

Education Training and Employment in Youth Offending Teams



Difficult words



In this report there are some difficult words.

Here is what they mean:

Excluded

To be excluded means to be stopped from joining in.

If a child gets into a lot of trouble at school they can be excluded. This means they are not allowed to go to school.

Pupil Referral Unit - or PRU

A child might go to a Pupil Referral Unit if they are excluded from school or finding it hard to get the support they need at school.



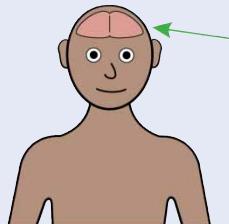
support



Pupil Referral Units give children more support and help them learn more and behave better.

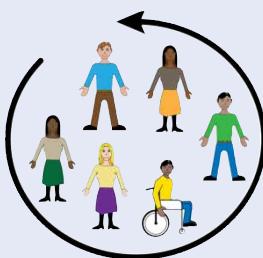


Neuro-diversity



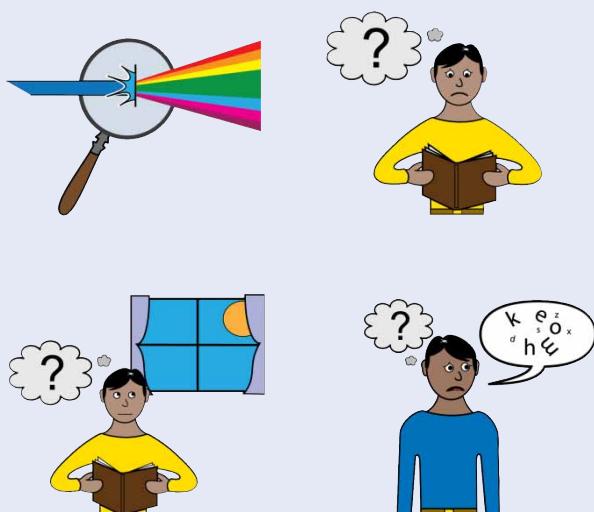
Neuro means about the brain.

Diversity is about difference.



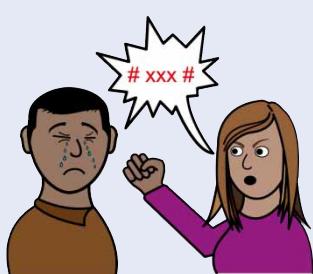
Neuro-divergent people may:

- Be autistic.
- Have learning difficulties or disabilities.
- Have Attention Deficit Hyperactivity Disorder – ADHD.
- Have speech and language difficulties.
- Have tic disorders.
- Have brain injuries.



Trauma

When people go through very frightening or shocking things they can feel bad. This is trauma.

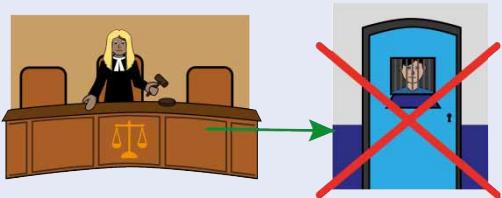


Trauma can make people very unwell - both mentally and physically.



Education, Health and Care Plan or Individual Development Plan

These are plans that say what support a child needs.



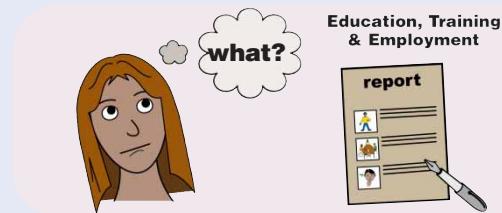
Community Sentence

A judge can give people a community sentence instead of sending them to prison.



A community sentence can say that people must get help to stop getting into trouble.

Note: This report has been amended to allow for ease of reading. This includes the use of hyphens for the words neurodivergent and neurodiversity (neuro-divergent and neuro-diversity), following specific requests from the lived experience groups who were consulted as part of this inspection.



What is this report about?



This report is about Education, Training and Employment Services for:

**children
11 to 18**



Children between 11 and 18 years old.

YOT



And who are supported by the Youth Offending Team.



How do things work?

Youth Justice Board

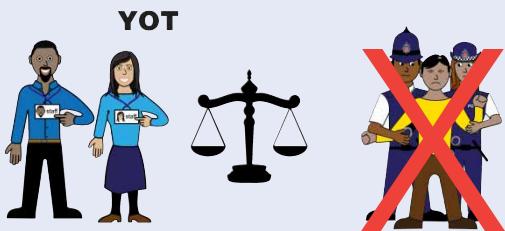


The **Youth Justice Board** looks at what happens across England and Wales.

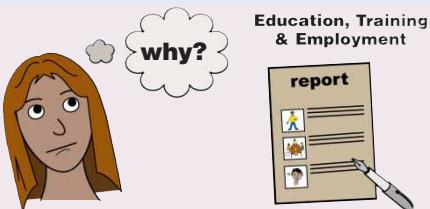
Youth Management Board



Youth Management Boards say what should happen in their area.



