



The learning journey for young people placed by the Youth Justice Board (YJB) in Secure Children's Homes (SCHs) in Wales



Guidance

Welsh Assembly Government Circular No: 020/2009
Date of issue: July 2009



Ministry of
JUSTICE
National Offender
Management Service



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Audience	Secure Children's Homes managers, Local Authorities in Wales and stakeholders within the looked after children services and youth justice system in Wales.
Overview	This document is jointly owned by the Youth Justice Board (YJB) and the Welsh Assembly Government (WAG). The main elements of its purpose are included within the introduction. One objective is to set out requirements and good practice for the delivery of learning and skills services for juvenile offenders in Secure Children's Homes (SCHs). It looks to promote consistent education and training experiences for young offenders between custody and the community, with provision based on meeting personal needs, and fostering young people's engagement, progression and achievement.
Action required	None - for information.
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Additional copies	Further copies may be obtained at the above address. This document can also be accessed from the Welsh Assembly Government website at: http://new.wales.gov.uk/topics/educationandskills
Related documents	All Wales Youth Offending Strategy July 2004 ISBN: 0 7504 3470 8 Learning to Change: Developing Skills to Reduce Re-offending in Wales March 2007 ISBN: 978 0 7504 4139 1

Contents

	Page
Introduction	1
Purpose of This Document	3
Education and skills curriculum	17
1 Information, Advice and Guidance	17
2 Assessing the Learner	21
3 Individual learning plans	27
4 Curriculum	31
5 Literacy, Language and Numeracy Skills	37
6 ICT Skills	41
7 Work-related Learning	45
8 Further and Higher Education	47
9 The Arts and Enrichment Activities	49
10 Personal and Social Development	53
11 Distance Learning, Resource-based Learning and e-Learning	55
12 Other Subjects	57
13 Preparation for Release and Resettlement	59
14 Quality Assurance and Quality Improvement	63
15 Inclusive Learning and Support for Learning	65
16 Points of Clarification	69
Glossary of Terms	73

Introduction

The Welsh Assembly Government's Department for Children, Education Lifelong Learning and Skills (DCELLS) has policy lead responsibility for improving learning opportunities for young offenders aged 11-25 in community settings in Wales.

- This work is an integral part of the broader Welsh Assembly Government's rights based approach to supporting all children and young people to learn effectively, to fulfil their potential and to play an active part in community life. This approach is implemented through statutory guidance for Children and Young People's Partnerships entitled *Stronger Partnerships for Better Outcomes* and for Children and Young People's Plans (CYPP's), *Shared Planning for Better Outcomes*, supported by *Extending Entitlement: Support for 11-25 year-olds in Wales Direction and Guidance* (2002), "All Wales Youth Offending Strategy", "Skills that work for Wales" and 14-19 Learning Pathways, in the broader context of "Vision into Action" and "One Wales".
- In the area of supporting the learning of young people within the criminal justice system, the Welsh Assembly Government works at an England and Wales level in partnership with a wide range of other Government Departments and agencies; including the Youth Justice Board (YJB) England and Wales and the Department for Children Schools and Families (DCSF). The Welsh Assembly Government also works closely with a range of national and local partners within Wales to secure delivery of its policy objective.

Many young people who enter the youth justice system have, for whatever reason, had a difficult or troubled education experience in their early lives. It is critical that the youth justice system includes a focus on preparing young people with the skills they need for further learning, training and employment and improving their life chances. We must equip all young people with the skills they need to participate actively in society and to help prevent cycles of crime. Whilst it is clear that education is not the only factor in preventing offending and re-offending, research suggests that education plays a key role.

The sector has made considerable progress in recent years in improving the access and opportunities in education, training and employment for young offenders. However, we must have high aspirations for every young person and we are committed to driving continued improvements. We want to ensure that all young people in the youth justice system participate, progress and achieve in education and training, and are supported to fulfil their potential.

Purpose of This Document

This document is jointly owned by the Youth Justice Board (YJB) and the Welsh Assembly Government (WAG).

The purpose of this document is to:

- describe the policy environment in which young offenders' learning and skills provision is set;
- describe the role that young offenders' learning and skills provision is expected to play in achieving the Government's policy objectives in England and Wales;
- set out requirements and good practice for the delivery of learning and skills services for juvenile offenders in Secure Children's Homes (SCHs). It looks to promote consistent education and training experiences for young offenders between custody and the community, with provision based on meeting personal needs and fostering young peoples' engagement, progression and achievement; and
- set out the requirements and expectations that the YJB and WAG have for the provision of education and training for children and young people (placed by the YJB) in SCHs in Wales.

