



**RCSLT and Association of YOT Managers webinar – Supporting speech, language and communication in the justice system
Monday, 17th September 2018**

Claire Moser, Policy Adviser, RCSLT

Good afternoon, everyone, and welcome to today's webinar: Supporting people with speech, language and communication needs in the justice system.

Thank you very much, everyone, for joining us today. Thank you also to the Association of Youth Offending Team Managers for co-hosting this with us. If you use Twitter, do join the conversation using the Twitter hashtag #RCSLTwebinar and #RCSLTJusticeBox.

My name is Claire Moser and I'm the Policy Adviser here at the Royal College of Speech and Language Therapists. I will be chairing today. I'm delighted to welcome and introduce our two speakers: Diz Minnitt, Operational Manager at Milton Keynes Youth Offending Team; and Lisa Ogden, Highly Specialist Speech and Language Therapist at Sutton Youth Offending Team.

Today's webinar will be 45 minutes long and there will be time for questions at the end. During the webinar, you can use the Q&A button on the webinar software to submit a question for the panel. You can submit a question at any time. We may not be able to answer all the questions in the Q&A at the end, but we will do our best to make sure that an answer goes online.

This event is being recorded and it will go online on the Royal College of Speech and Language Therapists website as soon as possible after the events. If you are experiencing any technical difficulties, please use the chat button on the webinar software to send a message to Kaleigh, who is on hand to help today. Also, your feedback is important to us, so please do fill out the short survey which will pop up on your screen at the end. It will only take a couple of minutes to fill in.

You will see the aims and objectives on your screen. It is our hope that, at the end of this webinar, you will be much more familiar with the speech, language and communication needs and how these affect people who are at risk of offending, or who offend.

We have done our best to decrease acronyms where possible, but we have listed a few important ones on this slide. You may find it helpful to revisit this slide at the end of the webinar.

So, without further ado, I'm going to hand over to Diz.

Diz Minnitt, Operational Manager, Milton Keynes Youth Offending Team

Thanks very much, Claire. Right, just to get us started, why do we have speech and language therapy within youth offending teams? I think it's useful to have a recap to get a sense of what the purpose of it is.

Well, we know that speech, language and communication needs are effectively a hidden disability. Children with these difficulties find difficulty in expressing themselves and understanding others, and they often cannot understand having difficulties around processing information. There are high numbers of young people with speech, language and communication needs in the youth justice system, and the vast majority of these do not have their needs previously identified before they

come into the system. The longer the difficulties remain unrecognised, the greater the potential negative repercussions for the young person and wider society. Now, there was the ripple effect of that need.

So what's the research that sits behind this, and what are the evidence that we have? Well, 55% of 4-year-olds in areas of deprivation can have speech, language and communication needs, and that compares to between 5% and 8% in the general population. Significantly greater numbers of children with those needs at age 4, by the age of 8 will have developed behavioural problems, and children with communication needs are at greater risk of social exclusion in adolescence and adulthood.

If untreated, we can see the trajectory for these children: 33% of them are likely to develop mental illness and over 50% will become involved in criminal activity. And we can see that this is further researched... sorry, further evidenced by the research of *Bercow: Ten Years On*, which identified that 81% of children with emotional and behavioural disorders have unidentified language difficulties. So when you're looking at children, for instance, and pupil referral units, that's a useful starting point to think. And when you move longer and into early adulthood, we know that 88% of unemployed young men had communication needs – again, compared to 8% of the general population.

So what we have is evidence of what Karen Bryan described as the compounding risk model and this is cumulative. So poor oral language leads to poor literacy skills, which, in turn leads to poor educational outcomes, difficulties with mental health and poor behavioural outcomes and then this becomes compounded within offending and, the longer it goes on, the greater the risk. So this we've illustrated through the Road to Nowhere, this is the youth... sorry, the trajectory of the young person is going through as those needs cease to be identified all the way through the system, prior to coming into the youth justice system, and even once they're actually within it. So the consequences are far reaching.

We also know through the research that Karen Bryan did that over 60% of young people who are in the youth justice system have speech, language and communication needs, and when we look at significant parts within the system, so for instance within the secure estate, we identify that those needs in Karen Bryan's research was up as far as 90% and then some recent research in a secure training sentence, that identified 72%. And out of the young people looked at, which was 109, there were only 2 who had previously been identified as having speech, language and communication needs.

