research and Scope of Practice. *Language, Speech, and Hearing
Services in Schools*, *50*(2), 324–339. https://doi.org/10.1044/2018_LSHSS-
CCJS-18-0027

Snow, P. C., Sanger, D. D., Caire, L. M., Eadie, P. A., & Dinslage, T. (2015).
Improving communication outcomes for young offenders: A proposed
response to intervention framework: Improving communication outcomes for
young offenders using an RTI framework. *International Journal of Language &
Communication Disorders*, *50*(1), 1–13. https://doi.org/10.1111/1460-
6984.12117

Snow, P. C., & Woodward, M. N. (2017). Intervening to address communication
difficulties in incarcerated youth: A Phase 1 clinical trial. *International Journal
of Speech-Language Pathology*, *19*(4), 392–406.
https://doi.org/10.1080/17549507.2016.1216600

*Special educational needs and disability code of practice: 0 to 25 years Statutory
guidance for organisations which work with and support children and young
people who have special educational needs or disabilities*, DfE & DOH (2014).
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

Special educational needs in England: Academic Year 2019/20. (2020). Department

for Education. https://explore-education-statistics.service.gov.uk/find-

statistics/special-educational-needs-in-england

Stephenson, M. (2006). *Young People and Offending* (0 ed.). Willan.

https://doi.org/10.4324/9781843926948

Sutcliffe, A. (2016). Grounded theory: A method for practitioner research by

educational psychologists. *Educational & Child Psychology*, *33*(3), 44–54.

The Communication Trust. (2014). *Doing justice to speech language and

communication needs Proceedings of a round table on speech Language and

Communication Needs in the Youth Justice Sector*. The Communication

Trust.

The Communication Trust, Clegg, J., Hopkins, T., & Turner, K. (2015). *The Special

Educational Needs and Disability Reforms and Speech, Language and

Communication Needs in the Youth Justice Sector: Findings from a Survey of

Youth Justice Services in England*. The Communication Trust; University of

Sheffield; Birmingham City University.

Turner, K., Clegg, J., & Spencer, S. (2019). Speech-language pathology service

provision in English Youth Offending Institutions. *Journal of Clinical Practice in

Speech-Language Pathology*, *12*(1), 11–17.

Twells, J. (2018). Identifying Barriers and Facilitators for Educational Inclusion for

Young People who Offend. *Children and Their Education in Secure

Accommodation: Interdisciplinary Perspectives of Education, Health and

Youth Justice*.

Vivash, J., Dockrell, J., & Lee, F. (2018). The re-alignment of educational

psychologists in supporting primary schools to enhance provision for children

with speech language and communication needs. *Educational and Child Psychology*, 43–59.

Willig, C. (2013). *Introducing qualitative research in psychology* (3rd ed). McGraw-Hill Open University Press.

Youth Justice Board for England and Wales. (2021). *Strategic Plan 2021-2024*. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/966200/YJB_Strategic_Plan_2021_-_2024.pdf

Youth Safety [Document]. (2018). Youth Safety [Document].

Appendix E: Bulletin used to advertise research

School staff's perspectives on school-age young people who offend with speech, language and communication difficulties needed.

Main body:
Please see the request below for participation in doctoral research. It is an opportunity to share your views on what support you think is needed to improve the educational outcomes and reducing reoffending in school-age young people with speech, language and communication needs(SLCN).

My email main body:

Dear Staff,

My name is Gemma Blair. I am a Trainee Educational Psychologist (EP) in my second year of studying for the Doctorate in Child, Community, and Educational Psychology at the Tavistock and Portman NHS Foundation Trust. I am interested in hearing the perspective of professionals who work with school-age young people who offend with SLCN as to what support would aid their educational progress.

I am interested in exploring what is needed to further support the progress and educational provision for School-age young people who offend identified as having SLCN.

So, I am looking for individuals who have worked directly with at least 2 school-age young people who have been through ▇▇▇▇'s YOS or who have a working link to ▇▇▇▇'s YOS. If you agree to participate, you will be invited to meet for an interview via Microsoft Teams. I hope to summarise and share this information with the ▇▇▇▇ Educational Psychology service to reflect on how best they can aid the identified need.

If more than the required number of ten to twelve professionals volunteer to take part, participants will be selected on a first come first-served basis.

I have attached an information sheet further explaining the study. For further information, please contact Gemma Blair.

Kind regards

Gemma

Many Thanks

Gemma

Gemma Blair
Trainee Educational Psychologist
Early Intervention and Prevention

Appendix F: Participant information sheet

The Tavistock and Portman **NHS**
NHS Foundation Trust

Information sheet

Consent to Participate in a Research Study
The purpose of this information sheet is to provide you with the knowledge that you need to consider whether to participate in this study and sign the consent form.

The Researcher
My name is Gemma- Louise Blair. I am a Trainee Educational Psychologist (EP) in my second year of studying for the Doctorate in Educational, Child and Community Psychology at Tavistock and Portman NHS Foundation Trust. I am conducting this research as part of my course. My research supervisor is ▮▮▮▮▮▮▮▮

Who has given permission for this research
Tavistock and Portman NHS Foundation Trust and ▮▮▮▮▮ council (add in the name of department) have given ethical approval to conduct this research.

Research Title
So now what? A case study of professional's opinions on School-age young people who offend with Speech, Language and Communication Needs (SLCN).

The aim of the research
The research aims to explore what is needed to further support the progress and educational provision for School-age young people who offend identified as having SLCN

Research description
Who can take part in this research?
I am looking for individuals who have worked directly with at least two school-age young people who have been through ▮▮▮▮▮ YOS or who have a working link to ▮▮▮▮ s YOS. This could include but is not exclusive to supporting reintegration, teaching, assessing or supporting a young person more generally.

What does participation involve?
If you agree to participate, you will be invited to meet for a semi-structured interview facilitated by the researcher via Microsoft Teams.

In the meeting, we will talk for around an hour about your experiences of working with school-aged young people who offend identified as having Speech, Language and Communication Needs.

I will make audio and video recordings of the meetings, which will be transcribed for analysis, stored securely on an encrypted and password-protected computer and then deleted. Themes from the transcription will be summarised and shared with the ▮▮▮▮ Educational Psychology service to reflect on how best they can aid the identified need.

What are the possible benefits of taking part?
Whilst there is a lot of research about school-age young people who offend with SLCN, very little has focused on how best to support educational progress and provision. Therefore, there is a benefit to the EP profession, the YOS and school-age young people who offend with SLCN in exploring responses to these issues. There may also be personal benefits in having time to reflect on your own practice.

What are the possible risks of taking part?
As school-age young people who offend are a vulnerable population, it may be challenging to think and talk about the work you have done with them. However, the open-ended nature of the semi-structured interview will give you the freedom to choose what to share. There will also be options to access additional supervision and/or support from other services if this is required.

What will happen to the findings from the research?
The findings will be typed up as part of my thesis, read by examiners, and available at the Tavistock and Portman library. I may also publish the research at a later date in a peer-reviewed journal. You

The Tavistock and Portman **NHS**
NHS Foundation Trust

will have the option to read a summary of my findings or the full thesis once the analysis has been completed.

Confidentiality
All electronic data and reports will be stored in a password-protected and encrypted computer in accordance with the *Data Protection Act (2018)* and the *General Data Protection Regulation*. Digital recordings of the interviews will be destroyed in 3-5 years after completion of the research. Data generated in the course of the research will be retained in accordance with the Trusts's Data Protection and handling Policies.: https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/. You will be identified using an alternative name to maintain anonymity. Because the sample size is small (12-18 participants), you may recognise some examples and experiences you have shared during our meeting. However, I will work hard to ensure that confidentiality is maintained and all other identifying details like educational provision details or █████ details will be changed.

Are there times when my data cannot be kept confidential?
Confidentiality is subject to legal limitations, or if a disclosure is made that suggests imminent harm to self and/or others may occur.

Disclaimer
You are not obliged to take part in this study and are free to withdraw at any time up to 6 weeks following your interview. Should you choose to withdraw from the study, you may do so without disadvantage to yourself and without any obligation to give a reason. Any research data collected before your withdrawal may still be used unless you request that it is destroyed.

Further information and contact details
Tavistock and Portman NHS Foundation Trust Research Ethics Committee (TREC) have reviewed the research and given it their approval. If you have any questions or concerns about any aspect of the research, please contact me:

Contact details
Address: The Tavistock and Portman NHS Foundation Trust,
Tavistock Centre,
120 Belsize Lane,
London
NW3 5BA
Email: Gblair@tavi-port.nhs.uk Or Gemma.blair@█████gov.uk
Telephone: █████████

If you have any concerns about my conduct or any other aspect of this research project, you should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)

Appendix G: Participant consent form

Semi-structured interview consent form

So now what? A case study of School-age young people who offend with Speech, Language and Communication Needs (SLCN) in a YOS.

Please initial the statements below if you agree with them: **Initial here:**

1. I have read and understood the information sheet and have had the chance to ask questions.	
2. I understand that my participation in this research is voluntary and I am free at any time to withdraw consent or any unprocessed data without giving a reason.	
3. I agree for my interviews to be recorded.	
4. I understand that my data will be anonymised so that I cannot be linked to the data. I understand that the sample size is small.	
5. I understand that there are limitations to confidentiality relating to legal duties and threat of harm to self or others.	
6. I understand that my interviews will be used for this research and cannot be accessed for any other purposes.	
7. I understand that the findings from this research will be published in a thesis and potentially in a presentation or peer reviewed journal.	
8. I am willing to participate in this research.	

Participant's Name (BLOCK CAPITALS)

Participant's Signature

Investigator's Name: Gemma-Louise Blair …………………………………………..

Investigator's
Signature …………………………………………………………………………………

Date:

Please answer the questions below: **Answer here:**

1. Do you work in LA names or have a working link to LA Name YOS?	
2. Have you worked with more than 2 school age young people who offend with Speech, language and communication needs?	
3. How long have you worked with school age young people who offend?	
4. What is your current role or job title?	

Appendix H: Table showing descriptive and evaluative questions from

interview schedule

Questions	Type of question.
What does your current role involve?	Introduction/rapport building
How do you a support young person who offends with SLCN?	Descriptive
In many schools age young people who offend their SLCN needs are unidentified until they come into the YOS, What might alert you to the possibility that they have an SLCN?	Descriptive
What might alert you to the possibility that they have an SLCN?	Descriptive
Can you provide examples that you think are particularly effective at supporting the educational needs young people who offends with SLCN?	Descriptive and Evaluative
How do you think the educational needs young people who offends with SLCN should be supported?	Descriptive and Evaluative
What do you think are the challenges or barriers to supporting the educational needs of young people who offend with SLCN?	Descriptive
What in an ideal world do you wish you could change? or if you had endless resources what would you put in place to support their educational needs?	Descriptive and Evaluative (Miracle question)
Is there anything that you would like to add, either to expand on topics covered or anything that you would like to discuss that has been missed by the interview questions, but you deem relevant?	Closing

Appendix I: Interview Schedule

Semi-structured interview schedule/script

Potential introductory comment
 Thank you for offering to take part in this interview which I expect to last up to an hour, but this can vary depending on how you feel and how much you have to say.

Can I check that you had time to read the participation information sheet – and did you have any questions?

The aim of this semi-structured interview is to explore your experiences of working with school-age young offenders with speech, language and communication difficulties. Additionally, I would like to explore what **support you feel would best aid the educational progress and provision of school-age young offenders with SLCN.**

As a starting point for our discussion, I have drafted some questions. Please remember that there are no 'right' or 'wrong' answers, and I am interested in your own truthful thoughts and opinions.

(Confidentiality statement, a reminder of the right to withdraw and re-checking consent)

Potential researcher prompts
- Avoid jargon
- Probe for more responses to explore the importance of the 'how' and 'why' to gain an in-depth understanding
- Ensure participants are clear of the meaning of SLCN- for this research SLCN refers to CYP with a primary need of speech, language and communication difficulties this may be identified or suspected. It is acknowledged that needs may be largely unidentified or behavioural difficulties maybe be a symptom of underlying speech, language and communication difficulties for example, defiance might be due to a difficulty understanding and following instructions. What do you understand it to mean?

Potential questions on: Experience
- What does your current role involve?

- How do you a support young person who offends with SLCN?
    - Referrals
    - Screening- what does this involve
    - Interventions and support strategies (tell me more about ***)
    - Joint working- what does this look like?
    - Describe your previous experience of working with other professionals to support school age young people who offend?
        - How does this differ if they have don't have SLCN?

In many schools age young people who offend their SLCN needs are unidentified until they come into the YOS.

- What might alert you to the possibility that they have an SLCN?
    - Observation – what would you be looking for?
    - Assessment- what do you use?
    - Consultation – with parents/ education setting/ arresting officers and what might they say?

Potential questions on: Educational Support

- Can you provide examples that you think are particularly effective at supporting the educational needs young people who offends with SLCN?
    - What worked well, and why?

- How do you think the educational needs young people who offends with SLCN should be supported?
    - In educational setting
    - In YOS
    - In general

Potential questions on: Perception
The final area I would like to discuss is about specific aspects of practice (Questions might need to be reframed if it has been covered in previous discussions)

- What do you think are the challenges or barriers to supporting the educational needs of young people who offend with SLCN?
    - Experience
    - Training
    - Resources (time, funding etc)
    - Educational setting's attitude and expertise
    - Any other
- What in an ideal world do you wish you could change? or if you had endless resources what would you put in place to support their educational needs?

- Is there anything that you would like to add, either to expand on topics covered or anything that you would like to discuss that has been missed by the interview questions, but you deem relevant?

Potential closing comment
Thank you for participating. You are free to withdraw at any time up to 6 weeks from the date of this interview. Should you choose to withdraw from the study, you may do so without disadvantage to yourself and without any obligation to give a reason. I will also contact you so you can see the transcript of our discussion to verify the data before it is used within the final thesis. Key themes will be shared with Educational psychologist in Camden's EPS.

If you have any concerns about my conduct or any other aspect of this research project, you should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk).

(Share contact details, a reminder about confidentiality and opportunity to ask any other questions or raise any concerns)

Appendix J: First draft of Semi-structured interview schedule/script

This is an initial rough draft to give an indication of the type of questions and script I will be asking/using your feedback on these would be helpful.

Potential introductory comment

My name is Gemma- Louise Blair. Thank you for offering to take part in this interview which I expect to last up to an hour, but this can vary depending on how you feel and how much you have to say.

Can I check that you had time to read the participation information sheet – and did you have any questions?

During my first year as a Trainee Educational Psychologists, I became aware of the disproportionality between speech, language and communication needs (SLCN) in the offending population compared to the general population. Opportunities to work with school-age young offenders highlighted the importance of early identification and intervention.

The aim of this semi-structured interview is to explore your experiences of working with school-age young offenders with SLCN. Additionally, I would like to explore what support you feel would best aid the educational progress and provision of school-age young offenders with SLCN.

As a starting point for our discussion, I have drafted some questions. Please remember that there are no 'right' or 'wrong' answers, and I am interested in your own truthful thoughts and opinions.

(Confidentiality statement, a reminder of the right to withdraw and re-checking consent)

Potential researcher prompts
- Avoid jargon
- Probe for more responses to explore the importance of the 'how' and 'why' to gain an in-depth understanding
- Ensure participants are clear of the meaning of SLCN- Ask what they think it means and then provide a definition

Potential questions on: General Data and employment history
- What does your current role involve? And has this changed recently?

- How many years have worked with school-age young offenders?

- (**Speech and language therapist only**) Can you describe your experience of school-age young offenders prior to your current role?

- (**Education setting only**) Can you describe your experience of SLCN prior to your current role?

Potential questions on: Experience
- How frequently do you work with school-age young offenders with SLCN? And tell me more about that?

- When working with a school-age young offender, what might alert you to the possibility that they have an SLCN?
  - o Observation – what would you be looking for?
  - o Assessment- what do you use?
  - o Consultation – with parents/ education setting/ arresting officers and what might they say?

- In what ways do you think behavioural difficulties may have been a reflection of underlying SLCN (refer to definition and example above)

Potential questions on: Support
- If you felt a school-age young offender had a SLCN, what would your next step be in terms of actions?
  - o Referrals
  - o Joint working- what does this look like?
  - o Screening
  - o Interventions and support strategies (tell me more about ***)

- What other services or professionals do you work with to support school-age young offenders with SLCN?
  - o Have you ever worked with specialist teachers? EPs? Speech and language therapist? If so, how did that work?

- Can you provide examples that you think are particularly effective for supporting school-age young offenders with SLCN?
  - o What worked well, and why?

- How do you think school-age young offenders with SLCN can and should be supported?
  - o In educational setting
  - o In YOS
  - o In general

Potential questions on: Perception
The final area I would like to discuss is about specific aspects of practice (Questions might need to be reframed if it has been covered in previous discussions)

- What do you think are the challenges or barriers when working with school-age young offenders with SLCN?
  - o Experience
  - o Training
  - o Resources (time, funding etc)
  - o Educational setting's attitude and expertise

- o Any other

- Describe your previous experience of working with other professionals to support school-age young offenders with SLCN?

- Is there anything that you would like to add, either to expand on topics covered or anything that you would like to discuss that has been missed by the interview questions, but you deem relevant?

Potential closing comment

Thank you for participating. You are free to withdraw at any time up to 6 weeks from the date of this interview. Should you choose to withdraw from the study, you may do so without disadvantage to yourself and without any obligation to give a reason. I will also contact you so you can see the transcript of our discussion to verify the data before it is used within the final thesis. Key themes will be shared with Educational psychologist in (LA name)'s EPS.

If you have any concerns about my conduct or any other aspect of this research project, you should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk).

(Share contact details, a reminder about confidentiality and opportunity to ask any other questions or raise any concerns)

Appendix J: Braun & Clarke's (2021) 15-point checklist for good RTA

No	Process	Criteria
1	Transcription	The data have been transcribed to an appropriate level of detail, all transcripts have been checked against the original recordings for 'accuracy'.
2	Coding and theme development	Each data item has been given thorough and repeated attention in the coding process.
3		All relevant extracts for each theme have been collated.
4		The coding process has been thorough, inclusive and comprehensive; themes have not been developed from a few vivid examples (an anecdotal approach).
5		Candidate themes have been checked against coded data and back to the original dataset.
6		Themes are internally coherent, consistent, and distinctive; each theme contains a well-defined central organising concept; any subthemes share the central organising concept of the theme.
7	Analysis and interpretation	Data have been analysed - interpreted, made sense of - rather than just summarised, described or paraphrased.
8		Analysis and data match each other - the extracts evidence the analytic claims.
9		Analysis tells a convincing and well-organised story about the data and topic; analysis addresses the research question.
10		An appropriate balance between analytic narrative and data extracts is provided.
11	Overall	Enough time has been allocated to complete all phases of the analysis adequately, without rushing a phase, or giving it a once-over-lightly (including returning to earlier phases or redoing the analysis if need be).
12	Written report	The specific approach to thematic analysis, and the particulars of the approach, including theoretical positions and assumptions, are clearly explicated.
13		There is a good fit between what was claimed, and what was done - i.e. the described method and reported analysis are consistent.
14		The language and concepts used in the report are consistent with the ontological and epistemological positions of the analysis.
15		The researcher is positioned as active in the research process; themes do not just 'emerge'.

Appendix K: Ethical Approval and Ethics Form

Student name	Gemma-Louise Blair
Date	17/1/2022
Doctoral programme	Child, community and educational psychology (M4)
Supervisor(s)	Judith Mortell
Has ethical approval been granted? Please include process (TREC/UREC/IRAS) and date	Yes TREC

Please state clearly and simply the proposed changes to your project (methods of data gathering, changes to design etc.)
I would like permission to exclude Research Question 2 from my thesis. While I have completed the data collection and analysis relating to research question 2, and will disseminate the findings (as described in the information sheet to participants) I now believe it makes sense to do so outside of, and to keep this separate from, the thesis. To write a thesis of sufficient quality, I need the 40,000 words permitted to write about research question 1. I would need the same for research question 2. This is something I didn't appreciate in my initial design and TREC application. My research supervisor, Judith Mortell and module lead, Adam Styles have agreed to these changes, subject to approval from TREC. The participants involved in research question 1 should be unaffected by this proposed change. The information sheet and consent forms did not refer to research question 2 and they were not informed of a second research question to be included in the thesis. Upon reflection, this was an oversight, and they ought to have been informed about both questions being posed and addressed in one thesis. The participants involved in research question 2 would be impacted by these changes in respects of the following information provided to them in advance of consenting to participate, "The findings will be typed up as part of my thesis, read by examiners and be available at the Tavistock and Portman library. I may also publish the research at a later date in a peer reviewed journal. You will have the option to read a summary of my findings or the full thesis once the analysis has been completed". I propose to still produce a write up of the findings and to disseminate them as originally intended, separately from my thesis. The stated benefits of participation shared with participants ("there is a benefit to the EP profession, the YOS and school-age young people who offend with SLCN in exploring responses to these issues. There may also be personal benefits in having time to reflect on your own practice") would remain unchanged. I have attached the information and consent forms for both participant groups. In addition, I have drafted a letter to the participants informing them of the change and highlighted the relevant sections on my existing TREC form impacted by the change.
Please return this form as directed by your supervisor or course lead. You **must** ensure any changes are also approved by your ethical approval body before you start work.