This document covers requirements for the provision of education and training for young people placed in SCHs via the YJB, and therefore includes young people on remand and young offenders who are sentenced. SCHs are required to comply with the requirements in this document through their contracts with the YJB.

Practitioners using this document should also keep themselves up-to-date with other relevant policy and funding developments via HM Government, WAG and other associated partners.

This document sets out the education and training to be delivered to children and young people in juvenile custody in SCHs in **Wales** recognising the close relationship between this and the original England only document, 'The Learning Journey for young people placed by the Youth Justice Board (YJB) in Secure Children's Home'. Although the YJB and the youth justice system operates across both England and Wales, responsibility for education and training policy in Wales was devolved to Welsh Ministers following the Government of Wales Act 1998.

The terms 'learning', 'training', 'education', and 'skills' are used interchangeably within this document and should each be taken to mean the full range and variety of learning and development activities for young people which includes 'academic' learning, training involving learning vocational or practical skills, personal development and life skills, skills gained within work settings. Within Wales the learning should be children and young people focused, learning will only occur when the young person is engaged. The young person must be at the centre of the process. The Welsh Assembly Government's Department for Children Education Lifelong Learning and Skills (DCELLS) has policy lead responsibility at official level

for improving learning opportunities for young offenders aged 11-25 in community settings in Wales. DCELLS works closely in partnership with key stakeholders nationally and locally within the criminal justice system in order that young people from Wales have their learning needs supported to the greatest possible extent.

Vision

- We recognise the findings of YJB research evidence; Barriers to Engagement in Education, Training and Employment YJB (2006) that education is the single most important protective factor in preventing re-offending.
- We must ensure that we provide children and young people in the criminal justice system with the education and training they need to meet their personal needs and further learning/employment pathways, and it is critical that this forms part of the young person's overall sentence plan.
- We are also aware that many young people in the criminal justice system have poor basic skills and (sometimes unrecognised) additional learning needs.

We expect education and training provision to offer the following:

- effective screening and assessment in order to identify young people's needs and inform education and sentence planning;
- the early production of individual learning plans, which informs the provision young people receive. Individual learning plans should be integrated into young peoples' personal sentence/plans and plans for resettlement post-release;
- learning and development activities and programmes of intervention which:
 - ◆ provide as broad a curriculum offer as possible within the constraints of the custodial environment, which is aligned as far as possible with mainstream curriculum in Wales and with appropriate reference to Welsh culture, heritage and language. It must support young people to learn and develop taking into account their personal needs and link coherently to learning, training and employment opportunities both in the "host" community where the SCH is located and in the young person's home community. For these reasons the SCH needs to work closely with both the YOT and the Children and Young People's Partnership (CYP) in each young person's home area, and with the CYP in the area in which the SCH is located. In Wales provision must include the Cwricwlwm Cymreig (Welsh Curriculum), and consideration of Welsh-language provision;
 - ◆ provide the flexibility to meet young peoples' personal needs as far as is possible within constraints of the custodial environment and the young person's sentence;

- ◆ are of the same high standard as provision available for learners within the mainstream education sector;
 - ◆ places importance on a broad range of learning (in accordance with young people's needs and learning/employment pathways) including; basic skills learning, engagement activities, personal and social learning, vocational learning, as well as classroom based learning;
 - ◆ appropriate access to Careers Wales/information, advice and guidance services;
 - ◆ the best possible provision for e-learning and effective use of information and communication technologies, consistent with security and the protection of the public; and
 - ◆ is seamlessly linked to support for children and young people post release, via youth offending team, Careers Wales services, and wider multi-agency services via the CYP to encourage continued engagement and progression in education, training and employment programmes.
- This should be underpinned by:
 - ◆ clear direction from managers of SCHs regarding the importance of education, training and employment. Learning provision and support should form a central part of custodial regimes and be integrated into wider sentence planning;
 - ◆ accountabilities, targets and rewards, inspection and performance management frameworks which emphasize the importance of learning and skills progression and outcomes for children and young people;
 - ◆ continuity and coherence in sharing information and transferring education and training records between practitioners and establishments both within the secure estate and the community to foster continuity in provision and support; and
 - ◆ recognition that principles of diversity and supporting equal opportunities are issues at the heart both of the secure estate and of raising standards in learning and skills. Diversity and equal opportunities must be embedded in all learning and skills activities. SCHs must value diversity, and offer and promote equal opportunities for all by delivering inclusive education and training provision/services which seek to meet children's and young people's personal needs.