So it's not just that the need is there, it's the fact that it's not being picked up, and if it's not being picked up, we can't inform the way that we're working with young people. So, as I say, in secure settings, we identified that 60-90% have these needs. And when you then look at adult prisoners, again further research identified that 80% of those had speech, language and communication needs. So it's not something that, if unaddressed, will resolve itself over time; it's likely to stay there as a compounding issue and it's an issue that appears within both the youth and the adult criminal justice system.

So what are the particular challenges for these young people? Well, they're harder to engage. They don't understand the words used. They often lack understanding of time concepts and calendars, which has an issue in terms of breaching, because if you don't know and don't understand when an appointment is and you don't have a meaningful sense of time, you're not going to turn up for the appointment. They have problems listening, remember detail and understanding key elements of spoken language and they need time to formulate verbal responses. So they've got poor non-verbal

communication as well – issues around reading and understanding body language, and poor eye contact.

So, what's the long-term impact of this in terms of engaging the young person? Well, obviously there's a greater risk of breach if the young people do not understand what's expected of them. A lot of the programmes that are used within the youth justice system, and within the adult system, are very language-orientated and therefore the young person cannot access this in a meaningful sense.

In relation to the background research about this going back some years, we know that this also has an impact on the way that they're perceived by magistrates. So, for instance, going back to the Audit Office examination of the Youth Justice System back in 2004, one of the quotes that came out of that was about 80% of magistrates surveyed said that the attitude and a demeanour of a young person influences their sentencing decision to some or a greater extent. So, in other words, the way these young people are presenting with in court affects the way that magistrates and judges then behave towards them. If a young person is inarticulate, inhibited or lacks understanding, which is not uncommon amongst teenagers, this may lead to misunderstandings and even the passing of an inappropriate sentence. And one of the lines I've just often with magistrates is that, if you are dealing with a young person in front of you who you believe is operating at the level of a 17-year-old, but that the speech, language and communication assessment identifies in key areas is actually behaving at the or responding at the age of a 6- or 7-year old, that information in and of itself makes a difference about the way that you perceive that child.

So, what can we do? We've identified the elephant in the room; how are we going to address it? Well, within Milton Keynes, once we became aware of this, we actually looked at the whole core of the way that we developed our system and identified that speech, language and communication needs, because it affects the majority of the children in the system, is actually a core need. This is not about adding on something extra to the YOT. This has to be at the very centre of what you are delivering in your core service to young people that you're working with.

So therefore, we assess everybody. We operate a system which is called: *Screening out, not screening in*. If the majority of people are affected, it's illogical to screen them. If you or I had a particular type of cancer, for which there was a 60-70% prevalence within our family, we would be asking to be assessed, we wouldn't be asking for a screening tool to see whether we might have it.

So to carry on with the analogy, within the YOT, the speech and language therapist assesses every young person. They also train all of the staff and all of the volunteers within the YOT. This means that the individual and all the staff are actively supported. So the whole YOT, not just the professional staff understand how to engage with young people, and parents with speech, language and communication needs. And the speech and language therapists who are based within the team are also linked into the wider speech and language services and special educational needs services within Milton Keynes.

The speech and language therapy assessments are provided to court, along with the pre-sentence report. So it details the child's full level of needs right across the spectrum, which, again, has had a significant impact in reducing custodial sentences in both the Youth and the Crown Court. By assessing all the young people in the system, we avoid the potential dangers of under-identification of needs and it also means that we can address the issues around time concepts in putting into place supports to enable young people to engage with their order, to avoid breach, and to ensure that as many barriers as possible are removed.

And hence the speech and language therapists in Milton Keynes developed the Time Matters resource materials, which actually work on specific techniques to help young people increase their understanding of time concepts.

We know from wider research by both the DFE and MOJ that was published around the time of the Taylor Review that there are disproportionately high number of young people with special educational needs and speech and language needs within the youth justice system. However, that research is still only relying on the level of young people who have been identified. We know speech and language is a hidden disability, so we therefore know that, if anything, that is still a significant under-representation. On the basis of the research in Milton Keynes, we can be confident that the figures quoted are actually around about 65%, which is the number that we've identified in the last ten years of research.

Recently, we've had analysis of young people at risk of child sexual exploitation and wider criminal exploitation and, through that, we identified that, of those young people identified who had been through the YOT and had also had speech and language assessments, that 92% of them had speech, language and communication needs. So again we've got clear evidence that this is a need that's associated with vulnerability, which puts these children are greater risk of being exploited by other people, including involvement in gangs and county lines.

