



# Rethinking care for adolescents

Janice Nicholson - 12<sup>th</sup> July 2017

# No Wrong Door

## The challenge

- High-needs adolescents with poor long-term outcomes i.e ETE
- 'We didn't know what we didn't know' – unmet needs
- The system does not cope well with these young people

## The vision

- Ensuring young people access the right services at the right time and in the right place to meet their needs
- Permanence in a family setting
- 'Fast in, slow out' = no move until it's the right move

## What was needed

- Change/embed practice, culture & build relationships v partners/agencies
- Ensure partners understand balance v innovation & 'risk avoidance'
- Collect consistent data/evidence to make the moral, business & evaluation case for the model
- 'Reset' tricky relationships v young people & services, e.g. police perceptions of adolescents /families
- 'Push the boundaries' such as:
  - new uses of 'bespoke' placements/ Ofsted exemption - now accepted practice
  - RAISE process (risk manage not risk averse!)

## What is it?

**1<sup>st</sup> wave Innovation Programme 'rethinking care for adolescents'  
confidence from DfE - funding to support hypothesis!**

- Integrated service for complex adolescents
- Needs addressed in single team of specialists - working together 'shared language & practice'
- One consistent key worker - follows young person through placements
- Range of accommodation options, services and outreach support
- Edge of care work with families (prevent entry to and out of care)
- Residential care used to stabilise situations, with continuous assessment and risk management

## What's innovative

Pulling expertise into the team instead of passing cases on

- Engaging wider group of professionals
- Training in evidence-based practice: e.g. RP, SOS, TCI
- Consistency & clear purpose (TOC)

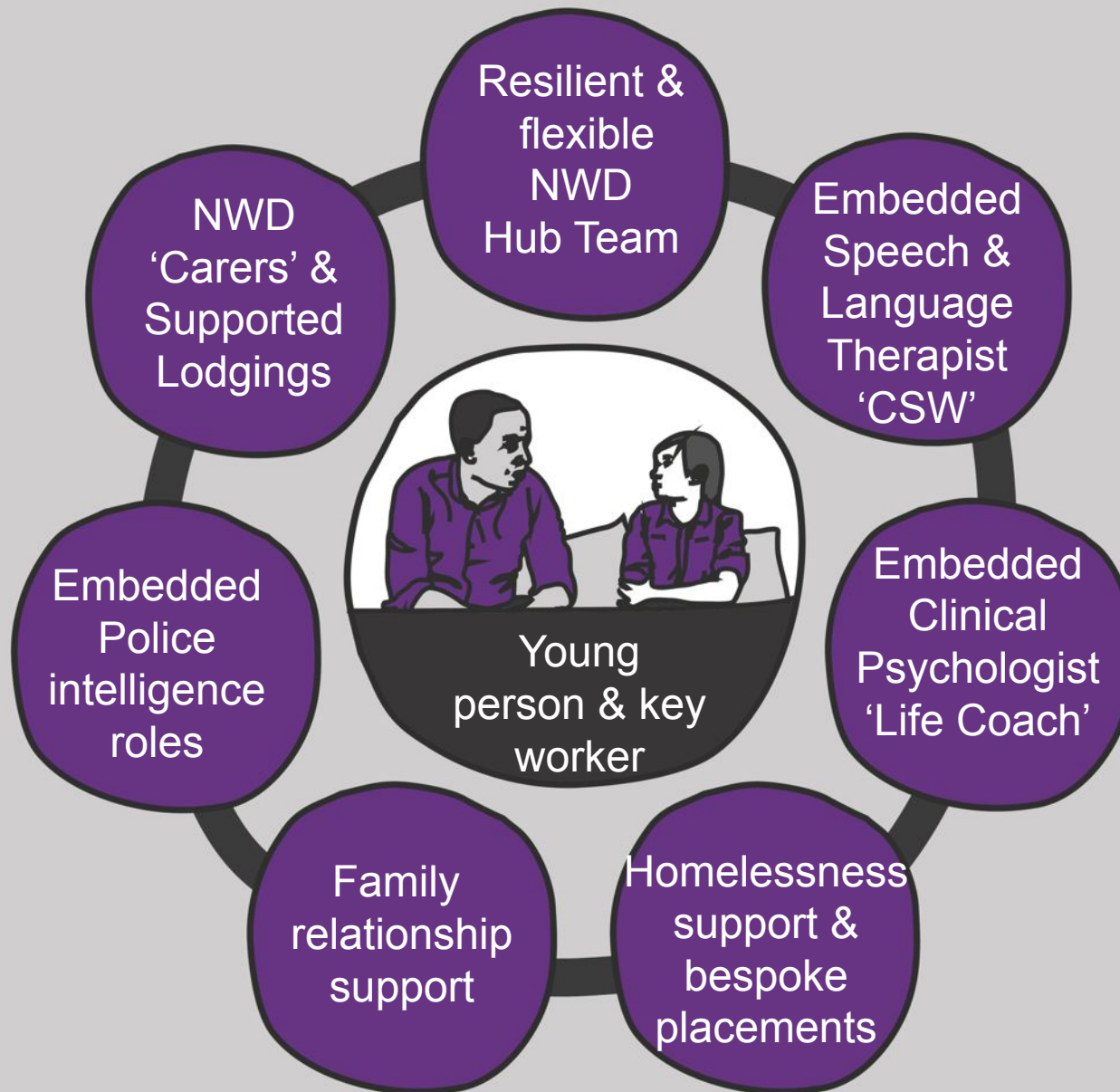
A genuine commitment from leadership to co-producing provision at every level