The Cwricwlwm Cymreig (Welsh Curriculum) can help pupils to:

- understand and celebrate the distinctive quality of living and learning in Wales in the twenty-first century;
- identify their own sense of Welshness;
- feel a heightened sense of belonging to their local community and country; and

- help to foster in pupils an understanding of an outward-looking and international Wales.

Schools/education departments must be committed if they are to deliver a “Cwricwlwm Cymreig” successfully and this commitment should arise from a realisation that the Welsh experience, in all its aspects, can provide an invaluable opportunity to extend the educational experience for all pupils in Wales.

To help schools achieve this, ACCAC, a former Assembly Sponsored Public Body (ASPB) whose functions are now part of DCELLS published guidance designed to help schools to plan and develop learning activities that promote the Cwricwlwm Cymreig. It will also be useful for those who are involved in initial teacher training and professional development. Information can be accessed via <http://accac.org.uk/eng/content.php?clD=3&plD=112>.

Welsh Language

The Welsh Language Act 1993, which puts Welsh and English on an equal basis in public life in Wales, represents a milestone in the modern history of the language.

In simple terms, the Act specifies three things:

- it places a duty on the public sector to treat Welsh and English on an equal basis, when providing services to the public in Wales;
- it gives Welsh speakers an absolute right to speak Welsh in court; and
- it establishes the Welsh Language Board to oversee the delivery of these promises and to promote and facilitate the use of the Welsh language. Further information can be accessed via <http://www.byig-wlb.org.uk/English/Pages/index.aspx>.

Performance Indicators and Targets

One of the new national indicators is the percentage change in the average number of hours of suitable education; training or employment (ETE), children and young people receive while within the youth justice system pre and post 16.

This is achieved by the average number of hours of ETE received by young people in cohort during the last full week before the start and before the end of their programme is calculated. The difference in the average number of hours before the end and before the start of the programme is expressed as a percentage of the average hours before the start.

There are also several YJB performance indicators relating to learning and skills specific to the secure estate relating to young people’s assessment, training plans, progression, and the average number of hours per week of education and training. These vary slightly across the three types of secure estate for young people in the youth justice system, however the performance indicators relating to education for children and young people in SCHs are set out below:

Hours of education and training	100% of young people will receive 30 hours a week of education, training and personal development activity compliant with the National Specification for Learning and Skills.
Literacy and numeracy	All young people entering secure facilities will be tested for literacy and numeracy with 80% of young people on Detention and Training Orders of six months or more improving by one skill level or more in literacy and/or numeracy to the level of need set out in their individual learning plan.
Training planning	All young people entering secure facilities will have a training plan developed and subsequently reviewed in accordance with the National Standards for Youth Justice.

The Policy Framework

Impact of devolution on young offenders’ learning

The Government of Wales Act, 1998, which provides the legal basis for the establishment of the National Assembly for Wales, devolved responsibility for all policy matters for education, lifelong learning and skills (including funding) to Wales. Since then there has been significant divergence between England and Wales in the approach to education and learning.

The Youth Justice Board for England and Wales (YJB) is responsible for co-ordination of the youth justice system for England and Wales. Its objective is to prevent offending by children and young people by preventing crime and the fear of crime, identifying and dealing with young offenders and reducing re-offending.

The Welsh Assembly Government and the YJB work in close collaboration with each other and with key partner organisations to secure effective learning opportunities, provision and support for young people from Wales serving community sentences, under supervision of Youth Offending Teams (YOTs) across the Principality.

Summary of key policy developments in Wales

Children and Young People's Rights

The Welsh Assembly Government is committed to ensuring that every child and young person in Wales aged 0-25 is able to access their basic human rights under the Human Rights Act 2000, the European Convention on Human Rights, the UN Convention on the Rights of the Child, and the associated protocols. During 2009, WAG will work closely with a broad range of partners, professionals, parents and with children and young people across Wales to raise awareness of children and young people's rights.