FW: Ethic changes

Paru Jeram <PJeram@tavi-Port.nhs.uk>
Mon 31/01/2022 10:33

To: Gemma Blair <GBlair@Tavi-Port.nhs.uk>

Cc: Judith Mortell <JMortell@tavi-port.nhs.uk>;Adam Styles <AStyles@Tavi-Port.ac.uk>;Academic Quality <academicquality@Tavi-Port.nhs.uk>

📎 3 attachments (917 KB)

GB's Change to Doctoral Research Protocol - Jan 2022.docx; Letter to foucs group particpants.docx; TREC Application Form 2022 GBlair changes 2.docx;

Dear Gemma

I can confirm that I have received your updated TREC documentation in light and confirm that the proposed changes to the exclusion criteria re Question 2 for the final thesis have been approved. You may proceed with your research.

Your updated TREC form is attached

Kind regards,

Paru

Mrs Paru Jeram
Senior Quality Assurance Officer
Academic Governance and Quality Assurance
https://tavistockandportman.nhs.uk/research-and-innovation/doing-research/student-research/

From: Judith Mortell <JMortell@tavi-port.nhs.uk>
Sent: 21 January 2022 11:42
To: Adam Styles <AStyles@Tavi-Port.ac.uk>; Paru Jeram <PJeram@tavi-port.nhs.uk>
Subject: Re: Ethic changes

In short - to focus discussion. GB's proposal was to use the data as originally outlined in the information sheet with the sole exception of publishing via inclusion in the thesis.

Some, if not all, participants may have been motivated to participate on the basis of the findings being widely disseminated. Therefore, we wanted to minimise changes and only exclude from the thesis, not subsequent dissemination (which could include publishing in a journal).

From: Gemma Blair <GBlair@Tavi-Port.nhs.uk>
Sent: 19 January 2022 14:13
To: Paru Jeram <PJeram@tavi-Port.nhs.uk>; Academic Quality <academicquality@Tavi-Port.nhs.uk>
Cc: Judith Mortell <JMortell@tavi-port.nhs.uk>
Subject: Ethic changes

Good afternoon Paru,

Please see attached a request for changes to my research. I have also attached a draft

Tavistock and Portman Trust Research Ethics Committee (TREC)
APPLICATION FOR ETHICAL REVIEW OF STUDENT RESEARCH PROJECTS

This application should be submitted alongside copies of any supporting documentation which will be handed to participants, including a participant information sheet, consent form, self-completion survey or questionnaire.

Where a form is submitted and sections are incomplete, the form will not be considered by TREC and will be returned to the applicant for completion.

For further guidance please contact Paru Jeram (academicquality@tavi-port.nhs.uk)

FOR ALL APPLICANTS

If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters. You need only complete sections of the TREC form which are NOT covered in your existing approval

Is your project considered as 'research' according to the HRA tool? (http://www.hra-decisiontools.org.uk/research/index.html)	Yes
Will your project involve participants who are under 18 or who are classed as vulnerable? (see section 7)	No
Will your project include data collection outside of the UK?	No

SECTION A: PROJECT DETAILS

Project title	So now what? A case study of professional's opinions on School-age Offenders with Speech, Language and Communication Needs (SLCN)		
Proposed project start date	March 2021	**Anticipated project end date**	February 2022
Principle Investigator (normally your Research Supervisor): Adam Styles/Stephanie Satariano			
Please note: TREC approval will only be given for the length of the project as stated above up to a maximum of 6 years. Projects exceeding these timeframes will need additional ethical approval			
Has NHS or other approval been sought for this research including through submission via Research Application System (IRAS) or to the	**YES (NRES approval)**	☐	
		☐	
	YES (HRA approval)	☐	
	Other	☒	
	NO		

Health Research Authority (HRA)?	
If you already have ethical approval from another body (including HRA/IRAS) please submit the application form and outcome letters.	

SECTION B: APPLICANT DETAILS

Name of Researcher	Gemma- Louise Blair
Programme of Study and Target Award	Child, community and educational psychology (PTDOTP001) Professional Doctorate
Email address	Gblair@tavi-port.nhs.uk
Contact telephone number	020 7974 2676

SECTION C: CONFLICTS OF INTEREST

Will any of the researchers or their institutions receive any other benefits or incentives for taking part in this research over and above their normal salary package or the costs of undertaking the research?

YES ☐   **NO** ☒

If **YES**, please detail below:

Is there any further possibility for conflict of interest? YES ☐   **NO** ☒

Are you proposing to conduct this work in a location where you work or have a placement?

YES ☒   **NO** ☐

If **YES**, please detail below outline how you will avoid issues arising around colleagues being involved in this project:

The proposed research will take place in the Local Authority (LA) where I currently work as a Trainee Educational Psychologist (TEP). Researchers are part of a societal hierarchy and can be seen by others to be in position of power. I will be aware of the effects of my 'researcher role' and seek ways of reducing any power imbalances *(real or implied)*. It will also be made clear that both participation or non-participation in the research will have no bearing on the professional relationships within my placement or on service delivery.

Is your project being commissioned by and/or carried out on behalf of a body external to the Trust? (for example; commissioned by a local authority, school, care home, other NHS Trust or other organisation).	**YES** ☐ **NO** ☒

*Please note that 'external' is defined as an organisation which is external to the Tavistock and Portman NHS Foundation Trust (Trust)	
If **YES**, please add details here:	
Will you be required to get further ethical approval after receiving TREC approval? If **YES**, please supply details of the ethical approval bodies below AND include any letters of approval from the ethical approval bodies (letters received after receiving TREC approval should be submitted to complete your record):	**YES** ☐ **NO** ☒
If your project is being undertaken with one or more clinical services or organisations external to the Trust, please provide details of these:	
The proposed research seeks to recruit participants with a working link to a Youth Offending Service (YOS). Approval from the YOS managers has been obtained. The research is also fitting with the YOS priorities. See appendix 1	
If you still need to agree these arrangements or if you can only approach organisations after you have ethical approval, please identify the types of organisations (e.g., schools or clinical services) you wish to approach:	
I have obtained written approval for my research to take place within the YOS. In addition to this, I need to show my ethical approval to the Principal Educational Psychologist (PEP) within my Educational Psychology Service (EPS) before I can begin the recruitment process.	
Do you have approval from the organisations detailed above? (this includes R&D approval where relevant) Please attach approval letters to this application. Any approval letters received after TREC approval has been granted MUST be submitted to be appended to your record	**YES** ☒ **NO** ☐ **NA** ☐

SECTION D: SIGNATURES AND DECLARATIONS

APPLICANT DECLARATION I confirm that: • The information contained in this application is, to the best of my knowledge, correct and up to date. • I have attempted to identify all risks related to the research. • I acknowledge my obligations and commitment to upholding ethical principles and to keep my supervisor updated with the progress of my research • I am aware that for cases of proven misconduct, it may result in formal disciplinary proceedings and/or the cancellation of the proposed research.

- I understand that if my project design, methodology or method of data collection changes I must seek an amendment to my ethical approvals as failure to do so, may result in a report of academic and/or research misconduct.

Applicant (print name)	Gemma- Louise Blair
Signed	*(signature)*
Date	16/02/2021

FOR RESEARCH DEGREE STUDENT APPLICANTS ONLY

Name of Supervisor/Principal Investigator	Adam Styles/Stephanie Satariano

Supervisor – • Does the student have the necessary skills to carry out the research? **YES** ☒ **NO** ☐ ▪ Is the participant information sheet, consent form and any other documentation appropriate? **YES** ☒ **NO** ☐ ▪ Are the procedures for recruitment of participants and obtaining informed consent suitable and sufficient? **YES** ☒ **NO** ☐ ▪ Where required, does the researcher have current Disclosure and Barring Service (DBS) clearance? **YES** ☒ **NO** ☐	
Signed	*A Styles (signature)*
Date	24.02.2021

COURSE LEAD/RESEARCH LEAD Does the proposed research as detailed herein have your support to proceed? YES ☒ NO ☐	
Signed	*A Styles (signature)*
Date	24.02.2021

SECTION E: DETAILS OF THE PROPOSED RESEARCH

1. Provide a brief description of the proposed research, including the requirements of participants. This must be in lay terms and free from explained technical or discipline specific terminology or jargon. If such terms are required, please ensure they are adequately (Do not exceed 500 words)

The purpose of this research is to explore the perspectives and experiences of the key stakeholders working with school-age offenders with Speech, Language and Communication Needs (SLCN). From the key stakeholders' views and experiences, the research intends to explore the best possible ways for Educational Psychologists (EPs) to support the progress and educational provision of school-age offenders with SLCN.

The research will consist of 2 parts:

1) Semi-structured interviews with the participants from the following three professions: Speech and Language therapist, YOS workers and school staff from educational setting. I intend to recruit participants who have a working association to the YOS in the LA where I currently work as a TEP. The interviews will last for approximately 60 minutes and will consist of open-ended questions about their experiences with school-age offenders and what support they feel is needed. I will use Robson & McCartan's (2016) general guidelines to construct and provide the participants with an interview schedule (see Annex 4). The schedule will include an introductory comment, a list of possible questions, a set of prompts and closing comments. However, questions may be dropped or adjusted as new concepts emerge, and further data is collected in the interviews (Noble & Mitchell, 2016). Once the data from the interviews has been collected, it will be analysed following Braun and Clarke's (2006) six steps for thematic analysis.

2) Following analysis of the interview data, I intend to recruit EPs, who have had prior experiences of working with school-age offenders, to participate in a focus group. Within the focus group, the key themes from the interview data will be shared. The focus group will concentrate on feasibility and explore how EPs, could best support the needs of school-age offenders identified by the key stakeholders in part 1 of my research. A schedule will also be used for the focus group, similar to the semi-structured interviews (See Annex 5).

2. Provide a statement on the aims and significance of the proposed research, including potential impact to knowledge and understanding in the field (where appropriate, indicate the associated hypothesis which will be tested). This should be a clear justification of the proposed research, why it should proceed and a statement on any anticipated benefits to the community. (Do not exceed 700 words)

Over the last decade, the number of Children and Young People (CYP) listed with SLCN as their primary area of Special Education Needs and Disability (SEND) has increased to 24% (Department for Education [DfE], 2020). Speech, language and communication are essential life skills that affect a CYP's ability to access the curriculum, formulate ideas, understand and retain information (ICAN/RCSLT, 2018; The Communication Trust, 2014). Without these skills, CYP struggle to interact with the world around them, affecting their social, cognitive and emotional development (Bercow, 2008; Sedgwick & Stothard, 2019). Impeded development affects academic success, employment, mental health and has an economic impact on society. Despite

national policy and strategies calling for early intervention and improving educational outcomes for CYP with SLCN, research has frequently found this is not always achieved (Joanna et al., 2018). This research hopes to explore how best EPs can help make improving outcomes more achievable.

An individual with SLCN is vulnerable, and CYP, with SLCN, who offend are even more vulnerable. Approximately 60% of school-age offenders are identified with SLCN compared to only 6-9% of the general population (Snow & Woodward, 2017). Communication difficulties and low attainment are considered precursor risk factors of offending behaviour whilst education is seen to be a preventative factor (Parnes, 2017; Peden et al., 2019; The Communication Trust et al., 2015). However, research has found that 62% of screened school-age offenders did not have the literacy skills equivalent to the competence of an 11-year (Bryan et al., 2007). This is less than the minimum competence needed to benefit from verbally mediated interventions and engage with the criminal justice system. A lack of engagement attributed to SLCN can further exacerbate vulnerabilities leading to social exclusion, mental health difficulties and reoffending. Thus, creating a vicious cycle. This research hopes to explore the support needed to reduce the disproportionalities and break the cycle.

Research aimed at supporting school-age offenders with SLCN and reducing reoffending has mainly been driven by health (Bryan et al., 2015; Bryan & Gregory, 2013; Games et al., 2012; Gregory & Bryan, 2011; Turner et al., 2019). Within the recommendations of the studies, health and speech and language services are heavily referenced whilst recommendations for education were generally missing. In the UK, only two studies suggested implications for education, even though approaches that are rooted in educational provisions, like early intervention, could save £16.6 billion a year (Chowdry & Oppenheim, 2015; Audit Commission, 2004, cited in Games et al., 2012; Ryrie, 2006; Twells, 2018). EPs are uniquely positioned and can act as a bridge between education and YOS to help improve outcomes for school-age offenders with SLCN (Games et al., 2012). However, like most studies, these two did not seek the views and opinions of education setting or EPs and therefore highlight a literature gap. This proposed research intends to address the gap in current literature by focusing on EPs and how they can best support the educational provision and progress of school-age offenders with SLCN.

The proposed research fits with both the EPS and YOS priorities. The proposed research would occur within a LA, where the reoffending rate has increased, whilst the national rate has decreased (*Youth Safety [Document]*, 2018). The number of school-age offenders with SLCN has also increased, and within that population, 58% have not had their needs identified before entering the YOS (Brassett, 2020). In focusing on this marginalised population, this research aims to answer the following two questions:

- What support do the key stakeholders feel is needed to aid the progress and educational provision of school-age offenders with Speech, Language and Communication Needs in a Youth Offending Service?

- How can EPs best support the progress and educational provision of school-age offenders with Speech, Language and Communication Needs?

It is hoped that the findings of this research will be applied broadly across a range of settings. I intend to share the findings with the EPS where I am employed, educational provisions and the YOS to improve outcomes.

3. **Provide an outline of the methodology for the proposed research, including proposed method of data collection, _tasks_ assigned to participants of the research and the proposed method and duration of data analysis. If the proposed research makes use of pre-established and generally accepted techniques, please make this clear. (Do not exceed 500 words)**

This research will use a case study approach with a qualitative methodology. I intend to collect and analyse data in two ways:

1) Semi-structured interviews with approximately 3 – 12 participants, conducted over 12 weeks in the summer term. Each interview should last no longer than 90 minutes.
   - I will transcribe the interview data after each individual interview.
   - Thematic analysis will be used following Braun and Clarke's (2006) six stages of analysis (data familiarisation, generating codes, searching for themes, reviewing themes, defining and naming themes and writing up).
   - A deductive approach to the coding will be used to identify themes about need across the 3 professional groups. Difference between the 3 professional groups will also be explored. Data analysis at this stage will occur after the first interview is conducted and will continue until the focus group is held. (Approximately 12 weeks) The themes generated from the interviews will be summarised and presented to EP's in the focus group.

2) 1 Focus group with approximately 3-5 EPs conducted ideally during a period when the EP workload is quietest (e.g., school holidays August or October). The focus group will last approximately an hour.
   - I will transcribe the focus group data as a whole.
   - Thematic analysis will be used following Braun and Clarke's (2006) six stages of analysis (data familiarisation, generating codes, searching for themes, reviewing themes, defining and naming themes and writing up).
   - The focus group data will be analysed as a professional group to answer how best EPs can support the progress and educational provision of school-age offenders with SLCN.
   - An inductive approach will be taken to the coding of the focus group data. Data analysis at this stage will last approximately 8-10 weeks.

Throughout the research process, I will use memos and a reflexive research diary to create an audit trail of how an interpretation of the data is reached and provide transparency. I also intend to use my research supervisor as an inquiry auditor, to authenticate the process by which themes are generated and to check if they are accurate (Lincoln & Guba, 1985).
- I will also conduct a peer audit of the final coding system.
- _All findings and interpretations will be shared with participants to guard_ against researcher bias. Doing so will also test the credibility of my data analysis and allow the participants to challenge interpretations.
- I will expose myself to a disinterested peer (Lincoln & Guba, 1985). This is to explore aspects of the research that might not be understood easily by others.

SECTION F: PARTICIPANT DETAILS

4. **Provide an explanation detailing how you will identify, approach and recruit the participants for the proposed research, including clarification on sample size and location. Please provide justification for the exclusion/inclusion criteria for this study**

(i.e., who will be allowed to / not allowed to participate) and explain briefly, in lay terms, why these criteria are in place. (Do not exceed 500 words)

The participants will be recruited in two stages:

1) Purposive sampling will be used to recruit participants from the same LA who have a working association with the YOS between March and June 2021 to take part in an interview. (Participants will be recruited from the following 3 professions; Speech and Language therapist, individuals currently working within a YOS, and staff from educational setting [for example, schools and alternative provisions].)
   - I intend to advertise the research in the YOS service meetings and using a monthly service newsletter with an information sheet attached.
2) A second group of participants who are EPs within my EPS will be recruited between June to August 2021 to take part in a Focus group.
   - I intend to advertise the research in the EPS service meetings and using a bulletin email accompanied by an information sheet.

Participants in the first stage will need to have worked directly with school-age offenders on more than 2 occasions within the specific YOS to ensure that they have had significant experience with the context. Participants in the second stage will need to have some experience with school-age offenders.

All information sheets will outline the research's aims, methods, what is involved in taking part, confidentiality and details on how to withdraw consent (see Annex 1and 2). Participants will be invited to express their interest by email and will then be sent a consent form to sign (see annex 3). The intended sample size for this research is approximately 12-18 participants (3-12 participants for the interviews and 3-5 participants for the focus group).

With an intended small sample size of participants from one LA, there are risks to anonymity. I will use pseudonyms. All other identifying details will be changed, including educational provision, LA and data that might lead to the identification of other individuals the participants work with.

The data collection will take place in 2 parts and occur at different times:

1) Semi-structured interviews with the participants recruited first. I intend for this to occur before July 2021.
2) Focus groups with the EP participants. This will occur after the data from the interviews has been collected and analysed. From August 2021 onwards.

There will be two information sheets. They will be reiterated before data collection begins so the participants will have a clear understanding from which they can make an informed decision. For those participating in the interviews, they will be reminded that they can withdraw their data up to 6 weeks after their interview. Those participating in the focus group will be reminded that they can withdraw up until the focus group begins. If data were removed after the focus group, the data cannot be analysed in the same way as the transcript will no longer be 'whole'. It would also affect the meaning of the other participants' contributions (Sim & Waterfield, 2019). The right to withdraw within a focus group is more publicly explicit and sometimes cannot be realistically exercised. I will minimise this by striving to create an environment that is safe and comfortable enough for participants to leave if they wish.

5. **Please state the location(s) of the proposed research including the location of any interviews. Please provide a Risk Assessment if required. Consideration should be given to lone working, visiting private residences, conducting research outside working hours or any other non-standard arrangements.**

If any data collection is to be done online, please identify the platforms to be used.

Both the semi-structured interviews and focus group will occur in a quiet room within the main LA building used by all the key stakeholders for service meetings. The participants will be informed that the focus groups and the semi-structured interviews will be recorded by audio and video for the purpose of transcribing the session for data analysis. I will be transcribing the data. They will also be reminded of the data storage and deletion procedure in accordance with the *Data Protection Act (2018)* and the *General Data Protection Regulation*.

If the research needs to be conducted remotely using telecommunications, I will follow the BPS Internet-Mediated Research Guidelines (BPS, 2017). This will ensure that the participant's privacy and safety are maintained. In line with the LA policy, 'Microsoft teams' will be used to conduct any remote meetings, interviews and focus groups. I will discuss any variations that may need to be made for both software and hardware configurations before the appointed online focus group or interviews.

6. **Will the participants be from any of the following groups?** *(Tick as appropriate)*

☐ Students or Staff of the Trust or Partner delivering your programme.
☒ Adults (over the age of 18 years with mental capacity to give consent to participate in the research).
☐ Children or legal minors (anyone under the age of 16 years)[1]
☐ Adults who are unconscious, severely ill or have a terminal illness.
☐ Adults who may lose mental capacity to consent during the course of the research.
☐ Adults in emergency situations.
☐ Adults[2] with mental illness - particularly those detained under the Mental Health Act (1983 & 2007).
☐ Participants who may lack capacity to consent to participate in the research under the research requirements of the Mental Capacity Act (2005).
☐ Prisoners, where ethical approval may be required from the National Offender Management Service (NOMS).
☐ Young Offenders, where ethical approval may be required from the National Offender Management Service (NOMS).
☐ Healthy volunteers (in high risk intervention studies).
☐ Participants who may be considered to have a pre-existing and potentially dependent[3] relationship with the investigator (e.g. those in care homes, students, colleagues, service-users, patients).
☐ Other vulnerable groups (see Question 6).
☐ Adults who are in custody, custodial care, or for whom a court has assumed responsibility.
☐ Participants who are members of the Armed Forces.