Youth Offending Teams work in one area. They help children keep out of trouble with the law.



Why write this report?



Education, training and employment can change people's lives. It is important to get this right.

some children



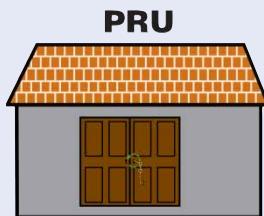
Some children who are supported by Youth Offending Teams:



Don't get good chances of education, training or employment. They:



- Are excluded from school.



- Are sent to pupil referral units.



- Don't get the chance to take exams.

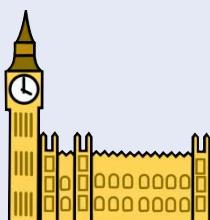


- Only go to school part time.

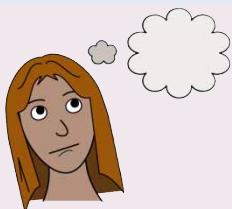


If they are old enough to leave school, they are not in education, employment or training – NEET.

Education, Training & Employment



This report tells the Government how to make things better.



About the children supported by Youth Offending Teams

many children



Many of the children supported by Youth Offending Teams:

school



- Have problems at school.



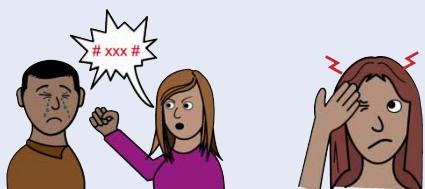
- Have trouble with reading, writing and maths.



- Have trouble with speaking and understanding.



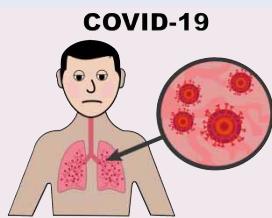
- Have learning difficulties or are neuro-divergent.



- Have had frightening experiences – trauma.



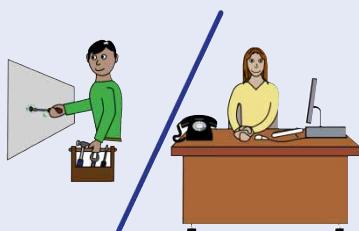
- Have education, health and care plans if they live in England.
- Have individual development plans if they live in Wales.



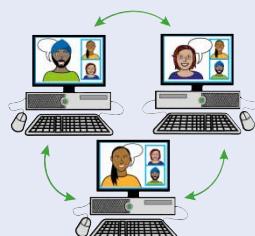
Problems during Covid-19



Covid-19 made things harder:



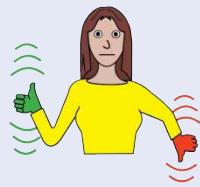
- Jobs were harder to get.



- Lots of learning went on-line.



The report looks at how things are working



It found good things and bad things.

action plan



It said what needs to happen to make things better.



Here are the good things

Youth Management Board



Youth Management Boards know it is important to:

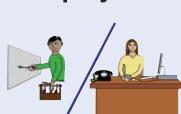
Education



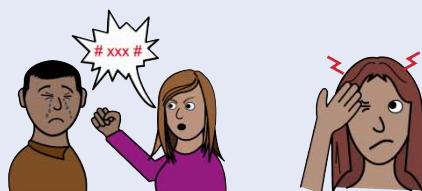
Training



Employment

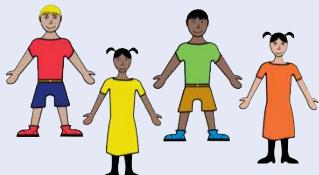


- Treat education, training and employment as important.



- Understand what has happened to the child.

child first



- Put the child's needs first.

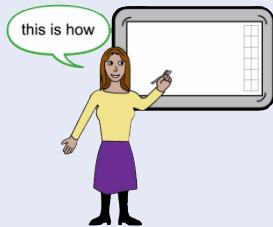


Youth Offending Teams:

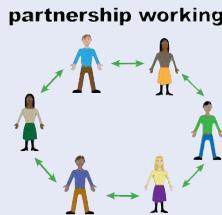
support



- Have enough time to support children well.



- Get good training.



Good partnership work makes a big difference.



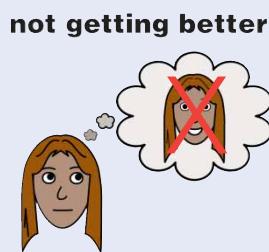
Partners need to be specialist education, training and employment services.



Here are the bad things



Children who need the most help get too little support with education, training and employment.



Things are not getting better for too many children.



This is putting them more at risk.



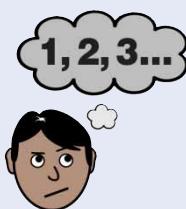
This means it can be harder to make a difference.



If children don't go to court the system doesn't count them.



This means it is harder to know what is happening to them.



Also, the system doesn't count:



- How many children have been excluded from school.

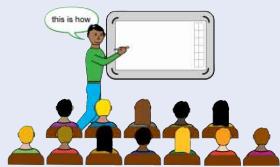


- How long children spend at mainstream school.