So having established that there are safeguarding concerns in relation to this, we actually have gone out of our way to ensure that we are looking to train and support all of our key partners within the children's social care and within education. Therefore the YOT, in conjunction with partners in specialist senior education psychology department and other colleagues within SEND, have been delivering training around awareness raising and identification of speech, language and communication needs in SEND. And this training goes right across the children's workforce and particularly being targeted towards secondary schools SENCOs and other key pastoral staff.

The speech and language screening tool which has been incorporated within Asset Plus has been adapted by the YOT speech and language therapist, so schools can use this as a method of looking at early identification of children in the system.

So what's the impact of this in terms of the services run? Well, for the last three or four years, the re-offending rate for Milton Keynes has been consistently within the lowest ten within England, and our current re-offending rate is 26% after two years, and that compares to a national rate of around 41%. We've increased the level of engagement and reduced the number of breaches as a direct result of identifying the issue around the time concepts and putting in appropriate support. We have systemically supported all of the other key services that are working with children, so that it isn't just the way that the YOT work, it's the way that schools work, it's the way that children's social care works, it the way that the court works, magistrates, judges. This information goes right across the road.

So on the basis of the positive results that we got with the mainstream YOT we've expanded this approach to work in relation to prevention and early intervention and have been funded by NHS England to do a specialist piece of research on this and provision around those at risk of coming into the system. And the other area that needs to be explored further – not just locally, but nationally – is around those children who go into pupil referral units. Given that we know that, of children with behavioural difficulties, 88% are likely to have speech, language and communication needs. So,

again, this is an area that needs further exploration, both locally and nationally, in terms of how we prevent those children falling through the net and ending up in the youth justice system.

So I think I touched on this earlier, but in terms of the research in Milton Keynes, we've now been measuring this for ten years and, of all those young people assessed, 65% have been identified as having speech, language and communication needs. These are children coming through the YOT. And since the introduction of this model, we've consistently reduced the level of re-offending. So it provides a window into the child, which enables greater engagement. It identifies other unrecognised needs that the child may have around special educational needs, learning difficulties around trauma and loss. So this is not just a methodology for labelling the child; this is a window into how to engage effectively with that child.

And now, without further ado, over to Lisa.

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

Hello, everybody. Thank you, Diz. So Diz has looked at all the research available to say why we're having this webinar. But I just wanted to talk a little bit about, as a speech and language therapist, what I do and how my role is in the YOT.

So sometimes speech and language therapists will say, well, what kind of needs are we looking at? And the answer is: you're looking at all the same needs that you might have been looking at in pre-school clinic situation. Poor concentration difficulties, maybe as a result of trauma or ADHD, but also just of not understanding of what's being said, so the concentration goes. Limited understanding of spoken language, particularly around vocabulary. The vocabulary levels are really low for this cohort of young people.

Diz has already mentioned not understanding vocabulary to do with time. There might also be vocabulary around obligation; you are required to; you need to comply. What does that mean? Many of our young people don't know. They also don't know the vocabulary of the criminal justice system, which, of course, puts them at a disadvantage when being thrown into a new system.

They often have very poor working memory, again often linked with witnessing domestic violence, and poor expressive language. There might be word-finding difficulties. They may have, as we've already touched on, a very limited vocabulary, but their narrative skills may be very poor as well. And if you can't sequence this, then that, then the other, actually how are you thinking through the consequences of your actions?

Very often there's a poor development of empathy and I think Diz touched on social skills issues, so inability to think about hidden meanings, inability to infer. And that actually makes this population very vulnerable to exploitation. Then there are also, you know, stammering and even selective mutism, recently.

So what about the role? The role is very varied. There's screening and assessment, we've talked about. There's also one-to-one therapy, or possibly group work, depending on the set up of the YOT. A lot of our work is to do with making information accessible to young people, but also to their families; if we think about the intergenerational cycle of language and communication needs, we know that a lot of families don't understand the words being used either.

There's staff training, which we'll come to in a bit. And I do a lot of work in consultation advice, information, strategies, talking about particular cases and seeing how we can help.

So in terms of screening, the Royal College of Speech and Language Therapists has worked with the Ministry of Justice to ensure that screening of speech, language and communication needs is now part of the statutory assessment, both in YOTs and in custody. In YOTs it's part of the AssetPlus, which Diz mentioned, and in custody there's the Comprehensive Health Assessment Tool – the CHAT.