- Co-designing with young people
- Working in partnership
- Practitioner-led development

Changing system conditions by thinking differently about assets, resources and value for money

- Focusing on long-term value for money
- Using existing placement options in new ways





## **More than 'sum of their parts' - joint training to reluctant school**

### **'Impact of abuse & neglect on communication & attachment'**

- Insecure attachments - severely affect ability to communicate & interact with others
- May have reduced ability to form healthy relationships throughout life
- Language and behaviour learnt during interactions and life experiences
- Experiences impacting on mental wellbeing
- SLCN more likely in LAC population

**IMPACT – YP accepted into school !**

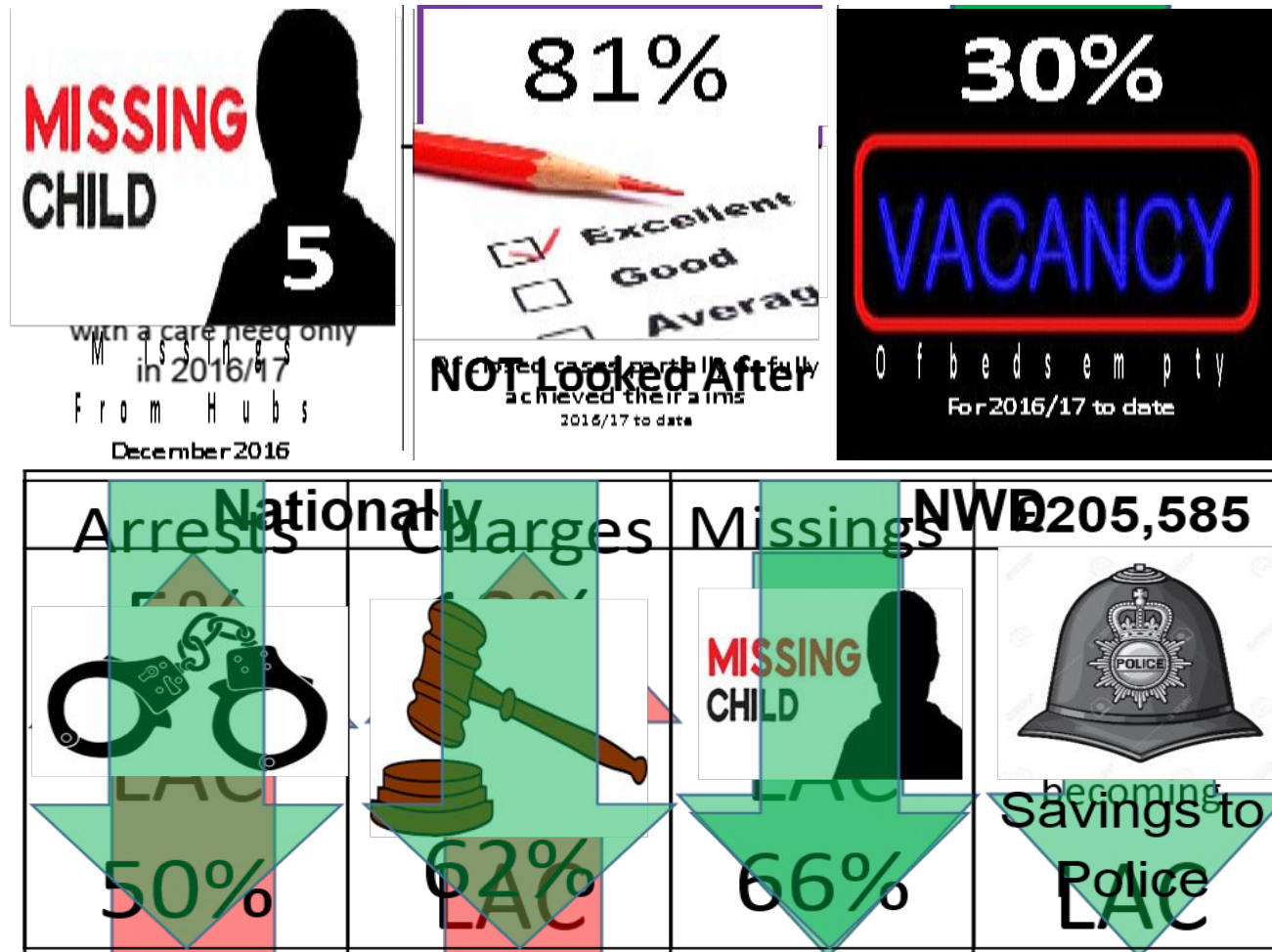
## Emerging outcomes

It is evident that working together is the key!

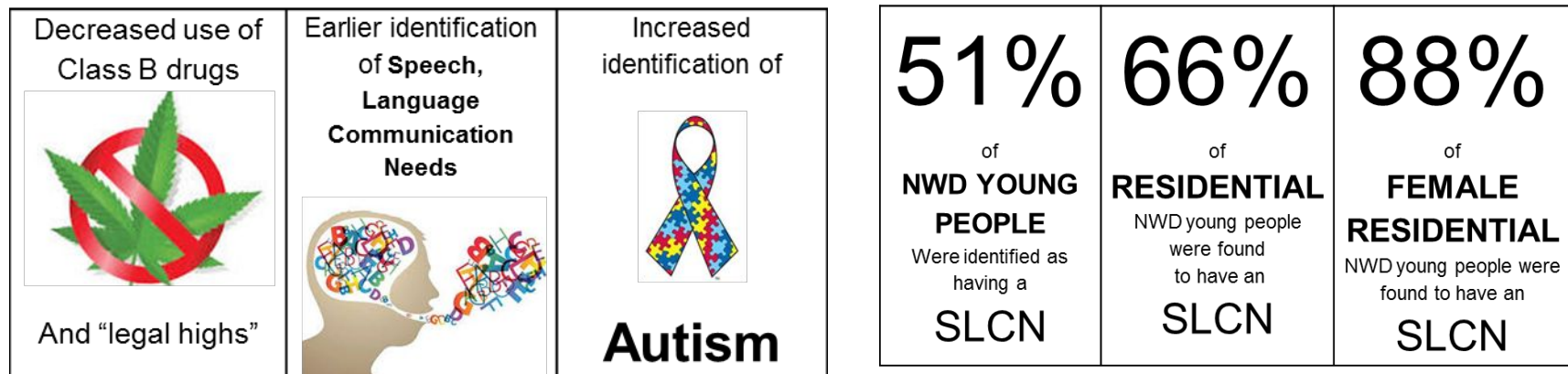
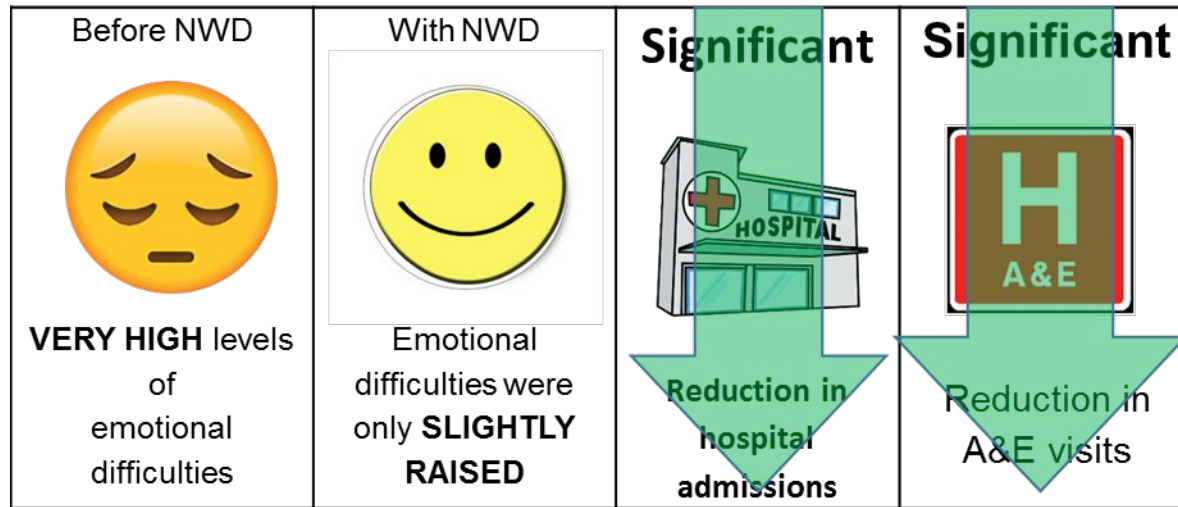
***“Normally we would never be working together...  
it is the wrap around support that makes such a  
difference”***