- How well Education, Health and Care Plans and Individual Development Plans are working.

college or training



- How many children are at college or training.



don't know



assessment



support



There are things that make it hard for children to use the services.

Most children's plans are OK but many plans have been written about the child, not with them.

More than half the children have been excluded from school.

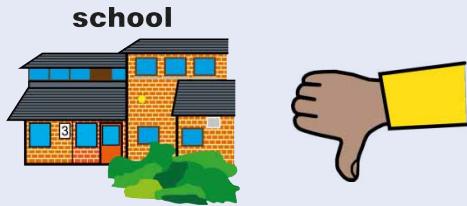
These children need more help but often get less help.

Sometimes no-one knows if a child is being taught.

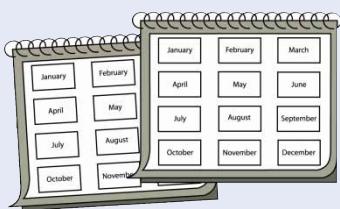
Sometimes children don't have a proper assessment.

Many children with disabilities don't get the support they need.

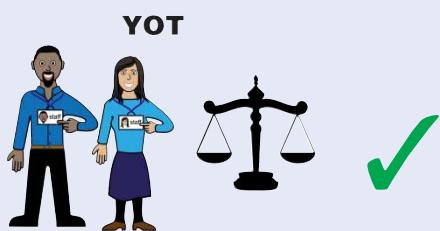
Outcomes



A big problem is that by the time the Youth Offending Team gets to work with a child they already hate school.



Many children haven't been to school for more than two years.



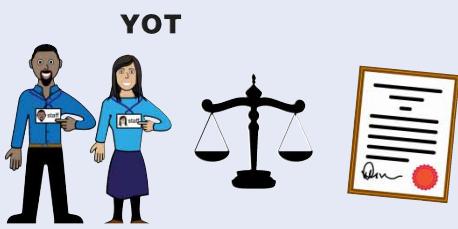
The Youth Offending Teams do help children move on with education, training and employment. But more needs to be done.



Most people need Level 2 English and Maths for work.



Most children don't get this.



Youth Offending Teams should help children get Level 2 English and Maths.

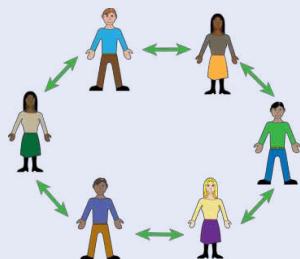
action plan



Recommendations

Here is what the report says should happen.

1. Education and justice leaders need to work together.



early support



They should make sure the needs of children that get into trouble are known and met earlier.

Youth Justice Board

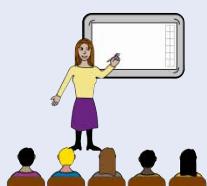


data

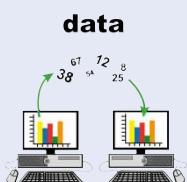


2. The Youth Justice Board should change the information they collect.

right things



This will help them know if children are learning the right things.



The information they collect should include children who don't go to court.

Youth Management Board



assessment



3. Youth Management Boards should make sure that all children have a full education, training and employment assessment.

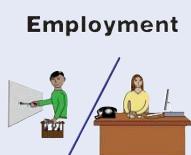
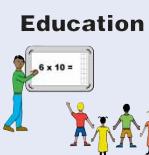
Youth Management Board



4. Youth Management Boards should work with the local authority to:



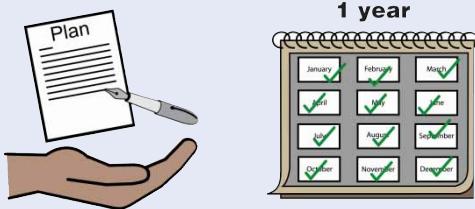
Know how many children are excluded from school.



Know how many children go to school, college, work or training.



Know how many children get extra support at school.

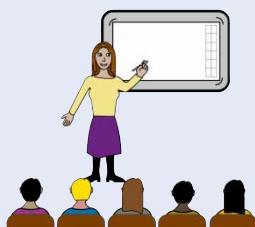


Make sure that Education, Health and Care Plans in England or Individual Development Plans in Wales are checked every year in line with the law.

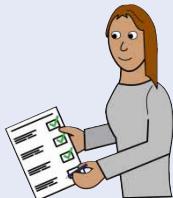


Level 2

5. Plan for children to do well with education, training and employment. This includes getting Level 2 in English and Maths.

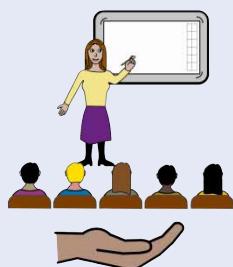
training

6. Offer more training for children who are old enough to leave school.

check

7. Check the progress of children who have:

- An Education, Health and Care Plan or Individual Development Plan.



- Have special educational needs or additional learning needs.



- Are permanently excluded from school.

police**YOT**

- Get sent to the Youth Offending Team by the police, not a court.

released

- Are released under investigation.