Now, in your YOT, the speech and language therapist can do the screening, maybe with the Case Manager present, which is really useful for them to see what's going on. Some YOTs work with workers being trained by the speech and language therapist to carry out the screening and then referring to the speech and language therapist to discuss the findings. Clearly, there needs to be some very good training before that can happen.

We also look at Talking Mats, which some therapists will know, which is basically a picture format. I'll show you in a minute. Self-evaluation questionnaires; what do the young people think about their own communication? And then restorative justice is a process that requires both parties to listen to each other. So this is the person that has committed the offence and also the victim. And it's a very useful way of resolving some aspects of the harm done, but the young people need to be able to talk about their thoughts and feelings at the time and how they are the same or different now. And the aim is for each party to feel heard. Now, obviously, not all young people have the necessary skills to do this face-to-face, but that doesn't mean that restorative approach can't be taken, but just that adaptations may need to be used.

So there can be formal assessment of speech, language and communication needs and the way we work is we think about, actually, how... what is the purpose of that assessment, who is it for, how useful it is for that young person at that current time in their life? Sometimes a formal assessment is really, really useful because of the link with SEN [special educational needs], but if they are into work then maybe we need to think about that. So it's just being flexible about that.

Training, as I mentioned, is a huge part. So obviously we train the team, but Diz mentioned volunteers – so panel members, our volunteers, people who carry out reparation projects with young people and then training to partnership agencies, like appropriate adults, the police, court staff. But also parents, letting parents know what these needs are and understanding how they can alter what they're doing to make a difference to the young people. And indeed as Diz mentioned training to schools. Within Sutton, this tends to be very young-person specific, so we'll go and have a meeting with all the teachers that work with a particular young person.

However, informal training is really important and, actually, in my experience has some of the biggest impact. I'm embedded in the team and that means that there are many opportunities for discussions, joint sessions, where learning can really take place. When I first started in Sutton there was a worker who was very friendly personally, but really didn't feel that I had anything to add to her knowledge. She was directed by management to join me for assessment of a young person. Watching him really try to concentrate and answer questions about what he'd heard led her to a lightbulb moment – “He really can't listen! I've been telling him he needs to listen for months, but now I can see that he actually can't.” And that was brilliant, because that changed the way she was working with him and changed her understanding of the usefulness of a speech and language therapist within the youth justice setting. She did give me permission to share that.

Another example is a worker where I always arrive with a pen and paper to draw out the message and the day that worker arrived with a pen and paper was quite a significant day – like, my job here is done. But these things are really important.

We do lots of sharing information and sharing information to courts is a very important part of that. And we'll come back to Talking Mats and Communication Passports. So here's a Talking Mat. So basically, the young person has put on the left the things that they're not very good at or don't feel very confident with, and on the right things that they feel that they are good at. So that then is them self-assessing and gives a look at their strengths and weaknesses. Clearly, that wouldn't be all we would do, but it's really important.

Sometimes people say, oh no, well, you can't use photos with 17-year-olds, they won't accept it, it's patronising. Not true. Not true at all. If it's presented as part of what we do then there's no problem. This is a Communication Passport, it was sent to school and it's looking at the things the young person finds difficult, what they think helps them, what it means for them and what doesn't help. So we use that with certain young people.

Promoting good communication skills is an essential part of the job. Some speech and language therapists give a tip of the week. We at Sutton YOT, we look at words of the month. So these are two words where I ask the workers to teach them to the young people if the young people don't already know them, because we know that their vocabulary is very low. We might be making sure that the YOT literature is accessible. Things that say prior to and subsequently – what does that mean? Young people and their families don't understand those words. There might be individual work with young people and it might be visual timetables or teaching strategies, like comic strip conversations.

The Royal College of Speech and Language Therapists have developed The Box, which is online training. It's free and it's really very good. And our Reparation and Victim Worker has completed it – despite the fact that she works alongside me, she's always keen for some extra knowledge. And she said she found it really useful as a reminder, but also seeing things from a slightly different perspective, so I would highly recommend that, and the link is there.

So what are the benefits for speech and language therapists working within YOTs? I think that you are truly part of a multidisciplinary team being embedded the way I am. And it's great that young people who have struggled to engage previously can finally access the service. You see the young people acting with other people which, of course, gives you lots of information about them. And there are lots of opportunities for joint working and being creative. And I guess for me it's less restrictive, in that many systems, particularly in the NHS, are, like, three strikes and you're out. But we can keep trying to engage those young people.