NWD Life Coach (embedded Clinical Psychologist)

## Emerging outcomes



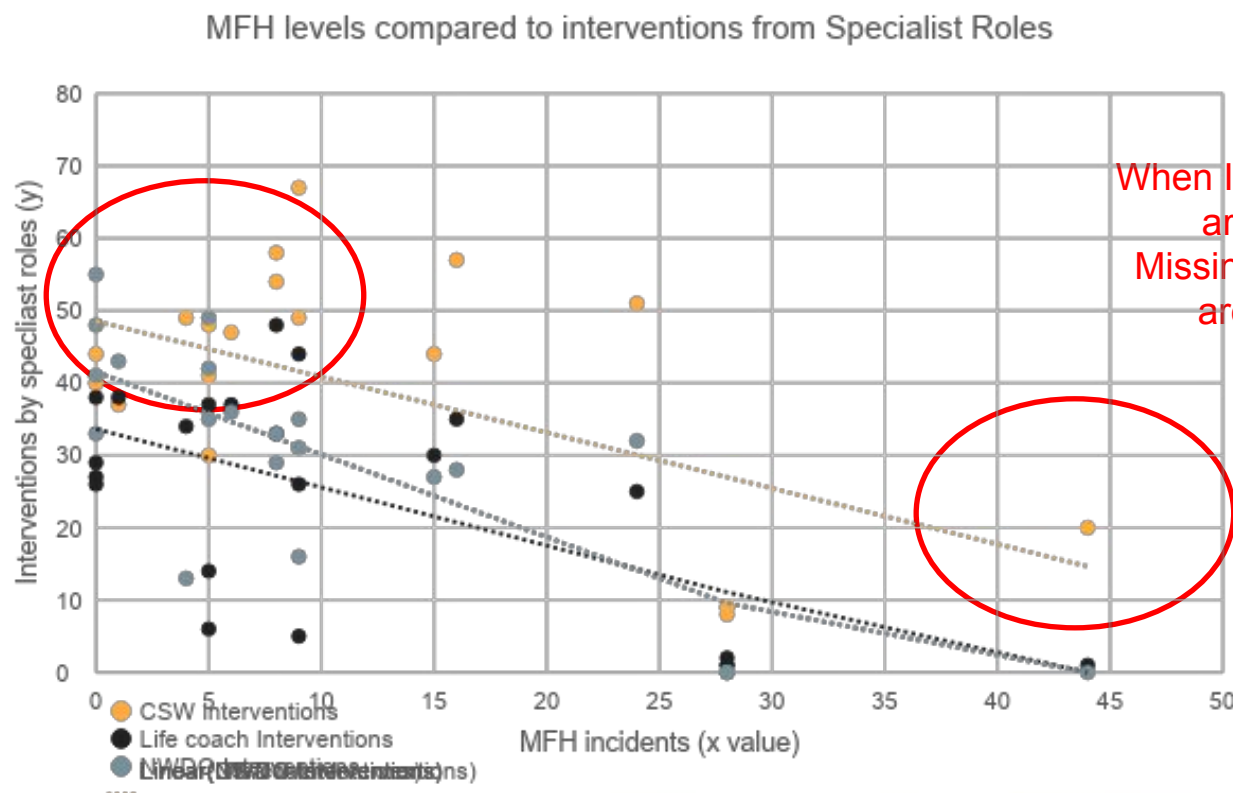
## More emerging outcomes





## ANALYSIS – MISSINGS FROM HOMES

When Interventions  
are HIGH  
Missing incidents  
are LOW



When Interventions  
are LOW  
Missing incidents  
are HIGH

Linear correlation work – impact of roles ‘not by chance’

## The experience of young people

We think this is a good residential worker.