[1]*If the proposed research involves children or adults who meet the Police Act (1997) definition of vulnerability[3], any researchers who will have contact with participants must have current Disclosure and Barring Service (DBS) clearance.*
[2] *'Adults with a learning or physical disability, a physical or mental illness, or a reduction in physical or mental capacity, and living in a care home or home for people with learning difficulties or receiving care in their own home, or receiving hospital or social care services.'*
(Police Act, 1997)

³ Proposed research involving participants with whom the investigator or researcher(s) shares a dependent or unequal relationships (e.g. teacher/student, clinical therapist/service-user) may compromise the ability to give informed consent which is free from any form of pressure (real or implied) arising from this relationship. TREC recommends that, wherever practicable, investigators choose participants with whom they have no dependent relationship. Following due scrutiny, if the investigator is confident that the research involving participants in dependent relationships is vital and defensible, TREC will require additional information setting out the case and detailing how risks inherent in the dependent relationship will be managed. TREC will also need to be reassured that refusal to participate will not result in any discrimination or penalty.

---

7. **Will the study involve participants who are vulnerable? YES ☐   NO ☒**

For the purposes of research, 'vulnerable' participants may be adults whose ability to protect their own interests are impaired or reduced in comparison to that of the broader population. Vulnerability may arise from:

- the participant's personal characteristics (e.g. mental or physical impairment)
- their social environment, context and/or disadvantage (e.g. socio-economic mobility, educational attainment, resources, substance dependence, displacement or homelessness).
- where prospective participants are at high risk of consenting under duress, or as a result of manipulation or coercion, they must also be considered as vulnerable
- children are automatically presumed to be vulnerable.

7.1. If YES, what special arrangements are in place to protect vulnerable participants' interests?

If YES, a Disclosure and Barring Service (DBS) check **within the last three years** is required. Please provide details of the "clear disclosure":

Date of disclosure:
Type of disclosure:
Organisation that requested disclosure:
DBS certificate number:

*(NOTE: information concerning activities which require DBS checks can be found via https://www.gov.uk/government/publications/dbs-check-eligible-positions-guidance). Please **do not** include a copy of your DBS certificate with your application*

---

8. **Do you propose to make any form of payment or incentive available to participants of the research? YES ☐   NO ☒**

If **YES**, please provide details taking into account that any payment or incentive should be representative of reasonable remuneration for participation and may not be of a value that could be coercive or exerting undue influence on potential participants' decision to take part in the research. Wherever possible, remuneration in a monetary form should be avoided and substituted with vouchers, coupons or equivalent. Any payment made to research

participants may have benefit or HMRC implications and participants should be alerted to this in the participant information sheet as they may wish to choose to decline payment.

9. What special arrangements are in place for eliciting informed consent from participants who may not adequately understand verbal explanations or written information provided in English; where participants have special communication needs; where participants have limited literacy; or where children are involved in the research? (Do not exceed 200 words)
N/A All participants' professions require them to have been educated to degree or diploma level. In addition to this the participant's professional roles require them to be proficient in the English language (verbally and in writing). Once ethical approval is approved, I will offer to meet with interested participants should they want to discuss the research further and provide them with information sheets (see Annex 1 and 2).

SECTION F: RISK ASSESSMENT AND RISK MANAGEMENT

10. Does the proposed research involve any of the following? *(Tick as appropriate)*

☐ use of a questionnaire, self-completion survey or data-collection instrument (attach copy)
☐ use of emails or the internet as a means of data collection
☐ use of written or computerised tests
☒ interviews (attach interview questions)
☐ diaries (attach diary record form)
☐ participant observation
☐ participant observation (in a non-public place) without their knowledge / covert research
☒ audio-recording interviewees or events
☒ video-recording interviewees or events
☐ access to personal and/or sensitive data (i.e. student, patient, client or service-user data) without the participant's informed consent for use of these data for research purposes
☐ administration of any questions, tasks, investigations, procedures or stimuli which may be experienced by participants as physically or mentally painful, stressful or unpleasant during or after the research process
☐ performance of any acts which might diminish the self-esteem of participants or cause them to experience discomfiture, regret or any other adverse emotional or psychological reaction
☐ Themes around extremism or radicalisation

☐ investigation of participants involved in illegal or illicit activities (e.g. use of illegal drugs)
☐ procedures that involve the deception of participants
☐ administration of any substance or agent
☐ use of non-treatment of placebo control conditions
☐ participation in a clinical trial
☒ research undertaken at an off-campus location (<u>risk assessment attached</u>)
☐ research overseas (<u>please ensure Section G is complete</u>)

---

11. Does the proposed research involve any specific or anticipated risks (e.g. physical, psychological, social, legal or economic) to participants that are greater than those encountered in everyday life?

YES ☐   **NO** ☒

If **YES**, please describe below including details of precautionary measures.

---

12. Where the procedures involve potential hazards and/or discomfort or distress for participants, please state what previous experience the investigator or researcher(s) have had in conducting this type of research.

Within my role as a TEP, I have and will continue to have access to regular research supervision. I have had the experience of conducting interviews and focus group for research purposes in my Postgraduate Certificate in Education (2007) and The National SENCO Award (2015). I have had and will continue to have training in interviewing, consultation and active listening through my Doctorate in Child, Community and Educational Psychology.

13. **Provide an explanation of any potential benefits to participants. Please ensure this is framed within the overall contribution of the proposed research to knowledge or practice. (Do not exceed 400 words)**
NOTE: Where the proposed research involves students, they should be assured that accepting the offer to participate or choosing to decline will have no impact on their assessments or learning experience. Similarly, it should be made clear to participants who are patients, service-users and/or receiving any form of treatment or medication that they are not invited to participate in the belief that participation in the research will result in some relief or improvement in their condition.

Whilst there is a lot of research about school-age offenders, very little has been carried out with EPs or included professionals from educational settings. Therefore, there is a benefit in exploring responses to these issues from different perspectives. There may also be personal benefits in reflecting on their practice, which may improve the quality of their work and inform future practice.

14. **Provide an outline of any measures you have in place in the event of adverse or unexpected outcomes and the potential impact this may have on participants involved in the proposed research. (Do not exceed 300 words)**

The nature of focus groups can promote self-disclosure as individuals attempt to identify with other members of the group socially and psychologically (Sherriff et al., 2014). Inappropriate or over-disclosure may cause discomfort or distress to other participants. To prevent this, I will explain that some subjects are unsuitable for the discussion, such as naming specific CYP or staff working within the LA. Before the interviews or focus groups, I will explain the procedures in the event of any discomfort (the interview/ focus group and recording would be stopped immediately). Throughout the process, I will be alert to distress, redirecting the discussion if appropriate and checking whether participants would like to continue. Following the interviews and focus group, I will offer participants the opportunity to contact the researcher if they want to discuss with me further. Additionally, I will signpost them to relevant services within my LA and my research supervisor should they need additional supervision and/or support.

15. **Provide an outline of your debriefing, support and feedback protocol for participants involved in the proposed research. This should include, for example, where participants may feel the need to discuss thoughts or feelings brought about following their participation in the research. This may involve referral to an external support or counselling service, where participation in the research has caused specific issues for participants.**

At the end of the interviews and focus group, the participants will be reminded of their ethical rights, the time limits on data withdrawal and how findings will be fed back. Participants will be asked about their research experience and whether they would like additional information on data analysis or the research process. To minimise the focus group's public nature, I will also 'hang back' so participants have an opportunity to speak to me should they wish to do so individually. All participants will be offered verbal feedback, a written summary of the analysis, or access to the thesis's full write up.

16. **Please provide the names and nature of any external support or counselling organisations that will be suggested to participants if participation in the research has potential to raise specific issues for participants.**
n/a
17. **Where medical aftercare may be necessary, this should include details of the treatment available to participants. Debriefing may involve the disclosure of further information on the aims of the research, the participant's performance and/or the results of the research. (Do not exceed 500 words)**
n/a Please see section 14-15

FOR RESEARCH UNDERTAKEN OUTSIDE THE UK

18. **Does the proposed research involve travel outside of the UK?** ☐ **YES** ☒ **NO**
If YES, please confirm:
☐ I have consulted the Foreign and Commonwealth Office website for guidance/travel advice? http://www.fco.gov.uk/en/travel-and-living-abroad/
☐ I have completed ta RISK Assessment covering all aspects of the project including consideration of the location of the data collection and risks to participants.
All overseas project data collection will need approval from the Deputy Director of Education and Training or their nominee. Normally this will be done based on the information provided in this form. All projects approved through the TREC process will be indemnified by the Trust against claims made by third parties.
If you have any queries regarding research outside the UK, please contact academicquality@tavi-port.nhs.uk:
Students are required to arrange their own travel and medical insurance to cover project work outside of the UK. Please indicate what insurance cover you have or will have in place.

19. Please evidence how compliance with all local research ethics and research governance requirements have been assessed for the country(ies) in which the research is taking place. Please also clarify how the requirements will be met:
n/a

SECTION G: PARTICIPANT CONSENT AND WITHDRAWAL

20. Have you attached a copy of your participant information sheet (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. **YES** ☒ **NO** ☐ If **NO**, please indicate what alternative arrangements are in place below:
21. Have you attached a copy of your participant consent form (this should be in *plain English*)? Where the research involves non-English speaking participants, please include translated materials. **YES** ☒ **NO** ☐ If **NO**, please indicate what alternative arrangements are in place below:
22. The following is a <u>participant information sheet</u> checklist covering the various points that should be included in this document. ☒ Clear identification of the Trust as the sponsor for the research, the project title, the Researcher and Principal Investigator (your Research Supervisor) and other researchers along with relevant contact details. ☒ Details of what involvement in the proposed research will require (e.g., participation in interviews, completion of questionnaire, audio/video-recording of events), estimated time commitment and any risks involved. ☒ A statement confirming that the research has received formal approval from TREC or other ethics body. ☒ If the sample size is small, advice to participants that this may have implications for confidentiality / anonymity. ☒ A clear statement that where participants are in a dependent relationship with any of the researchers that participation in the research will have no impact on assessment / treatment / service-use or support.

☒ Assurance that involvement in the project is voluntary and that participants are free to withdraw consent at any time, and to withdraw any unprocessed data previously supplied.
☒ Advice as to arrangements to be made to protect confidentiality of data, including that confidentiality of information provided is subject to legal limitations.
☒ A statement that the data generated in the course of the research will be retained in accordance with the Trusts's Data Protection and handling Policies.: https://tavistockandportman.nhs.uk/about-us/governance/policies-and-procedures/
☒ Advice that if participants have any concerns about the conduct of the investigator, researcher(s) or any other aspect of this research project, they should contact Simon Carrington, Head of Academic Governance and Quality Assurance (academicquality@tavi-port.nhs.uk)
☒ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

---

23. **The following is a <u>consent form</u> checklist covering the various points that should be included in this document.**

☐ Trust letterhead or logo.
☒ Title of the project (with research degree projects this need not necessarily be the title of the thesis) and names of investigators.
☒ Confirmation that the research project is part of a degree
☐ Confirmation that involvement in the project is voluntary and that participants are free to withdraw at any time, or to withdraw any unprocessed data previously supplied.
☒ Confirmation of particular requirements of participants, including for example whether interviews are to be audio-/video-recorded, whether anonymised quotes will be used in publications advice of legal limitations to data confidentiality.
☒ If the sample size is small, confirmation that this may have implications for anonymity any other relevant information.
☒ The proposed method of publication or dissemination of the research findings.
☐ Details of any external contractors or partner institutions involved in the research.
☐ Details of any funding bodies or research councils supporting the research.
☒ Confirmation on any limitations in confidentiality where disclosure of imminent harm to self and/or others may occur.

SECTION H: CONFIDENTIALITY AND ANONYMITY

24. Below is a checklist covering key points relating to the confidentiality and anonymity of participants. Please indicate where relevant to the proposed research.

☐ Participants will be completely anonymised and their identity will not be known by the investigator or researcher(s) (i.e. the participants are part of an anonymous randomised sample and return responses with no form of personal identification)?

☐ The responses are anonymised or are an anonymised sample (i.e. a permanent process of coding has been carried out whereby direct and indirect identifiers have been removed from data and replaced by a code, with <u>no</u> record retained of how the code relates to the identifiers).

☒ The samples and data are de-identified (i.e. direct and indirect identifiers have been removed and replaced by a code. The investigator or researchers <u>are</u> able to link the code to the original identifiers and isolate the participant to whom the sample or data relates).

☐ Participants have the option of being identified in a publication that will arise from the research.

☒ Participants will be pseudo-anonymised in a publication that will arise from the research. (I.e. the researcher will endeavour to remove or alter details that would identify the participant.)

☐ The proposed research will make use of personal sensitive data.

☐ Participants consent to be identified in the study and subsequent dissemination of research findings and/or publication.

25. Participants must be made aware that the confidentiality of the information they provide is subject to legal limitations in data confidentiality (i.e. the data may be subject to a subpoena, a freedom of information request or mandated reporting by some professions). This only applies to named or de-identified data. If your participants are named or de-identified, please confirm that you will specifically state these limitations.

YES ☒   **NO** ☐

If **NO**, please indicate why this is the case below:

NOTE: WHERE THE PROPOSED RESEARCH INVOLVES A SMALL SAMPLE OR FOCUS GROUP, PARTICIPANTS SHOULD BE ADVISED THAT THERE WILL BE DISTINCT LIMITATIONS IN THE LEVEL OF ANONYMITY THEY CAN BE AFFORDED.

SECTION I: DATA ACCESS, SECURITY AND MANAGEMENT

26. Will the Researcher/Principal Investigator be responsible for the security of all data collected in connection with the proposed research? YES ☒ NO ☐

If **NO**, please indicate what alternative arrangements are in place below:

27. In line with the 5ᵗʰ principle of the Data Protection Act (1998), which states that personal data shall not be kept for longer than is necessary for that purpose or those purposes for which it was collected; please state how long data will be retained for.

☐ 1-2 years ☒ 3-5 years ☐ 6-10 years ☐ 10> years

NOTE: In line with Research Councils UK (RCUK) guidance, doctoral project data should normally be stored for 10 years and Masters level data for up to 2 years

28. Below is a checklist which relates to the management, storage and secure destruction of data for the purposes of the proposed research. Please indicate where relevant to your proposed arrangements.

☐ Research data, codes and all identifying information to be kept in separate locked filing cabinets.
☒ Research data will only be stored in the University of Essex OneDrive system and no other cloud storage location.
☒ Access to computer files to be available to research team by password only.
☐ Access to computer files to be available to individuals outside the research team by password only (See **23.1**).
☒ Research data will be encrypted and transferred electronically within the UK.
☐ Research data will be encrypted and transferred electronically outside of the UK.

NOTE: Transfer of research data via third party commercial file sharing services, such as Google Docs and YouSendIt are not necessarily secure or permanent. These systems may also be located overseas and not covered by UK law. If the system is located outside the European Economic Area (EEA) or territories deemed to have sufficient standards of data protection, transfer may also breach the Data Protection Act (1998).

Essex students also have access the 'Box' service for file transfer: https://www.essex.ac.uk/student/it-services/box

☐ Use of personal addresses, postcodes, faxes, e-mails or telephone numbers.
☐ Collection and storage of personal sensitive data (e.g. racial or ethnic origin, political or religious beliefs or physical or mental health or condition).
☒ Use of personal data in the form of audio or video recordings.

☒ Primary data gathered on encrypted mobile devices (i.e. laptops).

NOTE: This should be transferred to secure University of Essex OneDrive at the first opportunity.

☒ All electronic data will undergo <u>secure disposal</u>.

NOTE: For hard drives and magnetic storage devices (HDD or SSD), deleting files does not permanently erase the data on most systems, but only deletes the reference to the file. Files can be restored when deleted in this way. Research files must be <u>overwritten</u> to ensure they are completely irretrievable. Software is available for the secure erasing of files from hard drives which meet recognised standards to securely scramble sensitive data. Examples of this software are BC Wipe, Wipe File, DeleteOnClick and Eraser for Windows platforms. Mac users can use the standard 'secure empty trash' option; an alternative is Permanent eraser software.

☐ All hardcopy data will undergo <u>secure disposal</u>.

NOTE: For shredding research data stored in hardcopy (i.e. paper), adopting DIN 3 ensures files are cut into 2mm strips or confetti like cross-cut particles of 4x40mm. The UK government requires a minimum standard of DIN 4 for its material, which ensures cross cut particles of at least 2x15mm.

29. Please provide details of individuals outside the research team who will be given password protected access to encrypted data for the proposed research.
n/a
30. Please provide details on the regions and territories where research data will be electronically transferred that are external to the UK:
n/a

SECTION J: PUBLICATION AND DISSEMINATION OF RESEARCH FINDINGS

30. How will the results of the research be reported and disseminated?
   (Select all that apply)

☒ Peer reviewed journal
☒ Non-peer reviewed journal
☐ Peer reviewed books
☐ Publication in media, social media or website (including Podcasts and online videos)
☒ Conference presentation
☐ Internal report
☐ Promotional report and materials
☐ Reports compiled for or on behalf of external organisations
☒ Dissertation/Thesis
☐ Other publication
☒ Written feedback to research participants
☒ Presentation to participants or relevant community groups
☐ Other (Please specify below)

SECTION K: OTHER ETHICAL ISSUES

31. Are there any other ethical issues that have not been addressed which you would wish to bring to the attention of Tavistock Research Ethics Committee (TREC)?

N/A

SECTION L: CHECKLIST FOR ATTACHED DOCUMENTS

32. Please check that the following documents are attached to your application.

☐ Letters of approval from any external ethical approval bodies (where relevant)
☐ Recruitment advertisement
☒ Participant information sheets (including easy-read where relevant)
☒ Consent forms (including easy-read where relevant)
☐ Assent form for children (where relevant)
☒ Letters of approval from locations for data collection
☐ Questionnaire
☒ Interview Schedule or topic guide
☐ Risk Assessment (where applicable)
☐ Overseas travel approval (where applicable)

34. Where it is not possible to attach the above materials, please provide an explanation below.

The recruitment advertisement needs to be written and formatted in line with the LA and EPS' service bulletins. This will be done once TREC has been granted and when it is known if the research will be affected by COVID-19 remote working.

Appendix L: Example Transcript with coding

Education interview 3

#	Transcript	Coding
1		
2	0:02 Education P3: Yeah, sorry, I don't know what happened there.	
3	0:07 Interviewer: Yeah. Yeah, sorry. And thank you for being very patient because I completely understand that that could be very frustrating as it was very frustrating for me.	
4	0:23 Education P3: Yeah. Yeah.	
5	0:27 Interviewer: And sorry to have to do a phone call, I won't. As I said before, I won't save your number. It's just purely for this interview, thank you for agreeing to do this. I'm sorry, we have wasted 20 minutes of that time trying to get connected if I just essentially explain the purpose of it. So one of the reasons why I'm meeting with members of staff from [name of PRU] and other teachers or teaching assistants in other schools in [LA's Name] is I'm doing my doctorate in educational psychology. [reads infomation sheet].	
6	1:55 Education P3: Yeah.	
7	1:59 Interviewer: In terms of the interview, so it's goanna be there's roughly about 10 questions. It's a semi structured interview. So it is based on kind of what you say. And it's to kind of unpick your experience and to unpick what you as a professional, you feel is needed to help support these young people, especially in terms of like the education side of things. It should last approximately 45 minutes, I will try and cut some of the questions because obviously, you've wasted a big chunk of the time trying to get connected. I hope you're still okay with that time.	
8	2:37 Education P3: Yeah, that's fine. I have a training after which you to set up for, but it's okay. If I go over? That's fine.	
9	2:45 Interviewer: Okay, thank you. And apologies about that.	
10	2:48 Education P3: No. it's not your fault at all its Technology.	
11	2:51 Interviewer: Yeah, very much has technology. In terms of, I guess, starting, I know you filled in the consent form. Thank you for doing that. But it would just be nice to hear what your current role involves	varying expected outcome
12	3:05 Education P3: my current role. So I'm currently the lead on science at the PRU site 2. There's only there's only me that actually teaches science, but it's kind of, I have to	varying expected outcome

1/21

#	Transcript	Coding
	lead on a wide range of vocation. So we do last year I was doing combined science, which is two GCSE, which is a single GCSE. And now we do the B-tech biology, which is a single GCSE. And now we do the B-tech introductory, which is for our students who are maybe less able to kind of retain and persevere with the more kind of tricky aspects of science, it's a bit more practical, it's a bit more if that coursework base and a lot more accessible, I find generally science is probably the least accessible out all of the subjects. And I also line managers support staff.	Inappropriate/lack of provision; improving accessibility (+); Practical/physical activities (+)
13	3:59 Interviewer: So your role spans across quite a range of things. So not only is it teaching, but it's the kind of as is any kind of coordinator or lead of an area and then also leading or managing the support staff at [name of PRU] that PRU site 2. in terms of working with young people who may have offended or have been involved through [LA's Name] YOS, what kind of things do you do to support them? And to kind of access their science or access that education?	
14	4:35 Education P3: Sorry, I've got the first second bit of but not the second.	
15	4:37 Interviewer: No, that's fine. So what kind of things do you do to support a young person who is offended to access their education?	
16	4:47 Education P3: A lot of that comes with being a tutor that I'm a tutor for students who are in YOT already it was their exclusion that got them put kind of in YOT and that's where they kind of offence. Its more just to create an environment where they feel safe community they feel able to achieve because often a lot of these students, they disengage in school and fall into an offending kind of showing them that other side of learning because often our students come to us who feel quite disengaged, they feel like they're not good learners, they you know, they kind of their only pathway potentially, you know, maybe family or friends or siblings have kind of gone into that. So it's kind of providing that alternative experience to them. Making them feel safe and engaging their learning as I've said before science is really inaccessible it's really what's the word really I forgot the word, it basically quite exclusive that's not the word I'm looking for, but I've forgotten what the word. Because It is so difficult, it kind of definitely says exclude a lot of students from engaging in it. It's about making it inclusive again, because for years we've struggled to find a qualification that will kind of encompass some of those low ability kids who are more likely to maybe have speech and language issues allowing them to kind of access to learning as well.	Schools avoiding risk (+) (-); advocating for CYP; disengagement; Disengagement; Alternative paths and experiences (+) (-); Considering parental/environmental negat...; Working with CYP's wellbeing/interest; CYP display self esteem or anxiety difficult; varying expected outcome
17	6:28 Interviewer: And what sorts of things do you do to	

2/21

make the curriculum or the science curriculum more accessible and more inclusive?