In November 2002 the Welsh Assembly Government adopted the UN Convention on the Rights of the Child as the basis of all its work for children and young people in Wales. This commitment is set out in statutory guidance for Children and Young People's Partnerships and Plans (see para 2).

The commitment has been translated into seven Core Aims through which the Welsh Assembly Government will work to ensure that all children and young people:

- 1. have a flying start in life;**
- 2. have a comprehensive range of education and learning opportunities;**
- 3. enjoy the best possible health and are free from abuse, victimisation and exploitation;**
- 4. have access to play, leisure, sporting and cultural;**
- 5. are listened to, treated with respect, and have their race and cultural identity recognised;**
- 6. have a safe home and a community which supports physical and emotional well-being; and**
- 7. are not disadvantaged by poverty.**

Implementing the Children Act 2004 – Wales

The Children Act 2004 provides an opportunity to strengthen the existing partnership arrangements that provide for co-operation among providers in planning and delivering services to children and young people in Wales.

It gives a statutory basis to co-operation between local authorities and key partner agencies to improve the well-being of children, and for a single Children and Young People's Plan (CYPP).

The statutory Children and Young People's Partnerships are responsible for co-operation in the planning and delivery of services for all children and young people from the ante-natal stage to the age of 18 years, together with those participating in or receiving youth support services up to the age of 25, and care leavers. They also have responsibility for developing and agreeing the CYPP, the

key strategic statement setting out how the well-being of all children and young people in the area will be improved.

The local authority has lead responsibility for these arrangements, working with its partners in the police service, probation, youth offending team, Local Health Board and NHS trusts, and others, including local schools and voluntary organisations.

In addition, guidance, provides for lead directors and members of local authorities, and their equivalents in Local Health Boards and NHS Trusts, whose role is to make sure that partnership in planning takes place effectively. They must also ensure that the views of children, young people and their families are listened to and responded to in decisions taken by partners.

This provides, in each area, individuals whose main responsibility is the promotion of partnership working. They also have a number of additional roles, including to ensure that the rights of children and young people are met, that partnership self assessment takes place regularly, and that the local Self Assessment Audit Tool (SAAT) is completed to measure and monitor progress against the National Service Framework for Children, Young People and Maternity Services in Wales (NSF) (2005).

The first CYPPs have been published in the autumn of 2008. They cover a three-year timescale and incorporate the former Single Education Plans and social services children's plans. Youth Justice Plans remain a separate statutory requirement, but inform and reflect the shared priorities in the CYPP.

The YJB is drawing on the experience of YOTs to inform the development of a framework for multi-agency working.

Guidance also requires authorities to set out their strategies for making provision for a range of pupils with additional learning needs. Young Offenders are one of the main groups identified as potentially having additional learning needs.

The Welsh Assembly Government regards young offenders as having the same rights and entitlements as all other young people in Wales, including the right to participate, and to have their voices heard in decisions which affect their lives. Accordingly, a key component of our approach is for each young offender to be supported as necessary by all agencies working with them in identifying their learning needs and developing an individual learning plan to meet these needs, which is regularly updated.

Local authorities are required, in consultation with statutory partner agencies, to put in place an annual youth justice plan which describes the nature and scale of offending by young people in their area and the programmes to tackle this. The plan needs to cover how the youth justice system in an area is to be provided and funded, and how YOTs or teams established by them are to be composed and funded, how they are to operate and what functions they will carry out.

Section 28 of the Children Act 2004 requires all statutory partner agencies to have regard to the need to safeguard and promote the welfare of children.

New arrangements are also being set up to allow agencies to share appropriate information on children and young people and this will affect all of the agencies within the Criminal Justice System.

The Children Act 2004 also requires local authorities to set up Local Safeguarding Children's Boards (LSCBs) which are the statutory successors to the Area Child Protection Committees (ACPCs). Guidance on these new arrangements, entitled *Safeguarding Children: Working together under the Children Act 2004*, was issued to key stakeholders whose work brings them into contact with children and young people by the Assembly Government in September 2006.

Partners in LSCBs will include the police, probation board and the local YOT, as well as secure training centres and prisons that detain children.

Estyn, Her Majesty's Inspectorate for Education and Training in Wales is involved in inspections of SCHs in Wales.