For the staff – I did ask my colleagues for these – there's the way that they can communicate, knowledge about the way they can communicate with young people, and the police talked about gaining trust with the young people, because they weren't alienating them by using language that they didn't understand. I think that the staff feel that they have better understanding of the barriers to engagement and how to overcome them. And it brings another perspective to planning and strategy meetings. And this might mean that you're actually advocating better for a young person within children's social care or in court. It's a greater understanding of why young people react the way they do.

And so, for the young people themselves, the benefits are that their needs are identified. Maybe they get further referrals onto CAHMS, perhaps for a neurodevelopmental assessment. But, we're working on their speech and language needs to reduce the barriers and increase their confidence. They understand their court order better and, hopefully, that means they don't re-offend. Diz's evidence said that's true. Vulnerabilities are better identified, so we are better able to safeguard them from exploitation, and we can help parents to understand their child's needs and change their communication styles. So, there are challenges.

When you belong to two teams, you know, I'm embedded there, but I get paid by another organisation. It's a bit like, which team do I belong to? And, you can feel that you're the only person in YOT that speaks your language, however after eight years actually they all speak my language now. So, some YOTs can find it difficult to work with outside agencies but actually, I think that most YOTs are multidisciplinary teams now. Obviously, you need managers who can be pragmatic in the sense of not needing, perhaps, to do both lots of mandatory training, etc., and it's just to be aware that integrating new specialties takes time, and we need to be able to build relationships.

So, why do I do this job? Reaching the hard to reach, it's excellent. Teenagers are fabulous, mostly, and I think that this is a job that I can use a whole range of skills, like counselling and confidence building skills, that I have developed over my years of being a Speech and Language Therapist. Love being part of the team. Love feeling like I make a difference and being able to be really creative in the way I work really suits me. So, now, I'm going to hand back over to Claire.

Claire Moser, Policy Adviser, RCSLT

Thank you very much, Diz and Lisa, for those excellent presentations. Just to let you all know that on your screen you have got some further resources which might be useful if you want some more background information on speech, language and communication needs. I'm going to take some questions and answers now in the time we have remaining to us. We've had a lot of questions around where to go for further information. So, I just wanted to let you know that when we publish the webinar, we'll also be publishing some further links and references with it so if you want to be signposted to resources or further information, we'll make sure that everyone joining us today does receive alerts.

First question, I'm going to send this to both Diz and Lisa. We've had a lot of comments on people saying, I don't have an SLT in my YOT. Where do I go for support?

Diz Minnitt, Operational Manager, Milton Keynes Youth Offending Team

Well, that's a really good question! You can try your local speech and language service, depending on who they are commissioned to work with and what the remit of their commissioning is. But my experience is that, a lot of the time, the answer is that those resources are not often accessible in terms of the way... I don't know what your experience has been Lisa?

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

I think that's right. I think it very much depends with the commissioning model now, that you are commissioned to provide excellent service and therefore adding something different doesn't come very easily. It's possible, but obviously it has to go back to the commissioners.

Diz Minnitt, Operational Manager, Milton Keynes Youth Offending Team

I would flip the question round and say, the most effective way is to start looking at what the national research is. I'm quite happy if these people want to contact me, and I can send you some of the research from Milton Keynes which I've done to a number of Youth Offending Teams around the

country who have then used it to support and evidence getting their own commissioning services in by demonstrating the impact, not only of the way that the service can work but also, actually, of the level of need that we're trying to identify as well.

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

And, also, within The Box online training that we mentioned earlier, there is a module on commissioning, so it's really good to look at that.

Claire Moser, Policy Adviser, RCSLT

Following up that question: Lisa, you just mentioned The Box, could you tell us a little bit more about it just to summarise it up for some of our people attending today who don't know what it is, please?

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

Okay, so The Box is an online training and it's in a number of modules. There's a module on, what is speech, language and communication needs? How can you notice them? How can you screen for them? What can you do about them? Each module takes about ten minutes, I would say, and it's very interactive, and it gives you, at the end, some questions to see whether or not you've picked up everything that's in that module, and then you can move on to the next module.