18 6:34 **Education P3**: So we do at the moment that B-tech and that's the unit I pick so we only pick one—unit last year but I need to get three because we've got more time to do it in if that makes sense. It's the unit I pick the main unit is crime scene evidence so they do a lot of topics like forensic style science really interesting watching videos on kinds of crimes and how they contribute to solving crimes how they find out who did what what's good science in that situation with bad sides and that situation during things like fingerprint in blood tests, hair evidence and so they find that really interesting because it is accessible to they understand a lot of the kind of concepts or the experiences they know, like if there's been a burglary or braking in or there has been a fight they that that's something that I know it is bad to say but they are aware about sometimes we get a lot of kids who are interested in crime programs or you know, things like that might have policing or forensic in so that they generally find it quite interesting because it is quite true to life compared to a lot

19 7:53 **Interviewer**: and I guess it's play into their like you said it's playing to their interests, it's practical and then for the young people who may be going through YOS as well it's kind of giving them an understanding of that world that there is almost like they're experiencing

20 8:12 **Education P3**: Yeah, exactly, exactly. I think that's where they like like I don't really ever get any like disengagement and if they are interested in it making it real so you know, if I'm teaching photosynthesis or something to another group, it's not as like applicable to real life at least every lesson you know, whether a car crash or whatever, you know, stuff they will see or experience or they have heard, or they'll do things like that, that kind of using scientific context to explain everyday situations as well.

21 8:47 **Interviewer**: And what about in terms of educationally supporting the young people who have like speech and language and communication needs that might not actually understand the language?

22 9:01 **Education P3**: I use quite a lot of visuals because I'm quite a visual person. And I know that even if they're not technically you know, diagnosed with a speech and language issue, often that is an area that needs to be developed for them potentially they haven't grown up with a lot of language or they've had limited kind of access to lot of visual or use a lot of practice task hard like every language or their ability to develop their language. I use a lesson we have a practical task, which helps develop the language in new words, or creating simple instructions or

methods, you know, developing those sorts of skills. And mainly just practice our videos are very visual, very, very visual and connecting those visuals to the language and making that connection. Because I find for me, I don't know what I prefer or what I think works best but that when you look say photosynthesis, but what does that look like? How would you connect that? And how would you make those links I find visually Or practically, that really embeds the language and the development of language

23 10:12 **Interviewer**: And I guess it's making some quite abstract concept more concrete.

24 10:19 **Education P3**: Yeah, definitely.

25 10:21 **Interviewer**: In terms of like interventions or support strategies, you guys use that [name of PRU] to help support a young person who has, who is going to the YOS, or has speech and language needs. What sorts of things do you do?

26 10:37 **Education P3**: sorry can you just say the first part again? I keep catching the end?

27 10:41 **Interviewer**: Sorry, no, that's fine. It's probably I'm making the questions too long. So it's good for me to

28 10:47 **Education P3**: just a bit tired, you know, your bit dopy

29 10:51 **Interviewer**: So my question was around, what sorts of interventions or other strategies do you use for young people who offend and have speech and language needs.

30 11:04 **Education P3**: So within the school as a whole we think we have mentoring programs we have. She [Name of project's mentoring program that comes in we would have mentioned on site we have the whole MAPs team that work with issues to kind of prevent any reoffending which the kids are really the kids that we've got in my class are engaging with interventions we have put in place for that. We also have the police officers do like a football club, after school with the kids, which is quite good to kind of engage in change their point of view of the police. a lot of them have quite negative experiences or quite negative connotation connotation negative

31 12:00 **Interviewer**: perception.

32 12:01 **Education P3**: No, yeah, like negative Yeah, perception. I think I need some help with my speech and language. I had COVID in the summer, and I really got bad brain fog. And sometimes, if language is really difficult for me, it's not as bad now, it's really bad time before. But

Coding annotations (left margin):
- ...support understanding of vocabulary (+)
- ...using visuals
- ...Practical/physical activities (+)
- ...Considering other vulnerabilities
- ...SLCN needs missed (+)
- ...drawing on previous role, experience and ob...
- ...Making learning meaningful (+)
- ...Practical/physical activities (+)
- ...Creativity supporting needs needed
- ...Working with CYP's wishes/interest
- ...Working with CYP's wishes/interest
- ...Practical/physical activities (+)

Coding annotations (right margin):
- ...Practical/physical activities
- ...using visuals
- ...Making learning meaningful (+)
- ...Practical/physical activities (+)
- ...support understanding of vocabulary (+)
- ...support understanding of vocabulary (+)
- ...using visuals
- ...mentoring support (+)
- ...Schools avoiding risk (+) (+)
- ...Alternative paths and experiences (+) (+)
- ...improving knowledge, practice and skill (+)

33 sometimes, I just forget word. So I know, what I want to use but it is only coming back to me gradually.

Interviewer: But I understood what you meant when you said about, yeah, changing the perception of how the young people see police officers? Yeah. Can I ask what's MAPs because I think I'm missing

34 Education P3: oh, the multiagency team, social work, you know, that all the social workers, families, support workers, that they kind of meet every week, or every two weeks, I think it might be every two weeks, actually. They meet every two weeks. And we make any referrals to say I think your students struggling with whatever situation I can make refer to them and they can kind of take that forward and put in some interventions and things like that.

35 13:15 Interviewer: And what sorts of interventions would you use?

36 13:19 Education P3: so it might be mentoring or after school works on schools, they're like, kind of bored or, you know, that's often when they might be getting up to no good, or they might be more likely to go off and do something engaging kind of criminal activity is mainly for I'm trying to think wat they do, whatever they do they go to the families as well trying to go to the family. But it does depend on whether the families except the support because sometimes they don't. Yeah, that is mainly it, and then after that it might go kind of go further to someone in early help or into something like child in need or child protection plan.

37 14:05 Interviewer: So in terms of your experience of working with like the Maps team, or other multi agencies, what does that kind of joint working focused on helping thier educational developments look like?

38 14:17 Education P3: I mean, I haven't more recently, I haven't had too much that I mean, It's more kind of creating that wraparound care for the student. I've not really done too much, even though my students last year did have quite a lot of additional support around them. It was really just liaising with them and arranging for them to come in and see them or trying to arrange with the a parent but kind of that middle person sometimes it wasn't I didn't really want it more recently I haven't really had to in my role that much.

39 14:51 Interviewer: But when you have had to do it, you're more acting as the middle person. Almost like the in between

40 14:59 Education P3: yeah And if it hasn't is about supporting the parents to engage you there as well, mainly by that, if that does kind of come up where the parents aren't engaging, if you are that person and they kind of trust

5/21

41 15:28 Interviewer: Thank you for that. Let's give me kind of like a really nice rich picture of what your role involves and how you kind of work in a variety of ways to support young people. I guess my next kind of section is around the whole fact that lots of young people with speech and language and communication needs are unidentified. And when they come into the YOS, people don't know that they have a speech and language needs until [YOS SLT's name], the speech and language therapist does like a screening. So I guess my question is, what might alert you to the possibility that a young person who's going through YOS hasn't SLCN speech

you to get the parent to engage, because that's kind of the first port of call when maybe an intervention is be put in place, and the parents aren't engaging, because obviously we know them better than others. Yeah. And they've created a great kind of relationship.

42 16:11 Education P3: usually in our setting it would be struggling with communication, it says something's wrong, there would often be physical or verbal aggression, or completely shutting down and refusing to speak those are the sorts of things that I would notice myself, we've had quite a lot of that in the past, they are struggling trying to put things into words when things go wrong. And even when even when things are wrong, I've seen in the past who she has quite significant. Actually, like it's the point where you just know them so well, you know what they want to say, you know, what they're trying to say. And you can just say they can't get it out, which I can imagine is so frustrating for them. Usually, it was is with our kids it usually results in I was shutting down or aggression, whether physical or verbal.

43 17:07 Interviewer: Do you guys use any kind of like assessments that [settings name] in terms of identifying things like that.

44 17:16 Education P3: But usually what happened when students come to us they go through the induction process because they see like a range of kind of tests to kind of see where they are SEN teams fill out that so they kind of keep an eye and see where they're going to be that maybe needs to be picked up. We used to have a speech language lady come in, and she would I remember it for a while ago now. Briefly, three to five years ago, probably exactly when we had kids, she'd come in and she'd do you know, the pictures of them and go what do you think's happening next? You know, all of that sort of stuff. So we and that was through coming for induction. And then it usually if we have kids, we suspect have speech and language needs, it will be picked up an induction, if not usually, fairly soon, within a class setting because were quite small. So those things… and

6/21

Margin codes (left page):
- ..Supporting parents and families to engage
- ..Considering parental/enviromental negative impact
- ..liaising with family
- ..holistic support needed
- ..mentoring support (+)
- ..disengagement
- ..liaising with social care
- ..Considering parental/enviromental negative impact
- ..Specialist help needed
- ..liaising with social care

Margin codes (right page):
- ..Supporting parents and families to engage
- ..Considering parental/ environmental negative i..
- ..Parental/ enviromental positive impact
- ..CYP's lack of understanding presenting as frustr..
- ..supporting CYP to articulate (+)(+)
- ..CYP display communication and interaction diffic..
- ..CYP display communication and interaction diffic..
- ..focus on behaviour (+)
- ..disengagement
- ..screening for other educational aspects
- ..Specialist help needed
- ..lack of joint working
- ..screening for SLCN
- ..screening for SLCN
- ..SLCN needs missed (+)
- ..SLCN needs missed (+)
- ..SLCN needs missed (+)

communication, often they've had trauma potentially, and they're lives, they're hyper vigilance. They know whether you're being real with them or not. They know whether you're, yeah and it's a finding that common ground, it's not about, you know, being like this, you need to be likely students to have a relationship with them it is about finding that common ground and being authentic as yourself being honest, direct doing what you say you're going to do. Be very clear with, with who you are and what you expect as well. Because I think even kids without speech and language needs, you know, that they need someone who's going to do what they said they're going to do. Because often, their experiences, whether it be mainstream school at home, even within you know, potentially the police, or the offending team they might not have done that. They put quite a strong distrust in adults generally. And so yeah, it's about kind of creating that again, like we've outlined the new template for their learning. relationships with adults.

59 24:38 Interviewer: Yeah. And what So can you tell me a little bit about this new time template that you have for their learning?

60 24:46 Education P3: Sorry, I was talking about, I was referring back to what I said earlier, you know, like we're making them feel that they're able to achieve this goal, kind of giving them a new experience for when they came to mainstream.

61 24:58 Interviewer: Okay, yeah, yeah. I It makes sense now. Sorry, I thought it was like a specific. I guess another question linking to that is about sometimes in an ideal world, we would love things to happen. But obviously there's constraints that stop things from happening. So how do you think young people who offend with speech and language needs should be supported? So how do you think they should be supported in education settings, whether that's mainstream or a setting like [name of PRU]

62 25:37 Education P3: How do I think they should be supported. And I think ultimately what support works best for them is having again, like work in like a real-life experience, having given them options, giving them choices, again, they haven't had options or choices or have been made to feel a failure. So no, giving them alternative career, alternative learning opportunities, you know that Yeah, yeah. when we have a one size fits all it creates a really negative perception of some individuals, because they don't conform to what we've perceive a, right, essentially what society perceives as right. I've forgotten question again,

63 26:23 Interviewer: so its about about how you think they should be supported.

64 26:29 Education P3: Yeah. So yeah, given basically just to give them an answer, just as having a relationship with adults, developing them as a person, independent of their old experiences, or their parents relationships thier old realtionships with their friends. It's about trying to give them the skills that they need to develop as an individual, and go on and be successful as an individual, because often, these students might not have the relationships or the boundaries that some of us have so they do need to learn to be quite independent and manage independently.

65 27:04 Interviewer: And in terms of how do you think they should be supported so that they can make educational progress.

66 27:11 Education P3: And I think we do a fairly good job of it here at the moment. We have quite a high number, we have support staff in every lesson. And I think we've now got like a range of vocational skills and things like that, real world experiences, doing things that are true to life, like catering, or construction, giving them or hair and beauty, things like that. And yeah, I think it's just about educationally that learning needs to be relevant to where they're going to go next, or they're probably not going to continue to say education or career to set them up on that path. Maybe earlier, what what I would think right, well, is when they you know, they're ahead of the game in the sense that they've got some of these vocational qualifications before others say whether when sometimes in mainstream they they're in year ten or eleven and they are not really doing that well they will still be doing GCSE, potentially. But we've are kids sometimes if they've been like a level one in construction, that means by the time they're going into year 12, as it were, they're going on to the level two where the kids are mentioned with level one. So it's part of actually putting them ahead of their peers for once which is quite nice I think them because they're not necessarily used to being ahead of the educational setting.

67 28:38 Interviewer: It's given them an advantage, isn't it?

68 28:43 Education P3: Definitely, definitely.

69 28:47 Interviewer: In terms of what things do you think up barriers when working with young people who offend and have SLCN?

70 28:59 Education P3: barriers? I think. Well, I think just that not to myself, personally, I mean, I think you can say anything to me and I'm not really going to be shocked or offended, but I think sometimes it can be the barriers can be if you don't have the right staff to work with these students, because they can if they say fuck off your bitch they might not necessarily mean that but that is the words that they

Margin codes (left):
- ..CYP display communication and interaction difficulti[es]
- ..Considering Social graces, biases and interaction of
- ..Considering Social graces, biases and interaction of
- ..support understanding of vocabulary (+)
- ..support understanding of vocabulary (+)
- ..breaking things down
- ..explicit teaching and modeling (+)
- ..breaking things down
- ..Repetition and checking understanding
- ..explicit teaching and modeling (+)
- ..explicit teaching and modeling (+)
- ..breaking things down
- ..Positive professionals relationship
- ..frustration with network
- ..Positive professionals relationship
- ..frustration with network
- ..frustration with network
- ..placing responsibility elsewhere
- ..frustration with network

98 | 41:28 **Education P3:** at the moment? I'm just thinking, Yeah, we do. We do. One student who is a bit yeah, we have one student who is does seem to struggle with her understanding. I wonder whether also females get potentially lost sometimes I don't know. Maybe sometimes it's actually a bit more boy thing Yeah. I don't know sometimes girls gets passed off as a bit ditsy. What I have is, generally in the way you talk as well, like, you have to be very careful with your language, you know, using too many words, short phrases, clear instructions. A lot of sometimes, with kids like that as well. not making any jokes or if you're goanna make a joke. Like, it's really obvious, because they struggle with that

99 | 41:56 **Interviewer: using like sarcasm and stuff like that.**

100 | 42:30 **Education P3:** Yeah, definitely. Maybe when you're doing a task, like, like, like, in my lesson with her, I was where I did the practical, I was showing her each step. So I was doing it first. And she was watching me rather than go Oh, here is your instructions, here you go, it is really being quite explicit with what I need her to do and doing it step by step. So really chunky, more and asking of them if they understanf rather than some kids that can just get on with it. And I've showed you with her really step one step two really try to keep it and the amount of information minimal and very straightforward.

101 | 43:10 **Interviewer:** Yeah, no, that does it makes sense. I guess my kind of final question, I have two final questions. So I'll break them up. One is just about kind of your, your experiences of interacting with other professionals to help support educational progress. What has that been?

102 | 43:34 **Education P3:** My... say that question again please

103 | 43:35 **Interviewer: experience of working with other professionals, like, for example, working with a clinical psychologist, speech and language therapist, or an educational psychologist, what has your experience with working with those professionals been like to help support these young people.**

104 | 43:51 **Education P3:** And it's been good, and it's been quite bad well, we've had some really good staff being of all of the time to really kind of engage with the staff. And again, when they actually bother to engage with the staff and students that I think that I'll go for the negative side first. So we've had staff who will do a lot of the behind-the-scenes stuff and not engaging the staff or kids and it like how to You can tell me when you want to do this, but should you not be leading or modelling or should you not be meeting the child yourself, even like, sometimes people are quite lazy and try

Margin codes (right):
- ..placing responsibility elsewhere
- ..frustration with network
- ..Sharing information
- ..frustration with network
- ..frustration with network
- ..no understanding of what other professionals do
- ..frustration with network
- ..improving knowledge, practice and skill (+)
- ..improving knowledge, practice and skill (+)
- ..frustration with network
- ..Considering parental/environmental negative impact
- ..improving knowledge, practice and skill (+)
- ..improving knowledge, practice and skill (+)
- ..Positive professionals relationship
- ..Specialist help needed
- ..improving knowledge, practice and skill (+)
- ..helping CYP manage relationships with others (+)

and pass a lot of it though us. which I don't mind it is good for me to learn but ultimately, I'm not a professional in that. We've had we've had clinical psychologists refusing to see kids before and I'm like, oh, like I finally I find it really strange. I don't I don't know how I thought that was quite a big part of the role. but it's stuff like that. We're like not even given the strategies we have had clinical psychologists, actually refuse to give us strategies. Even when kids are asking to see someone we can speak to someone and they've had really Significant childhood trauma, but then we've been held to speak to us, and it's like, we're not qualified for that. And also, you know, we don't want to say something to we can make it worse, or Yeah, we're going to have to explore those issues as we can to an extent. But when it's serious, significant trauma, I don't think we're trained enough to deal with that. So that was quite shocking, I think from quite an experienced clinical psychologist as well. we were all quite angry, because this is probably one of our worst cases in terms of family backgrounds. And they were asking to see a professional and you know, this child was, she actually has speech and language and communication issue. And that was really frustrating when you when you have staff, you kind of sit back and don't take lead there is also the thing is when we have had good staff they have skilled up us and where we are more able to deal with it. You know, I mean, they've they've skilled up school as a whole, and we are more able to deal with it. They've given us the tools. And that's, that's really hard when people don't, I think initially, when we were a first idea, and when we're kind of more original starting, we've had quite a lot of changes the way things happen we had staff who were really good at doing that would engage with you would engage with us... would advisor us. We are not professional, even though we might do this, if they say we are not professionals. And we we don't know maybe alternative strategies, or we don't know if something is not working, how can we make that better? We need the professionals when they were professionals have done that it's worked like really well, like we have a clinical psychologist she was going into all the classes meeting all the student meeting all the students giving us strategies to deal with that particular students who was two to one at one point. And then eventually he actually ended up going back to school, and really finishing mainstream schools he did really well considering and he was at two to one at one point. Yeah. Very rare. it is very rare that we have two to one in this schools. So yeah, that that real engagement her with both us and the student, it made a significant difference. They were rare is where we sell that one person has made such a difference but in that case, that was what really transformed. He was working with a family as well. It really transformed him, his family, our relationship with him our ability to manage his ability to manage himself, so that's

Appendix M: Relationships between themes, subthemes and codes

Table showing the relationships between themes, subthemes and codes

Theme	Subtheme	Code
	Consulting with network	liaising with family
		liaising with YOS Professionals
		liaising with social care
		liaising with Schools
		Drawing on previous role, experience and observation
		Supporting parents and families to engage
	Enhancing Effectiveness	Reflective spaces needed
		Improving knowledge, practice and skill
		Sharing information
		specialist help needed
Theme 1 Better ways of working		Positive professionals relationship
		Merging information
		Utilising information
		Impact of Covid
	Sufficient resources	Privileges of LA
		Time constraints
		Funding difficulties
		Limited capacity
		Understanding other professionals
		No understanding of other professionals
	Increased understanding	Understanding SEN process & needs
		Understanding systematic pressures
		Offers of support not taken up

Desire for joint working

Placing responsibility else where

Poor communication

Reductions in disjointed working

Frustration with network

Resistance to change

lack of joint working

Importance of screening

Screening for SLCN
Screening for Mental health needs
Screening for other educational aspects