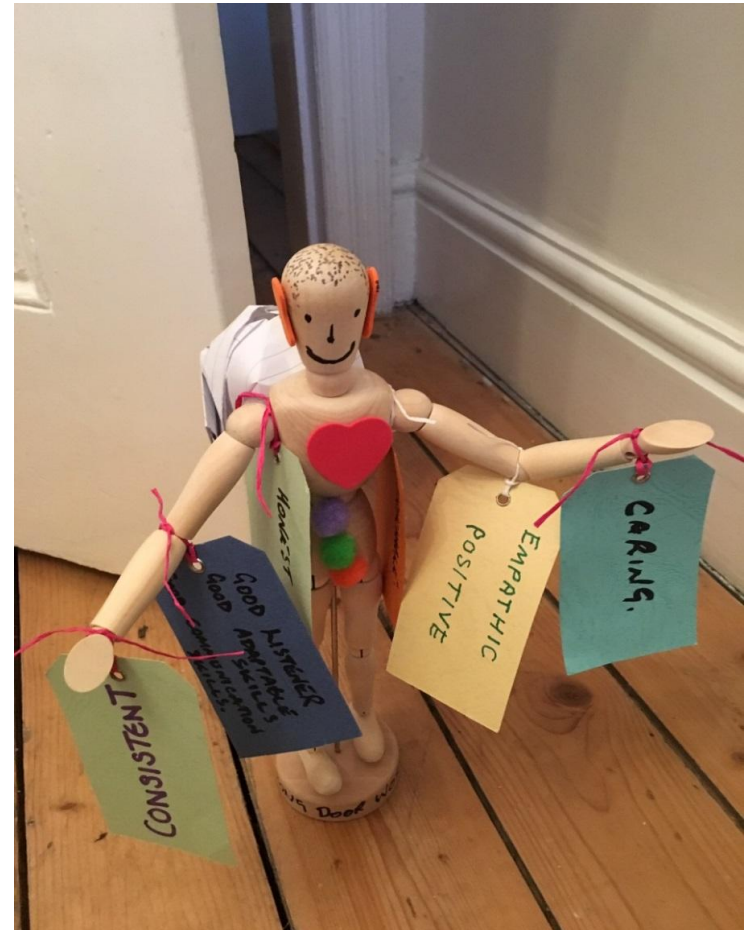
They have a big heart, big ears for listening.

They carry a big bag on their backs so that they can carry loads for me when it gets too heavy.

Their arms are stretched out so that they can rush in and save me if I need them to.

Workers should stick with you ..... they need to look beyond the bad things and keep giving you second, third and fourth chances!

**“Everything based on human relationships & communication!”**



## The experience of young people

*“Knowing that the staff will be there after I have turned 18 makes a big difference and I know they will be because I have seen it happen with others.”*

*“ I am seen as an individual rather than a problem.”*

*“My keyworker stuck by me and helped so much, they couldn't have done anymore for me !”*

*“It's ok mum, it's different to normal fostering because it's [John] and I know him already - so I am happy.”*

**"This was never a pilot !  
Fundamentally redesigning delivery  
yet attracting investment ....  
momentum is delivering results"**  
***Pete Dwyer, Corporate Director  
Children & Young Peoples Service***

**"Best data in 15  
years"**

***Lisa Holmes -  
Director, Centre for  
Child & Family  
Research,  
Loughborough  
University***

**... "Or North Yorkshire, and the  
fundamental rethink in its  
approach to residential care and  
care leavers. They've  
demonstrated to Ofsted that the  
imaginative approaches they're  
taking can make children safer"**  
***Edward Timpson, Minister of  
State for Children and Families***

**"I found NWD staff  
to be passionate  
about residential  
care, with a critical  
role to play in  
providing the time  
and opportunity to  
nurture relationships  
...as a platform for  
longer term work  
directed at  
eventually placing a  
child in a family  
setting"** **Sir Martin  
Narey, Residential  
Review England**