Claire Moser, Policy Adviser, RCSLT

Thank you very much. We've received quite a few questions today from people asking about screening, which I know is a very interesting issue as different models that exist. Could you both share, in your experience, the way that you screen young people or people for speech, language and communication needs, please?

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

Okay, so I use a screening tool which has... I mean, it's not published, but the speech and language therapies within the justice system share it a lot, and that is it just does some questions on memory, so reading some information to a young person and asking them questions about it, it looks at their ability to remember their vocabulary knowledge, their ability... I mean, you can just say to them, tell me how you play a football game or a pool game. What you're looking for is, I want to know how you play it, how do you win, what is the aim of the game, what are the rules? A young person said to me the other day, you have to stop the other team getting the ball. Clearly, that's not a very comprehensive narrative about how to play football, so you can get some idea about their abilities there.

Also, I think it's really important to do something like the Talking Mats, where you're asking young people, what are you good at? How easy is this for you? Ealing did a project called YOSALT, and it's still out there. It can be looked up. They have 15 questions that you can use to ask young people about their language and communication needs, and that's quite useful too.

Diz Minnitt, Operational Manager, Milton Keynes Youth Offending Team

And, in Milton Keynes we actually assess rather than screen every young person, and it's the speech and language therapist that does that. I think it comes down to the point that I was sort of saying earlier which is that, to my mind, the screening process is the starting point. We operate a model which is screening out, rather than screening in. So, if the majority of the young people in the system have this need, it's more logical that rather than trying to screen children in, which is the way the system is currently structured, so you've got a screening tool within AssetPlus which is trying to screen these children in, that actually we need a paradigm shift. We need to actually recognise that because it's the majority, you should actually be looking to say, okay, who doesn't it affect, but you

should structure your service, so it actually meets their needs whether you've identified those needs or not, ultimately.

In terms of the actual assessment tools that speech and language therapists use, CELF [Clinical Evaluation of Language Fundamentals] is the main one and they use a number of different subtests within CELF4, and they also use TROG [Test for Reception Of Grammar], but CELF4 is quite useful in as much as there are ways of getting age equivalent scores out of it in terms of some of the subtests. I know some of the speech and language therapists would be pulling their hair out at this point and jumping up and down saying, that's a bit of an improper use of it. However, when you're trying to get a message across to magistrates and judges around the level of functioning of a particular child in key areas, that's really useful.

As I illustrated earlier, if you're talking about a 17-year-old who actually, in some of their levels of understanding, is actually operating at the level of a 5- or 6-year-old, that's absolutely crucial that a court understand that – particularly now that the sentencing guidelines have changed, and those are key factors that magistrates and judges need to take into account.

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

And, in addition, you can look at their working memory because that it is key for their ability to function in school and speaks to why a lot of our young people are hypervigilant and their working memory is very poor. That is why they are struggling in school and why sometimes schools are seeing lots of behaviours that they can't understand why that's happening because, to some extent, these kids are quite "bright". But, actually, if they are very hypervigilant and their working memory is very poor, that is going to affect all aspects of learning.

Claire Moser, Policy Adviser, RCLT

That's great, thank you both very much. We've had a couple of questions in directed towards you, Lisa, about different ways of working. Some of the speech and language therapists joining us today are asking about the difference in... you talked about being embedded within Sutton Youth Offending Team, and I know some speech and language therapists provide more of an in-reach service. Could you just describe to everyone listening today what the difference is between the two ways of working, please?

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

So, I think I actually sit in the Youth Offending Team for all the time that I'm there, which is three days a week, and interestingly, having done that since 2010, I am now also sitting within children's social care. So, the need for or the recognition of what I am giving that service is very useful and has gone sideways. If you are not embedded, then you are popping in for an hour or two, or maybe a morning or maybe a day, but you're not necessarily part of the team. Being embedded, I go to all the team meetings, all the practice meetings, so anything that I had learnt at training or has come up as a point of interest through, I don't know, the Royal College's newsletter or something, then I actually can have a forum for talking about that to the team.

I'm also there on a day-to-day basis, so these young people don't always turn up when they're supposed to, but if you can say, well actually, do you know what, he didn't turn up Tuesday, he's here now, can we grab him? Can we do something with him now? Can we do a joint session? And, doing joint sessions, I mean, joint reparation sessions I've done, baking and things like that, litter picking, actually just being able to say to the people that I'm working with, do you see when I said that, and he said that, what did you think then? What happened then? So, there's an education that goes along side and being embedded, I think, is just a much better way of working if possible.