Utilising screening

Asset Plus

Adapting screen

self-reporting needs
communication and interaction difficulties
difficulty organising themselves

poor literacy skills

Understanding presenting need

Protecting image or ego

self-esteem and anxiety difficulties

Lack of understanding = frustrations
Attunement to CYP's needs and masking
Social graces, and biases interaction with self in role

Theme 2
Better work with children and young people or working well with CYP

Understanding context around CYP

Considering other vulnerabilities

negative parental/ environmental influence
positive parental/environmental influence
trust/transparency/authenticity

Helping CYP understand

Good relationship with CYP

Highlighting CYP's strengths and reassurance
Avoiding judgments

Reliability and availability

Relationship building first

CYP's Voice

- Helping CYP manage relationships with others
- Progress and identification through relationship
- Listening to Aligning with CYP's wishes to
- Balancing power
- Advocation for CYP
- Checking CYP agree

Identifying need vs behaviour

- Other professional labelling CYP
- Assessment needs to take place more
- Focus on behaviour
- **Misunderstanding needs**
- SLCN missed

Raising academic achievement

- Using a bank of strategies
- Repetition and checking understanding
- Reviewing support
- Responding to individuals
- smart targets needed
- Developing core skills

Theme 3 Better targeted support

Language support

- Support understanding vocabulary
- Support CYP to articulate
- Avoid open questions

Differentiation

- Improving accessibility
- Varying expected outcome
- Using visuals
- Explicit teaching and modelling
- Breaking things down
- 1:1 support

Supporting SEMH

- Mentoring support
- Nurture approach

Support developing independence

Support organisational skills

Enhancing self esteem

Supporting attention and concentration

Supporting social interaction

Supporting emotional regulation

Trauma informed practice

Mental health

Supporting bullying

Supporting substance misuse

Alternative paths and experiences

Practical/physical activities

Making learning meaningful

Increasing engagement

Working with CYP's wishes/interest

CYP motivated by employability

Creativity supporting needs needed disengagement

Lack of preparation

Theme 4
Tackling NEET

Lack of support post 16

Better transition
(between, into and out of settings)

Consistency

Early intervention needed

Mediation and Restorative approaches needed

Behaviour policy variation

Difficulty managing risk vs need

Risk awareness

Risk to self

Risk to others

Schools avoiding risk

Theme 5 other educational pedagogy considerations	Pedagogy	Using VARK leaning styles
		Inappropriate/lack of provision
	Educational provisions	Challenges of alternative provisions
		SLCN, NEET, Exclusion entanglement
		Contrast between Primary & secondary

Appendix N: All coded extracts for theme 1 Better working together

Code	Segment Paragraph	Participant	Paragraph
Liaising with YOS family	But also, you're not just speaking to the young person who's speaking to their parents,	YOS 3	56
	I guess some of the some of your information gathering relies on either the school the families or the individuals disclosing that there a need 5:00 YOS p2: Yeah, yeah. So, yeah, it's that isn't obviously the one-to-one interaction that you would have	YOS 2	18
	Sometimes those questions. They're not they, I think if you, you, you, wouldn't you, you have to obviously, be there to help the families to kind of understand it.	YOS 1	43
	Some families can take it away and figure it out themselves. other families may say, I don't understand that question.	YOS 1	43
	And I even explained to mum before the trial	YOS 1	63
	you will have the parent that will be saying, you know, this young person has speech and language	YOS 1	107
	We have a parenting officer, or sorry, a parenting worker that that doesn't always, that doesn't always work	YOS 1	127
	It was really just liaising with them and arranging for them to come in and see them or trying to arrange with the parent but kind of that middle person	Edu 3	38
	continuing to work with the families as well	Edu 3	86
	we would sit down do a resolution we then contact the parents who kind of have the parent on board	Edu 4	25
	it can include the parents as well,	Edu 4	35
	a lot of discussions that I have with parents is like, you know, my concerns are, you know, hanging around here, they're hanging around there.	Edu 4	35
	"I don't even know if I would like police to be or anyone from the police to be involved in those kinds of meetings. I think it should be like specific network meetings with teachers, social workers, the parents or the foster carer and folks like myself in those roles to be like a record this mean is it strictly about since learning, everything else we can deal with, but we're just looking into the learning for now	Edu 2	67

liaising with YOS Professionals	we're working with a specialist agency who works with young people, some of them for the very low levels of literacy, and to get them their kind of health and safety certificates and CSC	YOS 3	15
	more often than not, it's kind of consultation with the case manager	YOS 3	30
	the substance misuse worker whose kind of located from forward which has [LA's name]'s substance misuse service. She will, she doesn't become automatically involved case managers have to refer to her. But that's quite a straightforward process. They just give you know, give her a call, discuss the case, make the referral. If there's any kind of level of substance misuse issue.	YOS 3	36
	But also, their main kind of role, I would say is more in consultation with case managers.	YOS 3	40
	CAMHs remit isn't necessarily around LD, but actually, they can be very often helpful in kind of connecting different services.	YOS 3	40
	even just CAMHs you know, having consultations with CAMHs,	YOS 2	21
	And in terms of the professionals, you're liaising with, who would that be I know you've mentioned CAMHs, and Speech, Language therapists who else with that they, 17:04 YOS p2: it could be a Connexions worker, for example. social workers, you know, even police courts,	YOS 2	47
	I would contact their YOS worker but If they weren't aware of it, before they diagnosed or if I thought that they were	Edu 3	50
	we wouldn't sit down and look at the needs and then we'd work with the therapist to kind of come up with some strategies that we feel would work	Edu 4	15
	some of the majority of the professionals have been really calm and and have worked with me in the process of of the support for a young person	Edu 2	29
	when I was at the YOS joint working was with well, CAMHs, and sexual health practitioner.	SLT 2	32
	there's also some kind of quite close to working with Connexions worker that's based in the YOS team.	SLT 1	47
liaising with social care	we do our background, information gathering so, liaising with schools, and checking whether those early needs identified or any kind of concerns that were flagged up before they left	YOS 2	17

	school, check in with social care as well and also, check in with parents		
	it might go kind of go further to someone in early help or into something like child in need or child protection plan.	Edu 3	36
	they've usually got maybe more of a team around them there may be safeguarding concern, usually they've got some sort of safeguarding file, so she would lead him that she would, you know, liaise with them, because she's the one who's kind of the go between between them if they were with YOS Yeah.	Edu 3	54
	if you've got a child does social care you know, early help, we invite them as well	Edu 4	27
	I think it should be like specific network meetings with teachers, social workers,	Edu 2	67
	we do try and speak to each other or there's this new kid at [PRU's name] Do you already know him	SLT 2	32
liaising with Schools	you're speaking to their school, you're speaking to their youth worker, you know, you're speaking to kind of other people who might know kind of bits and pieces about what's going on for them.	YOS 3	56
	me and [SALT's name] that have been to this a couple of times now to the SENCO forum	YOS 3	70
	spoken to them about what we find when young people come to the YOS,	YOS 3	70
	we do our background, information gathering so, liaising with schools,	YOS 2	17
	checking whether those early needs identified or any kind of concerns that were flagged up before they left school,	YOS 2	17
	it's definitely liaising with the school and liaising with the SEN teams within the schools as well. Yeah, definitely close liaison with them and regular liaison.	YOS 2	23
	case managers do have direct contact with schools, and key people from there.	YOS 2	25
	we've got a liaison now who we've got a team leader who does have all the secondary schools information.	YOS 1	199
	I've got a good linking with key stage Three, yes. In this borough, where we've got a tight network around a particularly young person	YOS 1	201
	ou know, what, what's happening with this, you know, it's kind of knocking on their door, keeping them on… not saying on their toes. But	YOS 1	201

it's kind of just keeping reminded what's happening with this		
any first steps towards needs we kind of shared that with and reach out to the mainstream school or the education psychologist to do a kind of review one the student	Edu 4	6
we kind of speak to the teacher so you know, like, or, you know, the lead contact, what we call if there's a resolution to be done there	Edu 4	25
Then what we do is we relate all that back to the school, you know, so that will be continuous communication.	Edu 4	35
key contact something that we want to do going forward is like we've said that, like, the key contacts, normally, probably an assistant head teacher or head of year for me, my, my again, is, you know, in an ideal world, I'd like to be able to sit down SENCO, as well	Edu 4	57
I've worked I've worked with probably a good handful of SENCOs. And, you know, my, my kind of professional judgment of what I think works really well, and what doesn't work well.	Edu 4	57
So, in terms of consultation, who is that you would consult with about a young person who might have a speech and language needs to kind of find out if they do. 13:29 Education P2: So, this spans from the head of year that the school counsellor is very important in this group, so they play a key part in regard to it. And the pastoral care folks that will be really important to be part of that as well. And sometimes the receptionist, you know, like the receptionist, they see the young person just as frequent as the teacher's see young person.his spans from the head of year that the school counsellor is very important in this group, so they play a key part in regard to it. And the pastoral care folks that will be really important to be part of that as well	Edu 2	23
I think it should be like specific network meetings with teachers,	Edu 2	67
if they're coming from a school where I know we have a speech therapist, I check in with that therapist to see if they're known to them. And then yeah, just ask them the school. Do they already have an EHCP? Can I see it?	SLT 2	40

	I think we can kind of gain a bit of background if they are on our records to look at that. And then I think there's also that thing about us, then having links into the schools, so we will have therapists or healthcare professionals working within those settings, which create those links, because every therapist would work closely with the SENDCO that's in that in that school	SLT 1	43
	what we can do is, first port of call is usually kind of linking back to our therapist. Are they known to you? Have they been known to you? Or are they known to the SEN team within the school?	SLT 1	43
	I think what we've tried to do is, we've initiated, [YOS manager's name] and I have attended SENDCO forums.	SLT 1	45
	in September, we attended the SENDCO forum	SLT 1	45
Drawing on previous role, experience and observation	but when you start working with young people, you know that actually they find open questions often really, like intimidating and challenging.	YOS 3	56
	from my memory of being a frontline practitioner, but also, listening to my staff	YOS 3	62
	from my past experience of being in other youth offending teams, it's not always, the information isn't always kind of gathered and analysed and incorporated in the current assessment.	YOS 2	27
	from like, past experience, you know, it would be you know, ensuring that, you know, we're not using jargon	YOS 2	31
	I bring all the… my social work experience or when you know, I was at uni	YOS 1	19
	you have to kind of, you know, you can draw on your own assumptions, but you have to make it clear that it's your, you know, it's your assumption.	YOS 1	179
	I use quite a lot of visuals because I'm quite a visual person	Edu 3	22
	you know, my, my kind of professional judgment of what I think works really well, and what doesn't work well.	Edu 4	57
	you know, not saying that we've mastered it, but, you know, we've done this for a while now,	Edu 4	57
	something that an assumption that I've developed out purely our conversation in seeing what their reaction points have been	Edu 2	21
	Because obviously, I'm aware of all the research as well about, you know, SLCN being hugely on identified by the time they get to YOS	SLT 2	50

	the case managers observations on the young person when they've been doing the assessment.	YOS 3	44
	what happened is that when around the young person, I knew the young person already, so I knew that he had ... that there was some kind of speech in language, and there was some kind of learning need	YOS 1	63
	in a lot of how them children feel with them scenarios is a big indicator for me to say, actually, you know, what, that their speech and language or that skill set is just what is missing	Edu 4	55
	just observational as well. Just how they are an induction on whether they you know whether we have to repeat things a lot, whether they've understood things, it just their general. Yeah. how they interact with us	Edu 1	45
	because just from my observations when they come on induction, and when we're doing particular bits of work with them. It's most effective one to one	Edu 1	67
	some of the processes that they tried to take him through. And in talking to the school recently, they're trying to figure out what makes him tick, what makes him tick.	Edu 2	53
Supporting parents and families to engage	if that does kind of come up where the parents aren't engaging, if you are that person and they kind of trust you to get the parent to engage	Edu 3	40
	we've had families, also offend, you know, that's support needs to stay in place, but also, parents who have children who attend who haven't offended themselves, it's difficult for them, and it is upsetting for them.	Edu 3	86
	Sometimes those questions. They're not they, I think if you, you, you, wouldn't you, you have to obviously, be there to help the families to kind of understand it.	YOS 1	43
	Some families can take it away and figure it out themselves. other families may say, I don't understand that question.	YOS 1	43
	we would sit down do a resolution we then contact the parents who kind of have the parent on board of where we're at as well so we feel that that's very important that the parent is involved.	Edu 4	25
	we work with the [name]. They're an agency that basically offer like adult workshops for parents to join into them workshops	Edu 4	47

	you know, say to parents, even if you just have it on while, you know, like, you're at home, you know, you don't necessarily need to engage, no one's asking you q&a, it's just about listening	Edu 4	49
	we offer things like family family therapy, we offer like a workshop for parents, like I'm saying, we offer obviously the parents to come in and do some stuff there	Edu 4	71
	if we deliver training, whether it be to parents or to teachers, we often do those kind of those tasks at the beginning, where we put them in a situation where they're given loads of information that they're unable to follow or unable to understand and ask them, you know, how did that make you feel when you were in that situation?	SLT 1	57
Reflective spaces needed	They, you know, parents also, need the opportunity to voice their concerns and really have people around the table that space, I think, to explore it a bit more	YOS 2	61
	revised because you know, it's all well and good having these tools to assess young people if they're actually doing more harm than good	YOS 1	91
	staff need reflecting, reflect reflective space to come together and just talk and just say, God, this class is really hard. And this isn't working, this is working, what do you do?	SLT 2	84
	They love it when we do this. And but it's just having that opportunity in space to do that.	SLT 2	84
	hey have fed that back to management, but they're not being given any time for anything like that. They just don't have time for reflective discussion	SLT 2	84
	they don't have time to talk with you to meet with you to reflect	SLT 2	86
	And I don't think they really kind of think about it or reflect on it, but it does, but that doesn't mean it doesn't have an effect	SLT 2	86
Improving knowledge, practice and skill	she's often able to sit in on sessions as well and kind of give feedback to the case manager about how they've been communicating and what they could kind of improve and work on	YOS 3	30
	building it into it's kind of more organic than like saying, this is a speech and language session because case managers aren't qualified to do that. necessarily,	YOS 3	54

what kind of hinders that process? 8:21 YOS p2: It might be, you know, it could even be just time constraints. It could be an overload of information, at the stage of assessing and writing the asset Plus, it could also, be maybe a deficit in training	YOS 2	28
I think we as professionals need to be we need to kind of so continue to specialise in that sense, continue to train, continue to understand, continue to keep up with research, and be able to put you know, what we find what we read into practice and apply it to the cases that we're working with.	YOS 2	87
just through the training, you can then, you know, feel more confident to advocate for the young person.	YOS 2	89
I think more availability and training, and probably training where, you know, there is more emphasis on applying in practice.	YOS 2	91
you kind of learn the job, you got to learn on the job,	YOS 1	19
you know, even the court has a lot to learn. So, solicitors have a lot to learn, because	YOS 1	57
I think, you know, if solicitors would, you know, be more clued up, because they're representing young people	YOS 1	61
You could, I could ask [name of SLAT] Look, you know, I'm having problems. And she might say, Well, okay, I'll come in, or let's have a look at the worksheet or, you know, maybe have you tried this technique,	YOS 1	115
I think I need some help with my speech and language.	Edu 3	32
I might study hard. But yeah, as an adult I know these things but I find it hard I'm not an English teacher. I know all of these things, but I don't know how to teach it.	Edu 3	92
Even when kids are asking to see someone we can speak to someone and they've had really Significant childhood trauma, but then we've been held to speak to us, and it's like, we're not qualified for that	Edu 3	104
we're going to have to explore those issues as we can to an extent. But when it's serious, significant trauma, I don't think we're trained enough to deal with that.	Edu 3	104
there is also the thing is when we have had good staff they have skilled up us and where we are more able to deal with it. You know, I mean, they've they've skilled up school as a whole,	Edu 3	104

and we are more able to deal with it. They've given us the tools.		
we had staff who were really good at doing that would engage with you would engage with us... would advisor us. We are not professional, even though we might do this, if they say we are not professionals. And we we don't know maybe alternative strategies, or we don't know if something is not working, how can we make that better? We need the professionals when they were professionals have done that it's worked like really well	Edu 3	104
we have a clinical psychologist she was going into all the classes meeting all the student meeting all the students giving us strategies to deal with that particular students who was two to one at one point. And then eventually he actually ended up going back to school, and really finishing mainstream schools he did really well	Edu 3	104
We need to people like yourself to just identity those needs and to just to try and understand it because the teachers are not necessary trained up	Edu 4	8
we have the community outreach program that is delivered by [LA's Name] detach that also involves working with the YOT workers and the police coming in	Edu 4	43
we're doing a choices program so that so it's about children just making some bad choices and it's a weapons awareness that's delivered by the [LA's Name] youth detach team and that will involve the community outreach police teams come in	Edu 4	43
I'm not fully fully fully aware, and I probably should be of the, I can look it up, but I'm not, it's not like always at the front of my head about the frequency of YOS meetings.	Edu 1	51
following that we had, we had YOS come in and explain stuff in a training. But I wouldn't say it's embedded still,	Edu 1	71
teachers shouting go down, do that do this. He won't. He won't take on all that information and you won't understand it all. And then you'll get angry because it's not clear to him.	Edu 1	125
In the future. If you have x, y, and Zed speak to you about those same things, but they don't deal with it with similar sensitivities.	Edu 2	19

What would be really, really good is knowing that, you know, theoretically, if there are things that I can align it to,	Edu 2	21
I feel like what I'm doing is no, kind of lightbulb genius, new idea. I feel like what I'm doing is following specific, specific areas of theory and, and, and, and study, and, and in saying that we'll be good to kind of be aware of more things like that off the doors, right?	Edu 2	21
But I do think we get things right but if there's any, any if there's any training in terms of like, how to better manage, understand, deal with young people with speech, language and communications difficulties we need to do it .	Edu 2	69
I feel like there should be refresher courses in terms of just how to deal how to work with those young people. Because some workers might have zero patience in, in dealing with those young people.	Edu 2	71
all it takes is a worker to just be like, Oh, do you have any remorse for what you're done. And the, like you said, the young person not knowing what remorse means. And there's been no, not knowing what the word means. But the worker, not taking time to really understand how the young person interprets was that remorse,	Edu 2	71
I think like a video showcasing what it can be like.	Edu 2	79
if it's possible to have a staff meeting that everyone's invited to, if we have if, if a segment is dedicated to this, be it 20 minutes or something like that, where we workshop this situation,	Edu 2	79
And there's nothing more beautiful than all the service people around desks around the table, or whatever it is, and young people are leading a workshop based on the difficulty, their experience around Speech Language comms	Edu 2	79
there's something really powerful in work in workshopping that with with with colleagues, irrespective of wherever department, because the admin person at [LA building's name] can still can still behave in an anti-discriminatory or kind of judge way, with a young person with a young person that comes in a way and sounds a certain way	Edu 2	81