## **CHILDREN'S SOCIAL CARE REFORM - A VISION FOR CHANGE**

**"There have always been bold local  
leaders willing to do things differently –  
for example in North Yorkshire,  
where a radical new approach to  
supporting adolescents in care has  
been developed."**

***Nicky Morgan, Secretary of State for  
Education***

**... "for these young people the diversity  
of level & complexity of need needs a  
planned intervention not a crisis  
response. NWD provides stability, skills  
and support when needed, to more  
successfully manage difficult transitions;  
adolescence to adulthood"** ***Matthew  
Horne, Innovation Programme  
Lead Coach***

# Youth Communication Team

Anne Elliott

Professional Lead

Harrogate and District NHS Foundation  
Trust

12<sup>th</sup> July 2017

## What is the Youth Communication Team?

Three year NYCC funded project from Nov 2013-2016, now extended to 2020

NYCC commissioned the provision of speech and language therapy from Harrogate and District Foundation Trust NHS

Working with Young People with multiple vulnerabilities 11-25 years old

No Wrong Door Service, Youth Justice Service and specialist educational provision

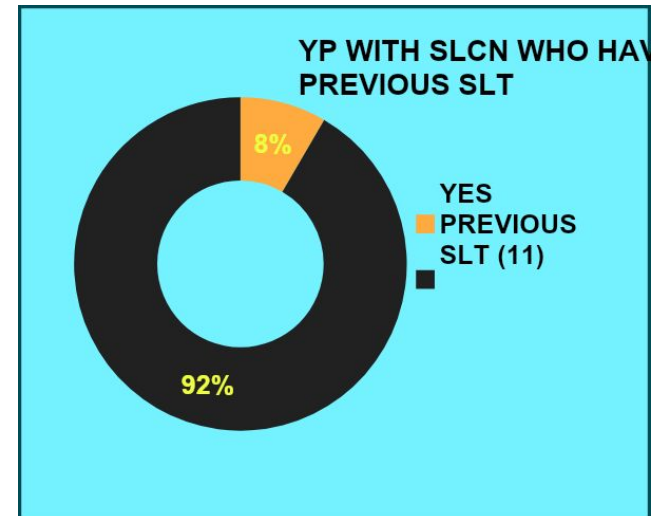
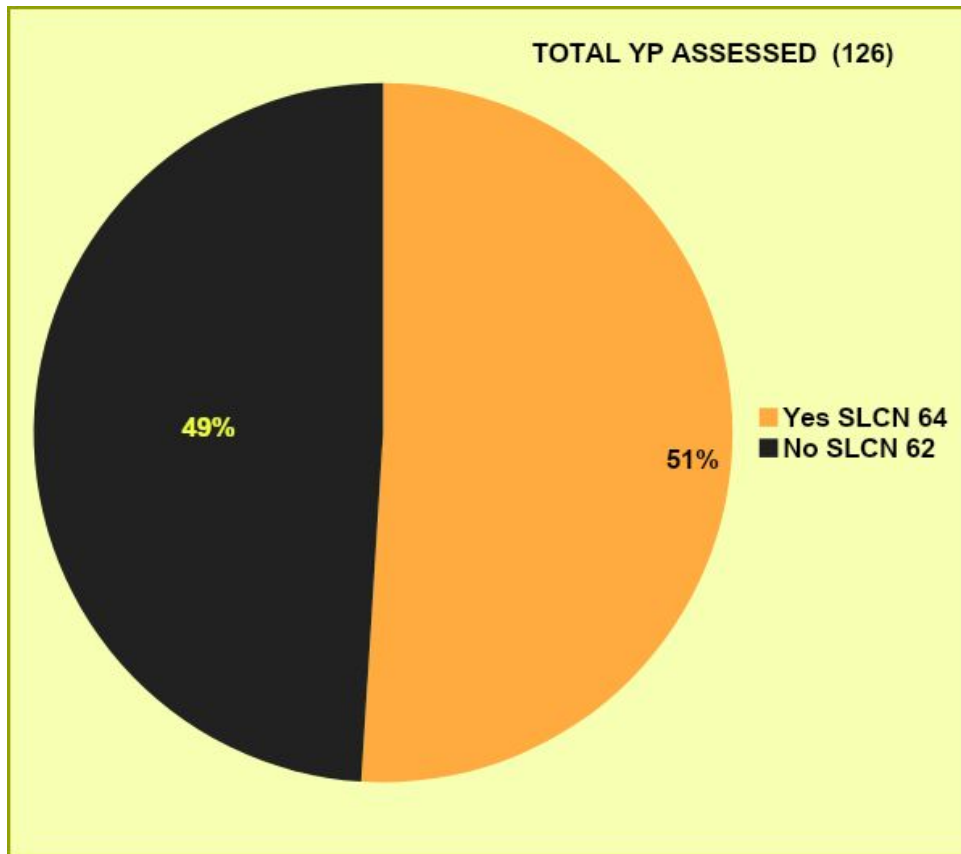
## Aims of the Youth Communication Team