Claire Moser, Policy Adviser, RCSLT

Great, thank you. Diz, I wanted to ask you because we have some Youth Offending Team managers joining us today, could you provide some advice or some actions for them? If they don't have a speech and language therapist, what would you recommend they could do to get to one?

Diz Minnitt, Operational Manager, Milton Keynes Youth Offending Team

Speak to me. Number one, come to me, I'll give you lots of evidence. I'll give you lots of presentations that I can share that gives you clues as to how to go about collecting your evidence.

It's a real sort of challenge here because the issue is, if you haven't got... as we didn't have a speech and language therapist initially, then you've got to get your evidence in terms of doing it. I initially managed to get the Youth Justice Board to allow me to use one of their grant funding in a totally different way to pay for a speech and language therapist for four months, to therefore get that person to assess. I know a lot of the young people that we're working with, and I focused that assessment on the areas I expected to find greatest need, so those young people who were in need, those young people with most entrenched offending or any history of falling out of school. I think that's the kind of key bit.

Sometimes, it's a case of even if you can only identify a small pocket of money that will enable you to buy somebody in to do that initial collecting some of your evidence, because once you've started to give some evidence you can then build on that. Without the evidence, you can go to the national evidence, you can look to other areas who have got speech and language therapists, and I would say find out around the country who has and talk to them. Don't just come to me, speak to other people and find out what they did, and then use the bits that's suitable for your Local Authority.

Claire Moser, Policy Adviser, RCSLT

That's great. Thank you very much, Diz. Lisa, a question for you. We've got quite a few SLTs who are very interested in working across the justice system in different roles, and they're wondering is there any where you could signpost them, where they could look for job opportunities?

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

This is a tricky one. Sometimes, Royal College's *Bulletin* has these jobs available, and I think that that's definitely always worth a look and also NHS Jobs, whatever it's called, they often have a lot that come through there. So, it's definitely worth looking. I mean, one of the things that I did was, I looked at all the evidence around, both national and international evidence, and went to my local YOT and sort of talked to them and just got them interested. I think that's a really useful way as well. The Royal Colleges CENs [Clinical Excellence Networks] – so we have a criminal justice in secure settings SEN, it's national – jobs sometimes come up through there. It won't be the only place. They will be advertised elsewhere. If you know a friendly speech and language therapist in youth justice, who can pass you out anything they see as well, that might be useful.

Claire Moser, Policy Adviser, RCSLT

That's great, thank you very much, Lisa. We've got about three minutes left remaining, so I'd like to ask an open question to both Diz and Lisa. Could you both give to all our delegates listening a take-home message? What would you summarise if you wanted to pass one thing on to them?

Diz Minnitt, Operational Manager, Milton Keynes Youth Offending Team

I suppose, summarises that approaching special education needs and speech and language communication needs within a YOT, you need a systemic approach. It's not what happens in the

YOT, it's what happens with all the partner agencies as well, so it's linking into Children's Social Care, it's linking into schools, it's linking into SEND, and I think it's... I don't know if I covered it, but all of our assessments of young people are shared with all the relevant professionals who are also working with that child, so be that within school, be that in Children's Social Care, etc., so that it changes the way that everybody works with that child, not just the way that the YOT works with that child.

Lisa Ogden, Highly Specialist Speech and Language Therapist, Sutton Youth Offending Team

I would agree, and I guess from a very practical point of view for any YOT out there who are listening, you know you might not have a speech and language therapist yet, but you can start to think really carefully about – what are the words I'm using? How common are those words? Instead of saying, required to, what about need? So, just really thinking about those words for the people on the ground but definitely, I think we need to start looking at the links between behaviour and communication and really get those communication needs understood.

Claire Moser, Policy Adviser, RCSLT

That's great. Thank you both, Diz and Lisa. Well, I see that we're almost out of time. I think that's provided lots of food for thought for everyone today. I would like to thank Diz and Lisa again for joining us. They've been excellent presenters and thank you again to the Association of Youth Offending Team Managers for co-hosting us. Just to remind everyone that we have got the Twitter hashtags, so please do use them, but this will be recorded. It will go online, so if you've missed the beginning or you missed the end, please don't worry. All information will be on the RCSLT website. A short survey is going to pop up on your screen in a minute, so please don't go before it does. It will only take you about two minutes to complete, and we do love to receive your feedback.

I'd like to say, thank you very much and goodbye.