I feel like there almost needs to be like a mandate or something like that, within, within within. Within I don't know, the policy or family services in regard to this. And because the ..., like it needs to be like an actual term in terms of like how to act in an anti, I forgot the acronyms. The speech language, the SL 43:11 Interviewer: oh SLCN. 43:12 Education P2: Yeah, like you kind of like the SLCN practice, like an anti SLCN and practice type things	Edu 2	81
skilling up staff and capacity building within the whole school. And then, yeah, like, again, just focusing on language and communication skills. And that includes things like training and setting up like whole school initiatives, where there might be a focus on speaking and listening	SLT 2	9
providing strategies and support to the people that are running those programs as well.	SLT 2	20
we do provide Assessment advice for, like I said any [LA's name] child or even …even if they're not [LA's name], but they go to a [LA's name] school.	SLT 2	52
You know, not everyone necessarily even heard of SLCN as a, you know, this isn't as an abbreviated concept. Yeah. And all kind of would say, well, they talk, you know, I have conversations with them, and they're fine. Um, so, how they don't have SLCN or even knowing what he you know, EHCP stands for and means.	SLT 2	70
there was lots of training. I mean, one thing I found really particularly useful was this training developed by or developed with the Royal College of speech and language therapist called the box	SLT 2	74
an online eLearning... free resource... And, you know, for me, it's great because it's already made. And the idea is that it's, you know, self-directed learning that someone can do themselves, but we know that that's not really going to happen	SLT 2	74
I'd kind of I do the training with a group, and then lots of Q & A and development from there. mmm...And I do like... 31:10 Interviewer: that training was with YOS staff? 31:13 SALT p2: That was with YOS staff. Yeah. That was case managers. Yeah. All	SLT 2	74

caseworkers? Yeah. And it's nice because it's got videos as well		
I did an audit of key vocabulary. So, I asked all the YOS staff, I think I put together a list of like key YOSs type vocabulary, such as like victim, offender, court, judgment, whatever. And I asked all the staff to pick 10 words that they'd probably use the most with young people. Then we took those 10 words to young people and ask them, what do they mean? And so, from that, we got a really good, like analysis of, yeah, where they were at with their vocabulary skills	SLT 2	76
one of our very generic tips is always to ask someone, instead of saying, is that okay? Do you understand? They just say yes, to say, you know, can you tell me? Can you explain what I've just said? Or what are you going to take away from our conversation?	SLT 2	76
I remember they changed it from an intervention plan. Because of that audit. I did. None of the young people knew what intervention meant. So, they called it something else, maybe, you know, three-month plan or they called it something anyway, so, they changed	SLT 2	80
it's a lot of the time, it's helping the staff to understand the needs. So, again, you know, training around SLCN identification of it, strategies to support and something we tried this term,	SLT 2	82
loads of support that would allow them to you know, be in class be seen as a student that's struggling and not naughty and not lazy and not insolent or whatever but struggling and I suppose you need the expertise to pick that apart for you. So, CAMHs, EP, SLT and specialist staff	SLT 2	92
So, I do think teachers really need you know, in this world where you've got endless resources and whatever you want. And yeah, just more training around like, this is what scope This is, when you come out into a mainstream school as a mainstream teacher, that does include children with special needs. And they are your responsibility, and this is what that looks like.	SLT 2	94

	it's a lot of training for the staff and resources. It's that like quality first teaching where you don't need a specialist staff or your specialist staff are really there for the most complex, you know, difficult cases.	SLT 2	94
	I know that management have said here that kind of having us within the team has been really valuable and has taught… taught them quite a lot, because I think there is a real gap there in terms of that understanding.	SLT 1	43
	spread the word within schools about what are we doing that's working, that schools aren't doing, or education aren't doing to support these kids	SLT 1	45
	I think there is still a great need for us to be educating teachers and teaching staff about that, because something is being missed	SLT 1	45
	there's something around ongoing training and support to support SEN to support speech and language and communication needs	SLT 1	45
	if we deliver training, whether it be to parents or to teachers, we often do those kind of those tasks at the beginning, where we put them in a situation where they're given loads of information that they're unable to follow or unable to understand and ask them, you know, how did that make you feel when you were in that situation?	SLT 1	57
	Sometimes that really hits home for teachers, and they say, yeah, we realised that I think there's something about, you know, needing that individualized approach.	SLT 1	57
Sharing information	I know that case managers find her recommendations for work really, really helpful. So, she puts together a report, kind of outlining some of the difficulties and kind of a sort of a more clinical way. But then I think more helpfully, she kind of says, Look, this is what you need to do with this young person,	YOS 3	27
	SALT's name] has screened one person that says, Look, I don't need to work with him directly, but there is some work that you can do. It's kind of about building it's kind of about building that into, like sessions	YOS 3	54
	do a speech language passport for that student. We then show it to people, they YOS worker, anybody at court... a person mmm explaining their speech and language needs...and they are gonner need questions in a certain way put to them. They need some explanation of things	Edu 1	77

but just working with the SENCO, and just kind of sharing good practice.	Edu 4	57
you know, just getting that message out there that are often behaviour is masking needs	YOS 3	70
To be honest. I do sit in the multi-agency risk meetings for [PRU'S NAME]. Okay, so, and in that meeting, there is a SEN member of staff. So, things would be shared in those meetings, and then I would share that with the relevant case manager. But then, you know, people do you know, case managers do have direct contact with schools, and key people from there. So, yeah, it can be picked up	YOS 2	25
hey're struggling actually being able to change the topic, or possibly ending the session to avoid, like a physical outburst. And also, making sure that that is reflected in the intervention plan.	YOS 2	31
they have a child friendly plan that we do with them every three months, and there is a part in there about diversity and speech and language findings from [name of SALT]'s assessment.	YOS 2	31
it might be that [name of SLAT] feels that they need extra support. So that would be written into their what we call the YOS intervention plan.	YOS 1	31
I would contact their YOS worker but If they weren't aware of it, before they diagnosed or if I thought that they were	Edu 3	50
So let's just use [name of link school] for example, if a child has to go back to have (name of link school), about week two, week three, we would kind of send-off our reports to the mainstream school. And we'd say right, this is what their behaviour is, this is where they're learning that this is you know, what we've identified with our screening so far.	Edu 4	25
we'd give them a kind of report of how they're feeling in the (Name of setting), then we would ask that school to come in and actually see that student	Edu 4	25
what we've got with Google Drive [interviewer's name] is that we've got everyone being able to access and edit within, like within a second. So it's not about waiting for an email of an attachment.	Edu 4	37
Everyone's got access to the report, everyone's got access to the screening. You know, if you've got a SENCO over at [local secondary school]	Edu 4	37

or [another secondary school], they're able to jump straight on and see where we're at		
Where we feel like that streamline you know, everyone can just, you know, if, if, for example, [local secondary school] wanted to see how their students doing today, they click the link there there, you know, they can see the past and present	Edu 4	39
they can see that, you know, last night, maybe social care, had certain police had arrived at their house, you know, that it's up to date	Edu 4	39
YOT team come in, and they, you know, they put a program in place and it's about kind of sharing that with the school,	Edu 4	65
we hope at the end to have a student summary, we'll call it, and we hope to have like a picture of the students.	Edu 1	31
we will look at all the paperwork that comes with them and try and pick out things that are on there already. So, that we pass it on ourselves, but we've got a really good understanding	Edu 1	31
if they're coming from our primary Pru, or something like that, there's loads of information,	Edu 1	35
from about 2017, I got a list saying who was on the use of youth offending teams	Edu 1	47
Safe Schools officers. They will, they will give us information. They in the mam meetings, they will tell us who's your YOS, our social worker [name]	Edu 1	51
we do try and send them with language plus language, speech and language, communication, passport, back to school	Edu 1	121
we met with SENDCO. And we were very explicit about his speech or language difficulties. Go over all the strategies that we use, you know about how we need he doesn't understand is that more receptive, so, he's not really understand what he's been asked to do	Edu 1	125
what I'm trying to explain to us all right now is he's taken in information differently	Edu 2	53
we do try and speak to each other or there's this new kid at [PRU's name] Do you already know him	SLT 2	32
, it's just checking if we have a speech and language therapist in that setting and passing that information on to them.	SLT 2	36

	usually there's a speech therapist there and I pass on any kind of assessments reports information about, about that young person, just letting them know that they're coming back.	SLT 2	36
	that was something I kind of specifically included in this young person's report that, you know, they may react this way, but you know, they've got difficulties understanding,	SLT 2	100
	I shared, I shared data about, you know, incredibly high numbers of young people that come to us that have needs, but that have never had their needs identified prior to coming to the service. And, and thinking about, you know, where are the gaps? Why is this happening?	SLT 1	45
	sometimes people are quite lazy and try and pass a lot of it though us. which I don't mind it is good for me to learn but ultimately, I'm not a professional in that.	EDU 3	104
	My role within that that specific group is thinking about, how do we share that information with… with school. So, we've got we've got to know this young person, and we've got that information. And we know about them. How are we going to share that with these settings so that when they transition… transition back into those settings, professionals, or people working with them are aware	SLT 1	47
	we that we think about what information from my summary needs to be passed on what information does the Connexions work needed to share? So that again, those settings are supporting them. So, my recommendations and advice would be passed on to them... yeah,	SLT 1	47
Specialist help needed	CAMHs remit isn't necessarily around LD, but actually, they can be very often helpful in kind of connecting different services. So, yeah, that's, that's the specialist	YOS 3	40
	I think if case managers are really concerned about speech and language needs, they will definitely kind of speaks to [SALT's name].	YOS 3	42
	But I do sometimes worry with the other stuff that kind of, actually, we've maybe should be more referrals to the specialists for specialist pieces of work. But I think on the whole week, on the whole, we get the balance about right.	YOS 3	42
	people who will want [SALT's name] to do that. Because [SALT's name]'s assessment, [SALT's	YOS 3	44

name] screening assessment is, is like a more formalized NHS kind of assessment		
maybe they need to be being a speech and language therapist, so, they can really work on their communication skills.	YOS 3	68
it might just be that they're in a smaller classroom and now they are getting the more kind of teaching but then that for us [interviewer's name] ticks another box to kind of say well then we need to look at maybe an educational psychologist coming in because we are like we are meeting that child's needs and what should they do as a mainstream school	Edu 4	25
we would be able to go in and help a school kind of work with that child. And that would include [SALT's name], it like would screen them, maybe offer some sessions	YOS 3	72
offer a screening with [SALT's name]. And perhaps, like follow on sessions, like actual speech and language therapy. But, but aside from that,	YOS 3	76
it's being able to piece it together. And sometimes you're not always able to do that, like you do need specialism to kind of pick that up.	YOS 2	19
even just CAMHs you know, having consultations with CAMHs, I think that as well, you know, having that insight from the CAMHs perspective	YOS 2	21
having consultations with a speech or language therapist, about the EHCP, or whatever stuff that you've gathered,	YOS 2	29
And that would be a continued process that the YOS would encourage the young person to maintain contact with CAMHs	YOS 1	31
or the young person isn't known to CAMHs, but agrees to be referred to CAMHs	YOS 1	31
but you'll get a better idea of the young person's needs, if it's done via [name of SLAT],	YOS 1	51
You could, I could ask [name of SLAT] Look, you know, I'm having problems. And she might say, Well, okay, I'll come in, or let's have a look at the worksheet or, you know, maybe have you tried this technique,	YOS 1	115
then usually, that would be then referred. And they'd have that sort of assessment to see whether they needed a service, or an EHCP or anything like that.	Edu 3	44

like we have a clinical psychologist she was going into all the classes meeting all the student meeting all the students giving us strategies to deal with that particular students who was two to one at one point.	Edu 3	104
if a child's coming to us, and you know, we've got major concerns, we've made a Mash referral, we've got early help involved, or you know, YOT are involved.	Edu 4	35
work your speech and language team, and get them to not even just work with that child, but work with the rest of the group,	Edu 4	65
we've got like a referral panel, we had we do our own little internal referral thing for multi-agency.	Edu 1	51
They meet once every three weeks. And [professionals names], and so, what other agencies and all the agencies we work with, can come join in. It's mostly for doing referrals. So, if we've had, it's the whole range, so, if we've had a referral for music therapists,	Edu 1	55
we've had a referral for whatever, that sort of gets sorted out there. And any member of staff can refer somebody, you know, things from this got an issue with drugs they can refer to forward until or how can they think they need a mentor, though, that they, they'll sort of after that meeting, and yeah,	Edu 1	55
I suppose we tried to get into specialists like the mentoring of [Name of service], if there are gang related things	Edu 1	65
it's really common just to be asked, there's something going on, can you have a look and tell us what you think, which is a really hard like, task. And we get it all the time. And what do you think, what do you think?	SLT 2	48
there is always like, Oh, can you just pop your head around the door and just let us know what you think. Haha. And it's like, I see what you see, haha	SLT 2	48
Okay. individuals have to meet a threshold for that? 25:13 SALT p2: Not really, I mean, well, we get a referral, then that goes to a referral panel, and then they decide if we're going to take it on or no	SLT 2	53
And it's, yeah, like [manager's name] would kind of make the first decision to accept the referral or not, then it kind of comes to me	SLT 2	54

	But I do sometimes worry with the other stuff that kind of, actually, we've maybe should be more referrals to the specialists for specialist pieces of work. But I think on the whole week, on the whole, we get the balance about right.	YOS 3	42
Positive professionals relationship	I'm also, developing a project around employability for 16 plus young people working with local employers to provide paid work experience	YOS 3	9
	at the moment, actually, [Connection worker's name] alongside the case managers is doing a lot of work with a small group of young people.	YOS 3	15
	So, [Connection worker's name]'s been doing that alongside their case managers, the case managers will, for instance, take them down to the test centre	YOS 3	21
	I think communication within our staff team is good	Edu 1	119
	and has some good links with some local schools and colleges	YOS 3	36
	I'm still kind of getting to know head teachers and SENCOs and Deputy heads. But kind of just, I think the communication needs to be really positive.	YOS 3	70
	you tend to only really hear from schools when things go wrong. Okay. So, in terms of kind of, if I want to keep up sort of positive communication with the school	YOS 3	80
	like you've alluded to before about the pressure and the I guess, the busy ness of schools. 44:27 YOS P3: Sure, yeah. And I get that I do. I honestly do. I think it's worth also, I think what actually, what I did, what I have learned is that when you do recognize that with schools and are really explicit about the fact that you understand that they do receive that well.	YOS 3	81
	And that, just keeping that relationship going. I get, I guess, if you're on one side of a school, it's really good. Because you have you have that tight network. If you go in there being bolshy, then it's not going to work. But I just think that if everybody is showing an interest in this particular network, you know, it is really good. That makes a difference.	YOS 1	201

working with other professionals, like, for example, working with a clinical psychologist, speech and language therapist, or an educational psychologist, what has your experience with working with those professionals been like to help support these young people. 43:51 Education P3: And it's been good,	Edu 3	103
we've had some really good staff being of all of the time to really kind of engage with the staff. And again, when they actually bother to engage with the staff and students	Edu 3	104
real engagement her with both us and the student, it made a significant difference.	Edu 3	104
I used to work next to the nurse so, that was useful	SLT 2	32
Just kind of like personal relationships, I know that OT really well, like we've worked together in other settings previously, so, it was kind of very easy just to link back up again.	SLT 2	34
joint with the OT was we ran a staff workshop. So, we got each class. And like all the teaching stuff, so, maybe there's like four teachers who will work with the same class would come to a workshop with myself in the OT, and we kind of just discuss, like, what's working well, what's not working well	SLT 2	82
Because, you know, there'd always be at least one member of staff, who would say, Oh, this works really well. This is what I do. They love it when we do this. And but it's just having that opportunity in space to do that. And that was fed back to the school. You know, the, the lead staff, like the SENCOs, who we ran it with were, you know, in total agreement,	SLT 2	84
And it means that you're able to base yourself there and be, I guess, more of a present within the team. 6:00 SALT p1: Definitely. And I much I much prefer that that's kind of it's sort of ended up this way.	SLT 1	20
And I much prefer kind of, as you say, being based in those settings and kind of being seen as part of the staff team rather than someone, you know, an external professionals kind of coming in. Yeah, yeah, I think there's something about that staff having not more respect, but I think they get to know you better, I think you work closely more closely with them.	SLT 1	21

	Whereas I think if you're kind of part of that team, it can sometimes feel more meaningful.	SLT 1	21
	And again, I think having that close working relationship, your kind of respecting each other's roles a bit more and taking… taking that on	SLT 1	23
	I think there's also that thing about us, then having links into the schools, so we will have therapists or healthcare professionals working within those settings, which create those links, because every therapist would work closely with the SENDCO that's in that in that school	SLT 1	43
Merging information	it's being able to piece it together. And sometimes you're not always able to do that, like you do need specialism to kind of pick that up.	YOS 2	19
	But if it's left blank, then it's left blank. 1:20:42 Interviewer: Okay. 1:20:43 YOS P1: Or it might be that, okay, they've left it blank, but the school might have some information or another agency might have or CAMHs might have.	YOS 1	179
	So, we will look at all the paperwork that comes with them and try and pick out things that are on there already. So, that we pass it on ourselves, but we've got a really good understanding	Edu 1	31
Utilising information	we'll definitely consider the recommendations. And, you know, review …review that as well	YOS 2	31
	they have a child friendly plan that we do with them every three months, and there is a part in there about diversity and speech and language findings from [name of SALT]'s assessment.	YOS 2	31
	not just by reading it, but also, being reminded by the defence.	YOS 2	49
	it could be you know, you look at the EHCP, you're around, sort of look at how that young person learns best. So, you like I said, you'll develop your interventions around that.	YOS 1	115
	if they come with an EHCP, and it's already named on there	Edu 1	41
	in the interim, while in the backgrounds of this, I would have spoken to the professionals I would have found a found out read the notes found out or a bit more about what's going on.	Edu 2	13
	So, the other thing I do is I'd look them up on our own electronic systems. So, we've also got system, one NHS record	SLT 2	40

	f they're coming from a school where I know we have a speech therapist, I check in with that therapist to see if they're known to them. And then yeah, just ask them the school. Do they already have an EHCP? Can I see it?	SLT 2	40
	I really dig into all the paperwork and say, yes, you know, confirm like, yeah, this is definitely worth an assessment	SLT 2	54
	I think there's something about CAMHs and ask kind of supporting case managers to look at, does this young person have any EHCP? We are able to check NHS systems	SLT 1	43
Privileges of LA	we are lucky in [LA's name], we're quite a small service, in terms of like the number of young people that we have	YOS 3	13
	develop stuff specifically for like middle groups of young people. Which in bigger, YOS would be a bit more difficult.	YOS 3	13
	there are a lot fewer barrier internally. Like I think we do really great work in the YOS.	YOS 3	92
	people at the YOS would get a screening. So, I know in [LA's name], they're very, you know, we're fortunate as a service to have that young people get that opportunity as well.	YOS 2	9
	I think we're quite a resourceful borough. And I think the YOS is quite resourceful	YOS 1	129
	I don't I don't think young people get turned away.	YOS 1	129
	YOS have an outstanding inspection	YOS 1	163
	I had quite a few five cases, and we went on videos. And with the lead Inspector,	YOS 1	165
	she went, why did you assess? There's no set x, y, and Zed? And she's goanna say, No, she went, I agree with you. Every one of my assessments, they agreed.	YOS 1	165
	But then, you know, because we are so small, when we have the benefit of getting know our kids really well.	Edu 3	44
	that's the luxury we have, you know, we've got a lot less kids and more staff	Edu 3	72
	they've just come into an environment that suits them, you know, and we've students that have gone through the program, and you know, we've had no trouble with them	Edu 4	51
	you know, what [LA's Name] provide? I think it's a very, very good system, like, again, just working at my experience of working across different boroughs.	Edu 4	65

We've got very small classes that helps massively, two adults in the class and prob four students? Four to six students. So, there is there is more space and time and the mainstream	Edu 1	107
there's no rule kind of like end date from a virtual school stance to kind of wrap things up. 2:51 Interviewer: Even when they hit 18. There's no official end today. 2:55 Education P2: Yeah, there's no real official end date to that degree	Edu 2	9
a two year there was a two-year kind of processing in regards to the funding. And near the end of that, now to do a fair bit of can closures for the most part, but then [LA name of project], it carried on on the very loose basis. So those young people I'm still working with now. And but To that end, is still not going to, it's still not like a bye bye, if you know, I mean, and even if the work does stop of them, there are the occasional points I can check in to see how things are going with them or what have you, but it just won't be as intense as it was before.	Edu 2	11
for lunch, or what have you, is genuinely just just round, to certain degree and to be to lend an ear with sorry. Yeah, there's no real end date to my work, which is the interesting part is that they, to some degree, it can be a natural conclusion or natural end	Edu 2	9
I have to say that kind of feels like it comes with a bit of an Asterix for [LA's name], just because [LA's name] is very well resourced. And it does have a lot of speech and language therapy in place. So, like, every Primary School has a speech and language therapists	SLT 2	50
But still, you know, any [LA's name] child can have a speech language therapy assessment. And, you know, we don't really have like huge waiting lists. So, like, across the country. Yeah, I think our numbers would probably be slightly different.	SLT 2	50
at the time, it was amazing, we had a huge learning support department	SLT 2	94
youth offenders service buy into speech and language therapy input within the team	SLT 1	9
they seem to have a really, in terms of the groundwork, I think had probably already been done by the previous therapists	SLT 1	11

	we're quite good in, you know, seeing straight away, I suppose.	Edu 1	119
Time constraints	Our resource with her is limited, she does. Officially she does two days with us	YOS 3	30
	gets to spend three days a week working with us, which is great. But it's still quite limited	YOS 3	30
	if she's screening, every young person that comes through the door that is taking up most of her time, she is occasionally able to offer kind of actual kind of SLT sessions that she would normally do. So, she is occasionally able to offer those to our young people. But	YOS 3	30
	And it's that thing of kind of paperwork often getting in the way of practice	YOS 3	34
	they don't have the time or the energy or the effort to be able to put into kind of managing their need	YOS 3	60
	what kind of hinders that process? 8:21 YOS p2: It might be, you know, it could even be just time constraints	YOS 2	28
	I think that's a real hole in it they do need support from the the people who know them best after year 11	Edu 3	116
	the teachers are not necessary trained up or got the time or skills.	Edu 4	8
	t's a lot of admin time away, and you know, being in, in this in this world of behaviour now, you know, I'm constantly just waiting on an email, I'm constantly just waiting on, you know, a screening result I'm constantly just waiting on like a passport	Edu 4	39
	you know, it's [interviewer's name] in this world, you know, we, you know, obviously, in the profession that you're in is, it could take weeks,	Edu 4	39
	how do we speed it up on our end	Edu 4	39
	in an ideal world, I'd like to be able to sit down SENCO, as well and I would like to be able to sit down with the teaching staff sitting down with the teaching staff, and just know that it's not, you know, that's just not the going to happen No, no, teacher is going to be able to, to just pop in for thirty-minute meeting	Edu 4	57
	it's such a complex, long sort of process really, you've got to go through before they can really, really start to feel confidence as learners.	Edu 1	99