Inclusion and Pupil Support Guidance Circular, No: 47/2006

This guidance covers the inclusion and support of learners of compulsory school age (although some elements will apply to all learners). It provides advice and sets out responsibilities for maintaining high levels of attendance and positive behaviour in schools and the need to support pupils with additional needs to ensure they receive suitable education and avoid becoming disengaged from education. It also covers education provided outside the school setting.

The document contains guidance for schools, local authorities and their partners relating to inclusion and pupil support. It aims to provide a framework for inclusion including key documents to assist in developing LAs' and schools' approaches to planning, supporting and meeting the needs of all learners. It has been developed to enable further guidance to be added over time and to allow education professionals to access guidance on specific matters such as behaviour, attendance and support for pupils with additional learning needs. Further information and summaries are available at www.wales.gov.uk/inclusionandpupilsupport.

Youth Support Services

Under Section 123 of the Learning and Skills Act 2000, the National Assembly for Wales may direct local authorities to provide, secure the provision of, or participate in, the provision of youth support services to enable 11-25 year-olds to:

- participate in education and training;
- take advantage of opportunities for employment; and
- participate effectively and responsibly in their communities.

The Youth Support Services Directions (Wales) (2002) and associated Guidance, "*Extending Entitlement: supporting young people in Wales*" sets out WAG's expectations for local multi-agency cooperation in order to secure delivery of a

coherent range of services and support for all young people (11-25) in their area working in close co-operation with young people.

The Guidance also sets out a universal basic entitlement that WAG expects every young person in Wales aged 11-25 to be able to access:

- education, training and work experience – tailored to their needs;
- basic skills which open doors to a full life and promote social inclusion;
- a wide and varied range of opportunities to participate in volunteering and active citizenship;
- high quality, responsive, and accessible services and facilities;
- independent, specialist careers advice and guidance and student support and counselling services;
- personal support and advice – where and when needed and in appropriate formats –with clear ground rules on confidentiality;
- advice on health, housing benefits and other issues provided in accessible and welcoming settings;
- recreational and social opportunities in a safe and accessible environment;
- sporting, artistic, musical and outdoor experiences to develop talents, broaden horizons and promote rounded perspectives including both national and international contexts;
- the right to be consulted, to participate in decision-making, and to be heard, on all matters which concern them or have an impact on their lives;

In an environment where there is:

- a positive focus on achievement overall and what young people have to contribute;
- a focus on building young people’s capacity to become independent, make choices, and participate in the democratic process; and
- a celebration of young people’s successes.

The Guidance is currently under review (2008/09).

14-19 Learning Pathways Wales

Learning Pathways 14-19 is a commitment to the transformation of learning provision for all young people in Wales. Learning Pathways addresses the need for a more flexible and balanced approach to the education of 14-19 year olds, providing a wider range of experiences which will suit the diverse needs of Wales’ young people.

The Welsh Assembly Government is committed to transforming 14-19 provision in Wales. We want:

'95 per cent of young people by the age of 25 to be ready for high skilled employment or higher education by 2015'.

Learning Pathways consist of a blend of six key elements which, in combination, will ensure that, over time, all learners receive the appropriate balance of learning experiences that best meet their needs.

The key elements also enable learners to receive the support and guidance they need to realise their potential. The six key elements are:

- individual Learning Pathways to meet the needs of each learner;
- wider choice and flexibility of programmes and ways of learning;
- a Learning Core which runs from 14 through to 19 wherever young people are learning;
- Learning Coach support;
- access to personal support; and
- impartial careers advice and guidance.

Learning Pathways 14-19 will encourage more young people to achieve their potential so they are increasingly better equipped for the world of work and to become better informed and more active citizens. It will do this by contributing to an improvement in qualifications, supporting an improvement in the proportion of 16 year-olds progressing to further learning in education and training, widening choice, promoting equality of opportunity and supporting the achievement of *'Extending Entitlement'*.

Children and young people's involvement in decision-making on issues which affect their lives

As part of its commitment to work to achieve realisation of children's and human rights for every child and young person in Wales, the Welsh Assembly Government is working with partners to ensure that all children and young people aged 0-25 have opportunities to contribute to, and have their voices heard in, decision-making on issues which impact on their lives. It has adopted a sound bite to explain this more easily:

"Participation means that it is my right to be involved in making decisions, planning, and reviewing an action that might affect me. "Having a voice – having a choice."