**To identify young people within the No Wrong Door service who may have Speech Language & Communication Needs**

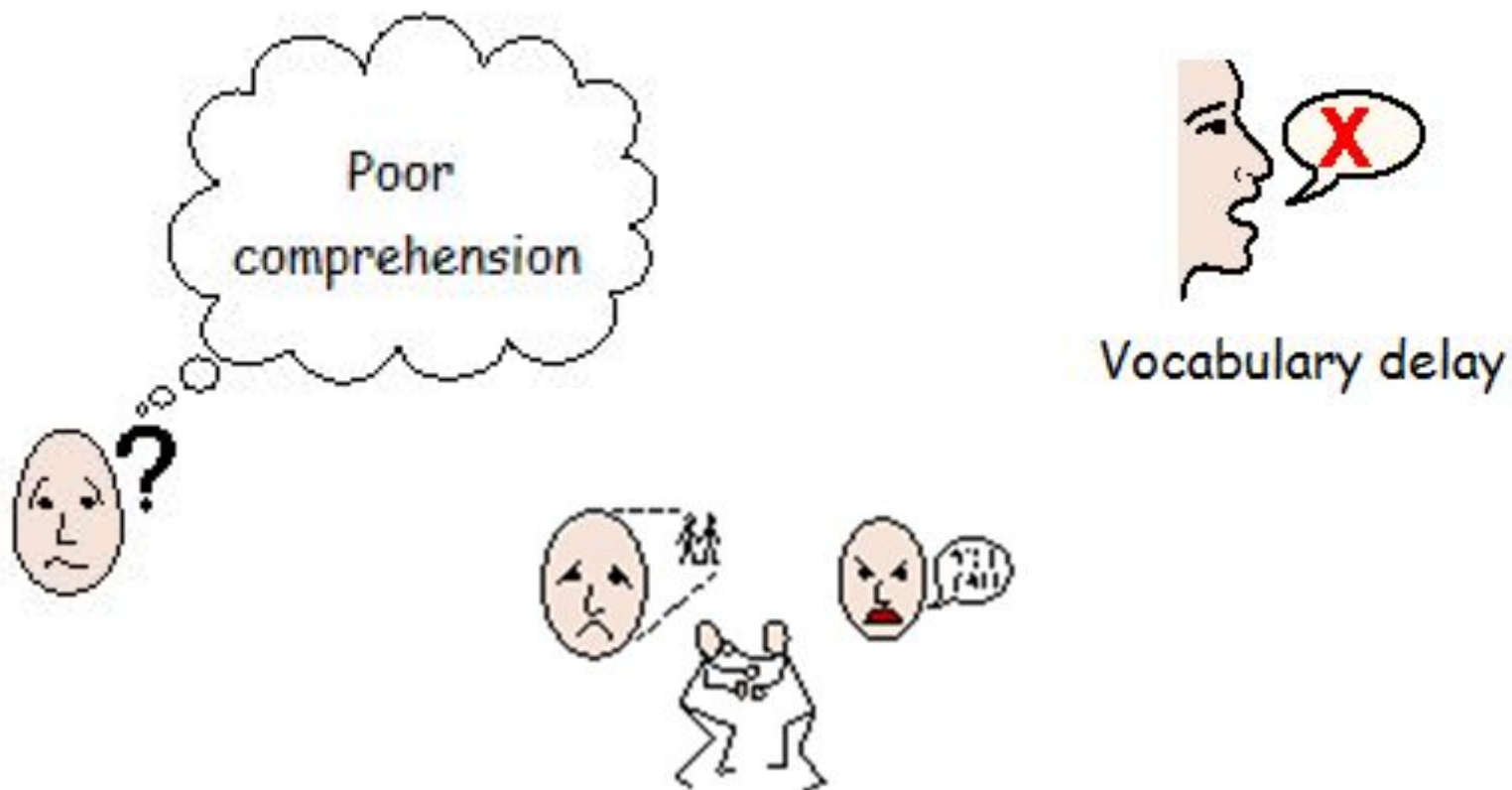
**If a need is identified, the Communication Support Worker will provide:**