f that's their passion, if that's what they like to motorbike things, and yeah, then you get to do that in year 10. And then set exposed to so, much at the moment. They're there, you know, for year seven needs and stuff like that. Really? Yeah. They're already been last year seven and eight. 51:00 Interviewer: They are they are, 51:02 Education P1: and they have to wait till year 10 or go to college and	Edu 1	147
partly why I feel even this conversation with you is important because he's just goanna go down that road, if these actions are not put in place in terms of teachers or institutions, just taking time for young people	Edu 2	53
But the worker, not taking time to really understand how the young person interprets was that remorse	Edu 2	71
it just felt really not time effective are really not efficient way of working	SLT 2	24
we still do have a therapist there, but there's a little bit less time now.	SLT 2	52
it's like a deep dive for a really intense short amount of time. And then you write up a report, and then that's it, and then they get discharged.	SLT 2	54
what challenges and barriers Do you think there are to supporting them? 37:49 SALT p2: I mean, at [PRU's name] it's time. Time	SLT 2	86
but [PRU's name] don't have time for that.	SLT 2	86
I can't, I don't really have the opportunity to do all that like pushing back because my manager would say, Well, what are you doing there? What are you doing with your time allocated to that school? Like you have to see these students and you have to support so,	SLT 2	86
that's that's a really big barrier meeting with people yeah meeting with staff again they don't have time to talk with you	SLT 2	86
And they just have to like go go go they don't have any time to sit still and be like, Oh, that was horrible.	SLT 2	86
the majority of my time it's used within within YOS the day is there for youth early help but I think there's lots of work happening in YOS. And I it tends to be that the majority of my daily use up with that time. I think that's probably increased since we've kind of made the screens mandatory within… within YOS	SLT 1	13

	am screening all young people that that come through to the service. So, I think that in itself keeps me very busy. But then when you've got the kind of follow up with young people on top of that potential therapy sessions, professional meetings, trainings, all of that stuff, it kind of Yeah, it adds up...	SLT 1	13
	I think because what you know time capacity, but also thinking about how much information so I kind of a summary is written after every screen.	SLT 1	39
Funding difficulties	I'm thinking more along the terms of like training and stuff, like resources and stuff like that. 47:57 YOS P3: I certainly don't think there's enough. I don't think there's enough like for them ness, like necessarily like if we've if it's if they're not in mainstream education anymore.	YOS 3	85
	how best can the school and other agencies support that against what needs to be what resources needs to be pulled in and I know resources are limited, but in [LA] were more we have more resources than a lot of other boroughs	YOS 2	91
	realistically they need to put the funding into the people who know them it needs to be within our organization there's no point trying to send them off to someone else because what's the point	Edu 3	116
	the biggest story there you know, going into politics would be you know, the government make cuts within education and unfortunately, the first things that will get caught in education is inclusion, and support, so like TA, for example	Edu 4	75
	it comes down to government politics, [interviewer's name]. You know, because, again, it's a concern, A lot of people, you know, and a lot of things do get cut and again	Edu 4	75
	I wouldn't want to paint a picture that this kind of support is going to be with you for the rest of your life, that you're going to be having this	Edu 2	63
	the contracts kind of come and go, I suppose, depending on their budget. So, those schools, I guess you would have a lot more of these needs being picked up. But at schools that don't have that, then you are just back to your core is what we call the core service, which is assessment and advice	SLT 2	52

In terms of therapy. That's something that we've kind of looked at, especially at the end of this kind of this contract like the year that we've come approaching April, because we haven't brought in	SLT 1	41
only reserved for maybe he maybe EHCP cases, or where there's been an EP report	YOS 1	61
if we looked on an SEN route, is the child not being able to meet the threshold for certain plans not making not being able to hit the kind of barriers for the early needs grant stuff like that so you know, there'll be students that come into us and we identify the need and you know, we are an educational psychologists they'll come in and say well you know what we can see there's a need to have you noticed not enough to kind of go down any EHCP	Edu 4	75
when I've seen that being kind of dispersed out as there is kids there were, I think, right You can clearly see that this child is going to meet the plan, but you'll see a child that might not meet the plan and where do you make that decision? Do you make that decision on we say, right, well, this student is like a SEN k student, are are goanna put the money in to pull that SEN k student up, or are we going to do the early needs grant for the student that could meet a care plan now, but we're not going to give them a care plan yet you know, while the works being done for the care plan?	Edu 4	77
Because we're not, we're not feeding that 30% need where we've got somebody we say, look, this is the system. It's there are 60% now, but if we throw in and ENG, we can kind of control that at 60% instead of allowing it to go forward and get an EHCP.	Edu 4	77
with the 30%. Child. That's where [name of pupil we both worked with] 's up. Yeah, [interviewer's name] [Name of pupil] 's a 5% child that if we don't put an intervention on ENG in there, she will potentially be 60.	Edu 4	83
we feel that this child will meet any EHCP, but we'll give them an ENG now, while we get the work done Or not necessarily while getting the work done. But like, they're entitled to that. And they're right [interviewer's name] day, right? Because that child is entitled to it. But what happens to them 30% children, you know, then we're out? Yeah. Because then potentially, the	Edu 4	85

	child with the ENG will get EHCP eventually, they will be kind of paid for in the long run, where these 30% won't get the right support		
	yes, you know, confirm like, yeah, this is definitely worth an assessment or like, it could be something bureaucratic, like, no, because their addresses this, and this is there. So, actually, I don't see why this has come to [LA's name]	SLT 2	54
	from another kind of like barrier, there would be like, primary schools might be equipped with a TA, a child might have a need	Edu 4	75
	In certain schools, but they might have funding for an EHCP and the child might require 25 hours, and that school, reaching out money across a TA to do five or six students. So it's like, a bit of a bit of a market in there where I'm saying, you know, like, if they've got money for a TA, for one student, is it the right move to be put in three or four students that haven't got any EHCP around that TA? Or is it just prioritizing?	Edu 4	75
	the only way I can explain it quickly when they say if they met 30% of them EHCP? . If you allow them with no support in the next six months, they potentially would display somebody that might be 60%	Edu 4	77
	Could they be getting access to therapy in school, or kind of any additional support in school that they might be able to get access to	SLT 1	41
	if that's old, then comes into secondary school with a handful of strategies, and, you know, potentially an EHCP, you know, potentially that would prevent them coming to the [setting name]	Edu 4	75
	previous years, there have been more ongoing therapy sessions with young people, and there's been a better uptake in young people wanting to engage in sessions.	SLT 1	11
Impact of Covid	Normally we'd go to... to say now the structure sort of changed now. But it would go to the multi-agency team. I don't know if we have, I don't know he goes to it. I've kind of forgotten who goes to that now because of COVID. And like, previously, we have people roc up here do you see everyone who was coming to that meeting, but I don't know if we have an EP goes there anymore. I don't know, which is bad of me but all I know is I would normally refer through that system or refer it to SEN and then they	Edu 3	46

	would take that forward and then kind of come back to me and liaise with me about arranging for someone to see them.		
	with the COVID has been quite a really kind of step forward in technology is that we use Google Drive	Edu 4	35
	I really think we need to be joined up with YOS. Started to it started to happen and then obviously, for various reasons, I don't even it is I suppose a pandemic that has halted, but maybe we can pick that up again	Edu 1	69
	we work with the [name]. They're an agency that basically offer like adult workshops for parents to join into them workshops. Do you know 25:43 Interviewer: what [acronym] stands for? 25:45 Education P4: violence, aka, send it out to them often interview Yeah. They're very good, older, they're kind of seminars or online workshops online. So, you know, for parents in the lockdown, it was very handy (Education interview 4, Pos. 47-49)	Edu 4	49
	ordinary, like, the job that we're kind of usually doing, and then what we've been doing in COVID	SLT 2	9
	I do feel you know, the schools are trying their best. But if there is a backlog and you know, especially in this pandemic, has put everything back,	YOS 1	107
	they're not as present at the school. So, and obviously because of COVID	SLT 2	34
	And I think probably with this year, it's been a bit trickier because due to COVID, and virtual working, I think therapy sessions have been harder. So there hasn't been as much of that.	SLT 1	41
Limited capacity	case managers will just kind of take on stuff that is maybe a little bit beyond their kind of realm of expertise, because they are they feel very protective about young people	YOS 3	42
	the CAMHs, staff tend not to offer a huge amount of direct work to young people,	YOS 3	54
	you've got a class of 30 kids and one teacher, and if a kid is really acting up, they don't have the time or the energy or the effort to be able to put into kind of managing their needs.	YOS 3	60

we try and be as flexible as possible. But often we can't, you know, often we once we've been as flexible as we can be, we do need to kind of take action that we wouldn't necessarily want to take, I think that can be really challenging for were certainly I remember it being challenging	YOS 3	84
I totally get in schools, it's very different. You know, it's an establishment, if you've got so, many kids and classrooms are large, you, it's difficult for one teacher to obviously focus. And I think maybe that's why in the YOT, you know, we're able to offer more time, I think, to the young person, and then when we're not in a session with the young person, we have the space and time to liaise with professionals in the field (YOS interview 2, Pos. 45)	YOS 2	45
I've got a young person who's been waiting over seven months for an assessment. So that that really impact on that's impacting quite… quite a lot… in the way of the person	YOS 1	107
CAMHs will have their own caseload. There's only so much people can do.	YOS 1	129
But there's no one really there to assess need every person's needs. So that's a big barrier.	YOS 1	185
the (Name of setting) works on, we've got quite a skeleton staff	Edu 4	25
if we were saying right, this child really has the traits for ADHD, when you when you speak to local borough, It's about two three wait in, you know, two, three to three years for us is this is you know, there's so much happens and the child miss so much of their education	Edu 4	39
But in a big system of the mainstream school doesn't, doesn't get through very, you know, he wasn't given any extra opportunities because of his speech and language, communication difficulties.	Edu 1	123
he couldn't communicate in a class of 30, that he didn't understand what you've got to do.	Edu 1	125
But those didn't come out until they increased to two days a week. And we can't, you know, we can't send somebody, two days, we just have the one day a week.	Edu 1	125
that's a constant battle of the school right now in terms of just getting them to either consider some form of assessment for him to see what the next steps are.	Edu 2	53

	they don't get that kind of additional kind of space, or are able to have all these different things happening a	Edu 2	63
	I'm not in the school to know how tied up schools are. I don't know how busy they they get	Edu 2	89
	I can respect that they get busy,	Edu 2	89
	it's actually only really with the OT... mmm... CAMHs, and the EP service. I, they're not as present at the school.	SLT 2	34
	And it's like, well, unless you do you know, refer And I can really dig into that case notes and do a full assessment. It's very hard for me to just, you know	SLT 2	48
	although the offer is pretty similar, it is just one day. So, it's limited in terms of my capacity, but I am able to kind of offer consultation and advice to caseworkers that are working with young people, I can offer screens if caseworkers do have real concerns about young person that they think needs a screen	SLT 1	11
	think there's something in limited capacity and me seeing everybody	SLT 1	25
	I think therapy sessions have been harder. So there hasn't been as much of that. But I think historically, I would offer follow up sessions	SLT 1	41
	if I did it kind of tends to it might be around for sessions, then kind of doing some stuff with case managers of what can they carry over what can they kind of implement into their sessions, if they are in school, is their capacity to then share that with the school speech and language therapists Could they be getting access to therapy in school, or kind of any additional support in school that they might be able to get access to.	SLT 1	41
	we need schools to be thinking about screening those young people and is that you know, and I know, it's about time, I know, it's about capacity	SLT 1	59
	in an ideal world, I'd like to be able to sit down SENCO, as well and I would like to be able to sit down with the teaching staff sitting down with the teaching staff, and just know that it's not, you know, that's just not the going to happen	Edu 4	57
Understanding what other professionals do	we had a bit more joined up thing where we were having the communication structure was explained, we linked up with YOS more	Edu 1	47

	they had a good understanding of what speech language therapy was the need for in that service, and kind of how to use me and how to kind of utilize the skills and experience	SLT 1	11
No understanding what other professionals do	There's also, kind of people who are directly employed by [LA's name] who do specific jobs. And they kind of get lumped with specialists, but actually, they're kind of not specialists necessarily.	YOS 3	40
	So, I'm not sure if it's happening or not here.	YOS 2	27
	sometimes it's difficult to mmm for different professionals to mmm see the point of view that you're trying to get across. mmm and where you do try and advocate for a young person can sometimes be met with resistance	YOS 2	87
	I'm not sure. What, what those I don't know how safer neighbourhood officers work. I don't know. I really don't know.	YOS 1	107
	I don't know what goes on in schools now, at that particular age, but surely, you know, there is some kinds of transition, where schools send their information on to another school	YOS 1	195
	We've had we've had clinical psychologists refusing to see kids before and I'm like, oh, like I finally I find it really strange. I don't I don't know how I thought that was quite a big part of the role, but it's stuff like that.	Edu 3	104
	I'm not on that meeting. So, I'm not 100% sure how it works. Yeah. Last year was used to run that's when you do [professional's name] talk. She's probably a bit more about that one	Edu 1	59
	a lot goes on. I'm probably missing half, because I'm just so, used to it all being... you know	Edu 1	65
	hey did an audit for itself. I don't know their results to hand as a YOS did about how confident staff are and helping students understand like the consequent... 20:30 Interviewer: Staff at [PRU's name]? 20:31 Education P1: and yep, staff at [PRU's name].	Edu 1	69
	And they listed all the different things like referral orders, YOS rehabilitation orders, YOS cautions, YOS interventions. And it was I don't have exactly in front of me, but it was shocking that a lot of our staff didn't know what a lot of those things were, what the involve our knowledge base was very poor.	Edu 1	71

	guess what you're saying is some kind of training is needed and joint working? Is there any other kind of things that you feel is needed? 21:43 Education P1: mmm... I suppose just understanding the structure of how YOS works? And how, yeah. Yeah, I mean, I don't... err	Edu 1	72
	YOS, it's hard because I don't really know too much of that departments know what they can have	Edu 2	69
	the caseworkers were not really getting that information from the school. And now I'm at [PRU's name] side they don't have links with YOS, they don't know what most of the stuff means,	SLT 2	24
	you know, they don't know what a referral order is, or whatever or when they're if they're going to court or you know, just kind of what, what a lot of it means really, for the young person and how it might affect them and their behaviour at school. To be Yeah, to like plan and prepare for it	SLT 2	24
	I think school side now like now I'm at [PRU's name] I'm, I'm out of the loop	SLT 2	32
	'm not really aware of who is on the YOS caseload because that as much as they say that system is up and running it's it's not because I'm not aware	SLT 2	32
	So, not necessarily knowing what it is, but then also, like, how to navigate one like, what it's for what, how, how you can use it as a caseworker	SLT 2	70
	they had a good understanding of what speech language therapy was the need for in that service, and kind of how to use me and how to kind of utilize the skills and experience whereas I think in youth early help, I'm still doing a lot of that.	SLT 1	11
	I think sometimes it's quite hard to be giving advice and without knowing the expectations that you know, the kind of roles will rule understanding of the roles of the people that are working in those teams, and the kind of the expectations and what we're expecting them to do	SLT 1	21
	And the schools understand what YOS is, and they understand what happens when they're here because I think, historically that hasn't been the case.	SLT 1	43

Understanding SEN process & needs	as a case manager, you do need to have some understanding of speech and language and how that impacts a young person, obviously to be able to value the EHCP. And yeah, having consultations with a speech or language therapist, about the EHCP, or whatever stuff that you've gathered	YOS 2	29
	when you are liaising with schools, you know, just even knowing the process around SEN stuff. Kind of being aware of that, I think would help as well	YOS 2	89
	we can all learn about different needs and stuff. But how does that kind of manifest itself in the practice? mmm I think, you know, what, I guess it's just more understanding of what the different agencies do. And how do we, you know, what's the trajectory of this case? In the education sense? What do we want the young person to kind of achieve in, you know, the following academic year,	YOS 2	91
	We need to people like yourself to just identity those needs and to just to try and understand it because the teachers are not necessary trained up	Edu 4	8
	just understand a little bit more about Sen	SLT 2	70
	kind of knowing that the SEN system and how it works and	SLT 1	43
	And that sort of experience of the EHCPs inviting recommendations and advice	SLT 1	43
	it actually needs to have like a policy that we abide by, that we look into that we need to consider going forward, you know, because I think it's such a big one.	Edu 2	83
Understanding systematic pressures	you begin to think, well, gosh, you know, if I was in school, and I just saw this type of behaviour, maybe you know, because I do often get a bit down on schools, when I do see young people who have been through the system who obviously have issues that haven't been addressed or picked up. And then I remember actually, in my secondary schools in London, you've got a class of 30 kids and one teacher, and if a kid is really acting up,	YOS 3	60
	I do also, understand, like I alluded to earlier, they have a very difficult job.	YOS 3	70
	I just think people in schools are so, busy, and so, under pressure.	YOS 3	70

	And I think it's just I don't think it's on purpose. I just think they are so, busy and overwhelmed. Especially at the moment.	YOS 3	70
	what I have learned is that when you do recognize that with schools and are really explicit about the fact that you understand	YOS 3	82
	You know, it's an establishment, if you've got so, many kids and classrooms are large, you, it's difficult for one teacher to obviously focus	YOS 2	45
	I do feel you know, the schools are trying their best. But if there is a backlog and you know, especially in this pandemic, has put everything back	YOS 1	107
	you know, they're not going to, they're not going to get the support that they need. So, you know, it's all well and good about, you know, it goes further the government, it goes further. And what can the government do to make it better for young people	YOS 1	107
	they're under a lot of pressure you know, they've got yeah just a lot to do and a lot to take on and I know I keep saying this like back to their reflection time but you know, it's a it's a really hard environment to work in.	SLT 2	86
	the school systems set up, it's often exam focused. And that's kind of how they are judged and scored and marked. And actually, for most of them, that's just so overwhelming,	SLT 1	57
Offers of support not taken up	But we haven't got any referrals for what's called our deferred exclusion program.	YOS 3	9
	And then you know, you don't hear back from them about when you can go.	YOS 3	70
	the offer very definitely been there. And there has been some level of interest, but it No, it hasn't really happened so, far.	YOS 3	74
	The only way it really happens if it is if we are really persistent and kind of push it.	YOS 3	80
	Otherwise, we just don't tend to hear from schools	YOS 3	80
	In 2019. Since then, it's sort of I know, there's been a pandemic, and everything else has happened. But you know that process has stalled a bit.	Edu 1	47
	And there are some schools, I feel like, they think they just have everything. Sorted, we don't need no, we don't need no help. I mean, we don't need additional help. Who are you? You're not Superman. If you think you're brave enough. You're bad enough. All right, cool. Show us how	Edu 2	89

	to do it. So, it's almost like there's a set up for failure already. Right? their way works, prove that their way works.		
	I know from my point of view, it definitely still hasn't really been tackled is that when I started at the YOS, so, I was the first speech therapist there that they didn't have a contract with a speech therapist before	SLT 2	24
	But there was a bit of a block again, just people saying, Well, we've already got that information.	SLT 2	24
	I took a class with me to talk him through like, Okay, so, this young person has autism, this young person has learning difficulties. And he went, you know, what I call them lazy, lazy, lazy	SLT 2	94
	lo and behold, six months later, eight months later, something kicks off in their school, who do they call, you know, so then what we meant to do come in and humbly brag and be like you should have taken seriously back then.	Edu 2	89
Desire for joint working	although we try and make it so, that the assessments didn't cross over, they often would	YOS 3	34
	I just tried to I try and give a very positive message that look, you know, the YOS is here to support you in terms of like managing on people's behaviour	YOS 3	70
	And the messaging needs to be Look, this stuff we can do about this. And schools always take it very receptively, but I just think people in schools are so, busy, and so, under pressure	YOS 3	70
	I've said let me come and speak to your staff team about this issue, dah, dah, dah and everyone and the headteachers, were like, yeah, brilliant, let's do it. And then you know, you don't hear back from them about when you can go. And I think it's just I don't think it's on purpose. I just think they are so, busy and overwhelmed	YOS 3	70
	we would be able to go in and help a school kind of work with that child	YOS 3	72
	it like would screen them, maybe offer some sessions. So, we can offer kind of practical support with individual children.	YOS 3	72
	will be going in schools and speaking to the staff teams about kind of some of the issues that we see with young people that we've identified in the YOT,	YOS 3	72
	they would the whole offer from the YOS would be the same	YOS 3	76

we're happy to come in, we can run, you know, even offered to kind of run some sessions recently around knife I	YOS 3	80
And again, it was well received at the time, but nothing's happened kind of since to make it happen.	YOS 3	80
the YOS is involved in some form of kind of, you know, improvement plan. Or, you know that we try and keep that young person in the school.	YOS 1	199
So a lot of the work that we were going to kind of look at in the next two years is like going into the primary school	Edu 4	75
inked up with YOS more, and somebody came in from the YOS and did some training with us.	Edu 1	47
I really think we need to be joined up with YOS. Started to it started to happen.	Edu 1	69
maybe we can pick that up again. So, we need we we have it we before the link was through the speech language therapists who is working at YOS, okay. And has previously worked at [PRU's name	Edu 1	69
And you know what i mean. It doesn't get fed back to me, but maybe it's been fed back to somebody in the organization. But I should know that Really?	Edu 1	87
working on certain goals. Which are probably similar and could just be the same because surely that's more helpful for the young person and for their family	SLT 2	24
basically, I think it was that the YOS kind of information officer could produce a spreadsheet of you know, everyone on the YOS caseload, filter it for [PRU's name] kids, so, we'd have that on the spreadsheet and you know, YOS caseworker [PRU's name] tutor you know their contact details what order they're on, you know what their diagnosis is if they've got an education health care plan what the main needs are on it and you know just like key contacts that you know just kind of key information just to kind of yeah	SLT 2	26
[YOS SALT's Name] does a screen of every young person entering into the YOS. So, you know, that's doubling up as well	SLT 2	32
I went, I took a case, a class list with me. And I wanted to just go through with him	SLT 2	94
it's been really nice on occasions to kind of work work jointly, or even if they're not in the session	SLT 1	23