All local authorities in Wales are required to have a Local Participation Strategy in place by the end of October 2008.

School Councils became a statutory requirement for all primary, secondary and special schools in Wales in 2005, with the expectation that school councils will hold their first meeting under the new arrangements by 1 November 2006. This development is part of a continuing process of supporting pupils to participate actively in their learning and their learning environment, on the basis that effective holistic participation by pupils in the lives and organisation of their school will improve the effectiveness of the school and of learning of those who attend it. For further information, see www.schoolcouncilswales.org.uk.

The School Councils Regulations do not extend to Secure Children's Homes. Nevertheless the Welsh Assembly Government expects to see any SCH located in Wales implement the principles of effective pupil participation insofar as is reasonable and practicable in the context of a secure environment. We would expect to see the SCH and the local CYP Partnership to work together with young people residing in the SCH to explore the potential of a participative approach to learning and to take steps to progressively implement it. This could well include a school council or youth forum for the SCH, working to the guidelines set out in the National Standards for Participation.

The School Effectiveness Framework Wales

The *Learning Country: Vision Into Action* published in 2006 acknowledges that there is a body of well established and internationally recognised knowledge relating to school effectiveness and improvement. The international evidence emerges from over 50 countries and is firmly based on the principles of equity and quality. This School Effectiveness Framework represents the commitment of the Welsh Assembly Government and local authorities to apply this knowledge in the particular circumstances of Wales, as a major part of our drive towards improving outcomes for children and young people. For more information access <http://wales.gov.uk/dcells/news/educationskillsnews/schooleffectivenessframework/schooleffectiveness?lang=en>.

Key related initiatives

All Wales Youth Offending Strategy

The All Wales Youth Offending Strategy (AWYOS) is the result of the Welsh Assembly Government, the Youth Justice Board and local agencies working together to develop a strategy that provides a national framework for preventing offending and re-offending among children and young people in Wales.

This work is underpinned by the UN Convention on the Rights of the Child and its requirement for consideration of the rights of the young person. In the long-term, its aim is to make a real and significant reduction in the rates of youth offending in Wales.

All Wales Youth Offending Strategy Delivery Plan 2009 -2011

During the last year, we have reconfigured the way in which the Welsh Assembly Government, YJB and our partners work together to achieve the objectives set out in the *All Wales Youth Offending Strategy*. We have identified six priority areas that we will concentrate on over the coming years.

The way in which the YJB monitors the youth justice system in Wales has been tailored to match these priorities. We have streamlined the number of youth justice performance indicators to match our priority areas, redesigned indicators that relate to devolved policy areas and ensured that they measure as many real outcomes for children as possible. Furthermore, we have made sure that wherever we could, the Wales Youth Justice Indicator Set (WYJIS) is represented in other performance frameworks in order to promote senior ownership of our objectives at a local level. (YJB 2009)

Funding and Planning Policy

Current funding and planning framework

The **YJB** has responsibility for commissioning and purchasing custodial places and for placing young people into custody. The YJB also sets standards and monitors the performance of the youth justice system, including for education and training.

- Currently education and training for young offenders in juvenile custody in both England and Wales is largely planned and funded separately from 'mainstream' education (i.e. education for young people learning in the community within schools, colleges and alternative providers, etc). For young people in the mainstream sector, education and training is planned and funded by local authorities (for those of compulsory school age and those learning in 6th forms) and by the Learning and Skills Council for those above compulsory school-age who are learning in the further education sector.
- The Welsh Assembly Government provides funding to local authorities for pre -16 provision in schools in Wales. Funding for post-16 provision in schools is by specific grant from the Welsh Assembly Government. The Welsh Assembly Government funds most post-16 education and training in Wales.
- The arrangements currently applicable for young people placed in custody by the YJB in Secure Children's Homes are that the YJB hold contracts with operators of SCHs and STCs. Contracts are based on a 'per bed' price and include requirements for the provision of education and skills. SCH and STC operators can choose to provide education directly or can form partnerships/sub - contract with learning providers to deliver education in custody.

Future changes to planning and funding framework

- In March 2008, the UK Government consulted on a White Paper "Raising Expectations: Enabling the system to deliver" which proposed **new funding and planning arrangements for pre and post-19 learning** in England as well as some possible changes for Wales.