- Advice
- Direct therapy
- On-going referral to other services
- Communication strategies
- Communication supportive environment
- Training

## How Many Young People Were Found to Have Speech, Language and Communication Needs? (Year 2 of No Wrong Door)



# What have we found?



Social Communication Difficulties

# Case Study M

Diagnosis of Attention Deficit Hyperactivity Disorder and Foetal Alcohol Syndrome. He was referred to the NWD service due to reported issues including:

- taking part in risky and impulsive behaviour
- regularly going missing
- not conforming at school and spending most of his time in the hub
- early signs of engaging in criminal activity
- potential drug use
- fighting and trying to harm younger siblings.

# Speech, Language and Communication Needs

On SLT assessment, M presented with significant difficulties aside his weakness in maintaining attention including:

- reduced ability to plan and organise times and activities based on verbal and written information provided
- reduced ability to demonstrate empathy
- inability to predict potential outcomes based on information given
- limited generation of ideas and words when given specific topic.
- slow reading of connected prose

*I struggle to understand everything*

*I can't concentrate*

*I feel aggressive when I am asked to do work that I don't understand*

*Words move and jump around when I am reading*

*I get anxious when I see lots of writing*

*I don't remember what lessons I have*

*I feel better in the morning because I'm more chilled*

*If my teachers try to explain it to me they make me feel like a right dummy*

*I hate asking for help – it makes me lose my temper.*

## No Wrong Door Input

- Communication Support Worker supported mother to request a Education, Health and Care Plan  
Keyworker provided respite for family
- Education provided by CSW for M, family and NWD team re diagnosis and implications
- Work with M regarding insight and self management.
- Covered some particular topics including how to try and be empathetic towards his younger sibling work has who has a learning disability (this is an ongoing difficulty for M).
- Life coach work with M regarding attachment difficulties
- Positive activity with M with keyworker at times convenient to family
- Bespoke placement provided for summer holiday

# Outcomes

- After M being on a bespoke placement during the summer holidays, he also engaged well with his family during their own holiday.
- M transferred to a smaller school with a managed move -education supported by NWD re needs and support required
- Assessment of reading started
- M engaging in meaningful activities-support for family and positive effect on M's outlook
- M has remained in family home and parents want him there

<b>Safety</b>
<ul style="list-style-type: none"> <li>• No longer running away from home</li> <li>• Not using cannabis.</li> <li>• Attending school and is therefore not out in the community during school time.</li> </ul>
<b>Stability</b>
<ul style="list-style-type: none"> <li>• Now in much smaller school which offers more vocation based learning in addition to academic.</li> <li>• M is planning to complete his education.</li> </ul>
<b>Emotional &amp; Physical Wellbeing</b>
<ul style="list-style-type: none"> <li>• No use of drugs.</li> <li>• Reduced risk taking behaviour</li> <li>• More positive towards siblings</li> </ul>
<b>Reduced Criminal Activity</b>
<ul style="list-style-type: none"> <li>• M has only had a warning. He is not with the YJS and the police have not been involved in the past three months.</li> </ul>
<b>Engagement</b>
<ul style="list-style-type: none"> <li>• Trusted relationship with keyworker and ongoing engagement in all proposed activities.</li> <li>• Attending school full time.</li> <li>• Improved education outlook – feels his difficulties are now being noticed but he isn't 'different' because several students in the new school receive additional support.</li> </ul>
<b>Reduced Costs to Society</b>
<ul style="list-style-type: none"> <li>• Reduction in criminal activity.</li> <li>• Safe reduction in LAC status.</li> <li>• Reduced crisis presentations.</li> <li>• Potential employment aspirations.</li> </ul>

# Measurable Impacts and Outcomes

Outstanding OFSTED report acknowledged the importance of embedded specialist roles within the children's homes.

***Young people's access to Speech & Language Therapy is exemplary as the therapist is based within the home and openly available. This brings substantial advantages to young people, staff and other professionals. Addressing young people's communication needs brings with it life-long benefits. By significantly improving young people's ability to understand the world around them and by making themselves understood reduces the risk of being marginalised in adulthood.***



Any Questions?