But I also think it's really nice to kind of have those good working relationships with staff where once the screen is complete, even if it's not my direct therapy that's needed.	SLT 1	23
I think now, there are management within YOS that have kind of taken on the responsibility to kind of champion that a bit and to learn more about it and to make sure that there are better connections with schools and with SENDCOs	SLT 1	43
Yeah, so I think there's something in and it's kind of been [YOS managers], and I tried, definitely think about what can we do to kind of spread the word within schools about what are we doing that's working,	SLT 1	45
I've recently joined, like a professional network where there is kind of professionals all across IYSS, that have been asked to kind of be part of this network where we all getting together and thinking about our Neet young people, and how we can get them back into education, training or employment	SLT 1	47
So that again, those settings are supporting them.	SLT 1	47
I think there's so many strands to it, that there is that real need for kind of working quite closely.	SLT 1	49
I think I think there are lots of barriers that are in place, I think that's often why we do need to work jointly,	SLT 1	51
hey did say it would be really good for us to go back and offer more because I think we offered like a three hour training but I think there was a lot that for them	SLT 1	55
If you're having difficulties, let's kind of you know, I'm still at the moment. I mean, I'm only a kind of a year into my current role	YOS 3	70
It's been very strange. In the not so, distant past, we didn't have the connection, then we made this connection, and it was starting to link up quite nicely. And now it's … we'd like to have to make the connection again.	Edu 1	69
And I think case managers anecdotally, like when I check in with them, when we have supervision and stuff, find that really, really helpful	YOS 3	27
gets to spend three days a week working with us, which is great.	YOS 3	30
she's able to do that after the screenings, but they do find that useful.	YOS 3	30

	The only one we do say which has to be straight away and at the assessment stage is [SALT's name]'s because we think that's really important to get sort of young person's communication needs. identified.	YOS 3	34
	So, [Connection worker's name] from Connexions is very good. She will work with all of our neet young people to try and identify.	YOS 3	36
	I think that as well, you know, having that insight from the CAMHs perspective.	YOS 2	21
	I would like to think that some schools care for external services coming in.	Edu 2	89
	I think it's kind of been I know that management have said here that kind of having us within the team has been really valuable and has taught	SLT 1	43
	we had an aim. And she wanted that piece of work to carry on and she …she drove it through, and she was person who made that happen.	Edu 1	69
Placing responsibility else where	he schools, the health visitors, you know, reception collapses, you know, nurseries, playgroup leaders, you know, all those people that have interaction with young people play schemes,	YOS 1	193
	she sometimes does not, you know, she I think it's that it's kind of like a blame culture. Someone wants to blame someone.	YOS 1	201
	YOT team come in, and they, you know, they put a program in place	Edu 4	65
	Some schools [interviewer's name], you know, they just leave it up to YOT team and the YOT take over, and again, I've seen a lot of schools do that with social care, you know, they say, social care is the top of the tree when you know, you've got them kind of safeguarding concerns, 100%, you know, that that is the right system to go. But, you know, again, looking at what we offer is, you know, social care is about working with them, it's not necessarily just giving them the responsibilities	Edu 4	65
	you can't just offload this on social care, because we know that, you know, soon the case is going to be closed,	Edu 4	65
	it's kind of the responsibility of the school to pass on any information to their back to the setting.	SLT 2	36
	there is always like, Oh, can you just pop your head around the door and just let us know what you think. Haha. And it's like, I see what you see, haha	SLT 2	48

	So, that would just need to be picked up again by a member of staff, or a parent or GP or whoever or an EP who says there's something going on, they need referral	SLT 2	52
	we fed back to the school, you know, it doesn't have it's not really the SLT and OTS responsibility to be doing this,	SLT 2	84
	I've worked with amazing teachers, but you know, there are teachers who aren't really accepting of all of that and alike. I'm not a special needs teacher, I'm a mainstream teacher,	SLT 2	92
	I've worked I worked in [local secondary school's name] for four years, which is an amazing school. But, you know, there there were staff who were very much like, this is a mainstream school for mainstream kids. This kid is not appropriate, like this kid should not be in my class. You should not be in this school. He needs to go. And, and I suppose just the kind of awareness	SLT 2	92
	nd it was like, the special needs kids were our responsibility. And not for everyone.	SLT 2	94
	it's then the case managers responsibility to come to me and organize a time for us to do that screen	SLT 1	29
	if they are in school, is their capacity to then share that with the school speech and language therapists	SLT 1	41
Poor communication	But it's also, kind of communication with schools and colleges that require sort of escalation to… to a manager if we're having difficulties getting hold of people	YOS 3	9
	difficulties of schools? I mean, I think I've talked about it really, I just think communication with them can be really difficult.	YOS 3	84
	I think, you know, we should reflect the findings of the EHCP more in our assessments as well. And just yeah, making sure we actually read the document.	YOS 2	25
	the information isn't always kind of gathered and analysed and incorporated in the current assessment. So, I'm not sure if it's happening or not here. The cases that I work on, I try and incorporate it. But yeah,	YOS 2	27
	but the school might have some information or another agency might have or CAMHs might have.	YOS 1	181
	but I think the school should send should be some form of communication.	YOS 1	195

No, because you can email at school, and it can be very difficult to get the information I've had frustration. Trying to get information from a school	YOS 1	197
That first school I tried to email nothing. Second school very, very scanty information, and [PRU name] hardly have anything.	YOS 1	197
I'm constantly just waiting on an email, I'm constantly just waiting on, you know, a screening result I'm constantly just waiting on like a passport.	Edu 4	39
Because it's it depends on how much information you get from other previous schools as well	Edu 1	29
some students don't come in much information that will be put onto the student summary.	Edu 1	31
It's they all have to come with a passport. We've sort of refused to take them without our passport. But you know, there's always exceptions to the rule isnt there	Edu 1	35
if they're coming from different secondary schools, have, you know, some give, okay, information, some don't give hardly anything.	Edu 1	35
if they're on being permanently excluded. It's quite quick then. And we kind of have to take them whether we've got the information or not, but we would, if it's a managed move, we've got time to sort of try and get more information.	Edu 1	35
they haven't come to us and we haven't gone to them.	Edu 1	69
Our feedback isn't great. So, I, I wouldn't know if they missed important or not.	Edu 1	87
It doesn't get fed back to me, but maybe it's been fed back to somebody in the organization. But I should know that Really	Edu 1	87
once we reconnect with yos, I think we can keep building on that it was all going in the right direction as in we were getting more information... mmm...Things some if they're safeguarding issues, we might not get to hear about some some things.	Edu 1	119
The Salt, also, did the speech and language passport for him that went out to all the staff, maybe, I don't think it did	Edu 1	125
there's something around in terms of the school, that that potentially could be a barrier. Because the school might know, the school might not give all of the information	Edu 2	87

I've done workshops in schools before, where I've just gone in and they haven't given they haven't haven't given any background in relation to that young person in particular, I've had to almost found out find out by myself, I'm like, oh, such and such was a bit disruptive, like, what was happening? And then they'll tell me everything. I'm just like, oh, he could have told me this. Before I went in there,	Edu 2	87
can't let people step into the dark like that, and not necessarily say anything.	Edu 2	89
And we try meet the therapist at [PRU's name] at the time, and I tried, you know, set up like a system where we could share information about young people and, and it just kept falling apart really from both sides from [PRU's name] and from YOS,	SLT 2	24
know, you've got a key member of staff at [PRU's name], who probably knows that student really, really well and has loads of knowledge. And then you've got a YOS worker who will also, develop a relationship with that student at Child young person. And, you know, needs to tap into that knowledge and or vice versa	SLT 2	24
where they are refusing to attend school, they don't attend school, but they have to attend YOS appointments. And such as all this great information. And I don't know it, I [YOS SALT's name] it. And I kind of tried to revisit that this year. But there was a bit of a block again, just people saying, Well, we've already got that information.	SLT 2	24
when I was at YOS, the caseworkers were not really getting that information from the school. And now I'm at [PRU's name] side they don't have links with YOS,	SLT 2	24
asically, I think it was that the YOS kind of information officer could produce a spreadsheet of you know, everyone on the YOS caseload, filter it for [PRU's name] kids, so, we'd have that on the spreadsheet and you know, YOS caseworker [PRU's name] tutor you know their contact details what order they're on, you know what their diagnosis is if they've got an education health care plan what the main needs are on it and you know just like key contacts that you know just kind of key information just to kind of yeah	SLT 2	26

	we go to meetings we know and it's like okay, maybe you know, maybe that's held by like a few people in their mind or somewhere not spread out wide necessarily might be a case by case basis as well.	SLT 2	28
	I'm not really aware of who is on the YOS caseload	SLT 2	32
	You'd like to think that we had picked up on stuff, but we've got our own issues where, you know, a child maybe have may have been known in the early years, and then moved and came back or something, so, then they're not known anymore	SLT 2	50
	I call them like, random assessments. So, it's basically, like I said, it could be a [neighbouring LA 2's name] in the [LA's name] school, or [LA's name] child in a [neighbouring LA 2's name] school, for example. So, they're really not known to us, like at all.	SLT 2	54
Frustration with network	ots of kind of different people involved, which we know young people don't really like and also, is often difficult to manage	YOS 3	42
	you are often doing the job that other people should be doing really	YOS 3	58
	I do often get a bit down on schools, when I do see young people who have been through the system who obviously have issues that haven't been addressed or picked up	YOS 3	60
	What am I doing about it? Like these kids were NEET before they came to the YOS	YOS 3	66
	And you're asking me what I'm doing about it. Like, what were you doing? Well, what was the school's doing about it? What was the education department doing? What was the SEN team doing about it?	YOS 3	66
	What was going on underneath the behaviour? And I find that frustrating?	YOS 3	66
	I don't tell schools how frustrated I am with them, sometimes, obviously, because I want to maintain positive working relationships	YOS 3	70
	the only thing that helps really is persistence from our side, because you don't, you tend to only really hear from schools when things go wrong.	YOS 3	80
	it takes for a young person to commit an offense, or all their issues to be highlighted when they're in the YOS. And that shouldn't be, it should be that, you know, this young person's needs should have been identified long ago	YOS 1	107

you know once once a kid kind of tarred with that brush mainstream schools in particular are you know, they kind of done	Edu 3	76
working with other professionals, like, for example, working with a clinical psychologist, speech and language therapist, or an educational psychologist, what has your experience with working with those professionals been like to help support these young people. 43:51 Education P3: And it's been good, and it's been quite bad well	Edu 3	103
we've had some really good staff being of all of the time to really kind of engage with the staff. And again, when they actually bother to engage with the staff and student	Edu 3	104
we've had staff who will do a lot of the behind-the-scenes stuff and not engaging the staff or kids and it like how to You can tell me when you want to do this, but should you not be leading or modelling or should you not be meeting the child yourself.	Edu 3	104
We've had we've had clinical psychologists refusing to see kids before and I'm like, oh, like I finally I find it really strange.	Edu 3	104
We're like not even given the strategies we have had clinical psychologists, actually refuse to give us strategies. So that was quite shocking, I think from quite an experienced clinical psychologist as well, we were all quite angry,	Edu 3	104
lo and behold, six months later, eight months later, something kicks off in their school, who do they call, you know, so then what we meant to do come in and humbly brag and be like you should have taken seriously back then.	Edu 2	89
And that was really frustrating when you when you have staff, you kind of sit back and don't take lead	Edu 3	104
you know, YOT team come in, and they, you know, they put a program in place and it's about kind of sharing that with the school, and, you know, for the school to be able to act on them, then kind of actions as well so, you know, for example, we've got a young lady who's just committed a crime at the moment, and instead of kind of saying, Well, we've like, bad, bad, bad,	Edu 4	65

And I think as a as an external member of staff I think it's really confronting you know, you you're doing your work in life and living your life and then you pop into [PRU's name] for a couple of hours. And you know, one kids bashing down a door and another kids call do something horrific, or whatever and, and that is like, Oh my god,	SLT 2	86
You know, where we were, like, a bit angry with a school and we were saying to them,	Edu 1	121
what has your experience been of working with other professionals to support them to act says education or to make educational progress, 15:03 Education P2: it can be tough.	Edu 2	28
With the situation by the school didn't give you the background information. Why do you think that was? 47:10 Education P2: mmm.. saying competence and negligence for the most part.	Edu 2	88
I can respect that they get busy, but also respect that you have a whole adult coming into your class to teach or to do some work.	Edu 2	89
there are some schools, I feel like, they think they just have everything. Sorted, we don't need no, we don't need no help. I mean, we don't need additional help. Who are you? You're not Superman. If you think you're brave enough. You're bad enough. All right, cool. Show us how to do it. So, it's almost like there's a set up for failure already. Right? their way works, prove that their way works. And then lo and behold, six months later, eight months later, something kicks off in their school, who do they call, you know, so then what we meant to do come in and humbly brag and be like you should have taken seriously back then	Edu 2	89
But we're not in here to cut our nose to spite our face with a we're dealing with young people's lives. I'm not here to check out how much Ofsted you've got in the last how many years, but I'm here because of that young person, right? could really care less about the fanciness of your school?	Edu 2	89
the patient in teachers is wearing thin. And it's not meant to. I'm not asking for, for for an abundance of patience, I just feel like it's thinning.	Edu 2	93

where they are refusing to attend school, they don't attend school, but they have to attend YOS appointments. And such as all this great information. And I don't know it, I [YOS SALT's name] it. And I kind of tried to revisit that this year. But there was a bit of a block again,	SLT 2	24
I think I like not not great, really, because it did it did feel very disjointed. It felt like we were just supporting YOS to do the stuff. So, I don't really have much to say about that.	SLT 2	78
For an external members stuff, it's very difficult. Because you're expected to, I mean, I literally had my end of year, like discussion with them yesterday. And they were saying, you know, how great it was that like the, you know, myself and the OT are able to just sort of like go in and like, roll our sleeves up and just get stuck in. But I mean, that's not really necessarily the right way to be working	SLT 2	86
And it is a lot of fighting fires. And one week, it's, we need this, and we need this today. And then the next week, it's forget that now we need this.	SLT 2	86
And I'm aware that CAMHs and the EP service, for example, don't or won't, or cant or whatever work in that way, for various reasons. And they do push back more.	SLT 2	86
particularly it [PRU's name] it is, is a very chaotic environment.	SLT 2	86
I've worked with amazing teachers, but you know, there are teachers who aren't really accepting of all of that and alike. I'm not a special needs teacher, I'm a mainstream teacher,	SLT 2	92
I've worked I worked in [local secondary school's name] for four years, which is an amazing school. But, you know, there there were staff who were very much like, this is a mainstream school for mainstream kids. This kid is not appropriate, like this kid should not be in my class. You should not be in this school. He needs to go. And, and I suppose just the kind of awareness	SLT 2	92
I think sometimes it's quite hard to be giving advice and without knowing the expectations that you know, the kind of roles will rule understanding of the roles of the people that are working in those teams, and the kind of the expectations and what we're expecting them to do	SLT 1	21

	working within the speech therapy team that I do we have certainly started to think about Look, this is the push YOS this is what we want to be doing it within the YOS team but actually, there's scope here for you guys to be doing something in school as well because you're already there. They know you. It doesn't have to be me that comes in and does it. It could be that I link up with you or we do it jointly.	SLT 1	45
	ven like, sometimes people are quite lazy and try and pass a lot of it though us.	Edu 3	104
	hey are they feel very protective about young people, which is don't want to refer them out for whatever reason.	YOS 3	42
Resistance to change	sometimes it's difficult to mmm for different professionals to mmm see the point of view that you're trying to get across. mmm and where you do try and advocate for a young person can sometimes be met with resistance	YOS 2	87
	that's a constant battle of the school right now in terms of just getting them to either consider some form of assessment for him to see what the next steps are.	Edu 2	53
	I would like to think that some schools care for external services coming in. And there are some schools, I feel like, they think they just have everything. Sorted, we don't need no, we don't need no help.	Edu 2	89
	So, I think some schools are very defensive. But we're not in here to cut our nose to spite our face with a we're dealing with young people's lives.	Edu 2	89
	make some room for me, essentially. And for the most part, the majority of the schools have, some schools don't. And when they don't have the question, why you don't make any room?	Edu 2	89
	there was a bit of a block again, just people saying, Well, we've already got that information. We don't we don't need a new kind of system. And I'm like, but do you because as far as I'm aware, you don't	SLT 2	24
	whenever when we try to bring it back up again at the start of the year, it was kind of like oh, it's fine	SLT 2	28
	yeah, [PRU's name], it's quite difficult linking in with other. Yeah, other people in the multi-disciplinary team	SLT 2	34
	but [PRU's name] don't have time for that. They're just like, No, no, no, no, we just want it. We want it today.	SLT 2	86

	I definitely had conversations with people. I mean, actually, this is a direct quote, oh God, this was a... haha..., this was a, like a think a year 11 class with basically all of them have special needs, they all had EHCPs for pretty much like moderate learning difficulties. And so, this teacher was one of those really old school teachers who was like, you didn't have ADHD in my day, sort of thing	SLT 2	94
Lack of joint working	What else does Joint Working look like for somebody who's offended? 11:28 Education P1: Okay, well, this is a bit of a things that's dropped off, I've realized recently. So, we used to it, I just used to get a list.	Edu 1	46
	But even they felt quite we as learning support department were quite disjointed from the rest of the school. And it was like, the special needs kids were our responsibility. And not for everyone.	SLT 2	94
	joined up with YOS. Started to it started to happen. And then obviously, for various reasons, I don't even it is I suppose a pandemic that has halted	Edu 1	69
	I haven't made a connection yet. Which probably I should. And I definitely should we should. So, there hasn't been... that could be pandemic though, where there hasn't been... they haven't come to us and we haven't gone to them	Edu 1	69
	when it PRU's name? It's not, it's what the school wants support with for them? And where is it the YOS, it's what the YOS wants support with for them.	SLT 2	20
	can you help us think of an intervention, but it won't be offending based, it will just be, you know, whatever they're finding difficult in school	SLT 2	20
	it would be very kind of bespoke to YOS type stuff	SLT 2	20
	joint working now, at the moment, it's actually only really with the OT... mmm... CAMHs, and the EP service So, and obviously because of COVID. You know, maybe if you're in school more, and everyone's in school more, you've crossed	SLT 2	34
	no, this year, it's really just been an OT. And again	SLT 2	34
	YOS has a set amount of time to work with a young person. And they have quite big goals of like, you know, what they put on their intervention plans and whatever and what they	SLT 2	24

	want them to achieve. But at the same time, they're also, known to [PRU's name] who are also, working on certain goals. Which are probably similar		
	I think I like not not great, really, because it did it did feel very disjointed. It felt like we were just supporting YOS to do the stuff. So, I don't really have much to say about that.	SLT 2	78
	And I do think that it would be better if that was joined up with Yeah, their education setting to say, you know, what goals have you been working on? Or, you know, what can we both be working on? Or if these are the goals, who's going to be responsible for which part of it or whatever?	SLT 2	80
	I think stuff like that is really needed. Because, obviously, in schools, you've got various people all working with the same young person. And yeah, and they might just not necessarily consistent as to how they're working with them	SLT 2	82
	And it is a lot of fighting fires. And one week, it's, we need this, and we need this today. And then the next week, it's forget that now we need this	SLT 2	86
	joint working, I think that's, that's the barrier for, you know, the speech and language therapists to also, work with those colleagues because they're going to work very differently to how to how we do	SLT 2	86
	a lot of the time workers might place promises that they might not be able to kind of keep,	Edu 2	13
	I'm not going to be here for a week or a year. And, and in saying that investment, like how much what was the point of me investing all of this in you, if you're either going to be here for like a short stint	Edu 2	87