The White Paper included a proposal to **place local authorities in the lead for education in juvenile custody**. The consultation finished in June 2008, and HM Government published a summary of responses and a response to issues raised on 29 July 2008 (available at <http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=51&pid=419&ctype=None&ptype=Contents>).

HM Government committed to taking this forward within the **Youth Crime Action Plan** (published 15 July 2008 – (available at <http://www.homeoffice.gov.uk/documents/youth-crime-action-plan/>).

Making local authorities responsible for planning, funding and commissioning education in juvenile custody will be a significant change for much of the sector. It will mean that for the first time, planning and funding arrangements for young

offenders' education and training in custody can be brought in line with arrangements in 'mainstream' education for children and young people. The changes will be designed to ensure that there are clearer roles and responsibilities for education and training for young people in custody, and greater consistency of support and provision for young people as they move into, through, and out of the youth justice system. HM Government is working with partner agencies and stakeholders in England to finalise the best model of delivery via local authorities, which will be aligned with new arrangements for planning and funding education in the mainstream sector. The changes for planning and funding for the mainstream sector are due to come into effect in England from September 2010 and HMG thinks there will be significant benefits to implementing the changes to planning and funding education in juvenile custody at the same timescale.

The Youth Crime Action Plan mentioned above covers the range of issues for tackling youth crime including; preventing youth crime; reducing re-offending and improving resettlement of young offenders. The document also set out further detail relating to the government's commitment to improve education and training. Alongside the commitment to make local authorities responsible for education and training in juvenile custody, HMG said it would also:

- develop new performance management arrangements which place greater focus on progression and achievement;
- consider how we best meet young offenders special educational needs and communication needs;
- develop a national delivery framework for education and training in custody, with requirements for local agreements between partners in England;
- develop guidance for local authorities and partners on education for young offenders in England;
- develop and implement a quality improvement strategy; and
- consult on a more comprehensive package of support for children leaving custody, including pathway plans for young people linked to Personal Education Plans.

These plans are designed to ensure that young offenders receive an education which is comparable to that received by young people in the mainstream sector. It must meet personal needs and form part of a consistent learning experience, fostering both successful rehabilitation and contributing to reducing re-offending.

We will expect SCHs in England to work with the government, LSC, YJB, and wider partners to help inform the development and implementation of these changes and to ensure a high quality education and training experience for all young people detained in SCHs.

Separate arrangements will be developed between the YJB and WAG for SCHs in Wales. The Welsh Assembly Government is working closely with Department for Children Schools and Families(DCSF) and the relevant stakeholders in relation to possible implications for Wales. Further information can be found on;

<http://services.parliament.uk/bills/2008-09/apprenticeshipskillschildrenandlearning.html>

Education and skills curriculum

Note: The following sections refer to 'the SCH' – requirements are on the operator of the SCH and they may chose to exercise these requirements through the 'Head of Education', the 'Education Manager' and their staff, or where education provision is sub-contracted, via the education provider.

1. Information, Advice and Guidance

Background

All young people in custody need to be encouraged to develop a sense of responsibility and self-discipline in order to prepare them for the challenges they will meet when they rejoin the community. Guidance work should enhance the capacity of the young people to think more purposefully about the future, improve their decision-making skills, raise their awareness of legitimate opportunities, and develop their coping strategies.

Partnerships between all providers and relevant agencies are crucial in ensuring a coherent package of support for young people. Young people need accessible information, advice and guidance about education and training opportunities and qualifications, future employment and for older young people, the financial support available for learning, such as Educational Maintenance Allowances.

The two key objectives of this support are to remove barriers to learning and to assist the young person in developing their capacity to participate and progress more effectively in education, training and employment. Careers Wales plays a critical part in the area of Information Advice and Guidance.

SCHs and learning services in custody must ensure that information, advice and guidance is accessible to all young people in line with National Standards for Youth Justice. There is suggested practice guidance accessible via www.yjb.gov.uk.

The SCH will ensure that children and young people have an individual learning plan and that they are involved in developing and reviewing their plan. Children and young people should be given a record of their progress and achievement, which should be used to take stock of their past achievements and current skills, and should be used in developing learning and career plans and goals for the future agreed with the young person.

Requirements

0101	Each young person will, in conjunction with their relevant personal support/key worker/teacher prepare contributions for their Individual learning plan (ILP). All young people are assessed in terms of their current skills and abilities and programmes and strategies are built into their Sentence Plans to enhance their skills. The Careers Wales adviser /Learning Coach/Personal support worker/YOT education worker, and the head of education will ensure that the ILP is integrated into the sentence planning process.
0102	A personal tutorial system will be operated. Each young person will have a Learning Coach / Personal support worker. Who could be a teacher, Learning Support Assistant or appropriately trained care officer. Tutor groups will comprise a maximum of 10 young people to one practitioner. Learning Coach / Personal support worker. Will ensure that individual plans are on track and that proper connections are being made between sentence planning and education and training activities.
0103	The SCH in negotiation with the YOT/Learning Coach, Local CYP coordinator, and Careers Wales adviser, need to ensure the young people have access to IAG. This should be supported by an appropriately qualified practitioner, and in accordance with the child's/young person's personal needs. Careers Wales online and Clic online are useful computer based IAG sources for children and young people in Wales.
0104	The SCH should ensure that individual learning plans are maintained on young peoples progress and achievement, and which should be used to take stock of their past achievements and current skills. Young people themselves should be involved in this process and it should be used in developing learning and career plans and goals for the future. It is also important that the ILP transfers to the community with the relevant stakeholders involved in a continuum of support pre and after release.
0105	The SCH should ensure that courses and programmes have clearly identified goals or progression pathways and where appropriate they should be linked to skills for employment and future career opportunities. All programmes providing skills and qualifications should identify progression routes. All ILPs should identify possible progression routes from the start of the learning programme.
0106	The SCH will ensure that all staff help young people relate the knowledge and skills developed through their learning programme to their futures in education, training and employment in the community.

0107	The SCH will facilitate contact with the YOT both local to the establishment and in an individual young person's home community who will liaise as necessary with the relevant education and support services ensuring that appropriate IAG is provided. The Careers Adviser/information, advice and guidance adviser/Careers Wales adviser should ensure that there are effective links with the information, advice and guidance service in the young person's home area. Contact must be made with a designated Careers Adviser/information, advice and guidance adviser/Careers Wales adviser no less than one month before the transition into the community. An appointment must be made with the local Careers Adviser/information, advice and guidance adviser within the first five days of being released back into community, with adequate support to ensure attendance (including through liaising with the YOT).
0108	The SCH should nominate a designated person who will receive specific training associated with the care system and education.
0109	The SCH will facilitate contact with the Looked After Children's Education Co-ordinator in the Home and Host authority if the young person has been or is still within the care system.

2. Assessing the Learner

Background

Support for learning must be at the heart of all assessment, sentence planning and review activity. We must ensure that children and young people are able to access, participate, progress and achieve in suitable, full-time education and training with additional non-formal support where appropriate which helps prepare them for life and work both in custodial settings and when they return to their communities. The planning process needs to take account of each young person's personal needs and learning and employment goals and should take account of prior learning and achievement. The planning review should continue when a young person returns to the community, ensuring a consistent learning journey that continues to foster progression and achievement in the young person.

The process of assessment, planning and review is iterative and places the young person at the centre of all activities. It is a developmental process, with the assessment becoming progressively more detailed at each stage.

All those working with the young person throughout the sentence need professional, up-to-date and regular information and data on the young person's attainment, learning styles, difficulties in learning and also on their behaviour. Reliable diagnosis of the young person's learning needs and assessment of the progress made are crucial to establishing an appropriate Individual learning plan and in discussing this with the young people.

The overarching assessment, planning and review process comprises the completion of: an ASSET Profile; other assessments as part of the induction process; an individual learning plan; review forms; and information from any community provision of a sentence.

This is a continuous process that spans both the custodial and community elements of sentences. It is closely linked to, and supported by, a formal educational assessment process which has a particular emphasis on literacy and numeracy that commences on entry to custody, is monitored throughout the custodial and community parts of the sentence and is completed at the end of the sentence. It is intended that there will be an integrated and computerised system which should be used to record and transfer essential assessment, planning and review information across the secure estate and the community.

Screening

YOTs are required to provide a screening process linked to *Asset*, or *eAsset* where available.

Initial Assessment

Initial, and other, assessments should provide an accurate basis on which to plan or revise appropriate education, training or Offending Behaviour Programmes. Initial

Assessment provides a more detailed assessment of the individual's skills. The outcomes of initial assessment are used to place learners in appropriate learning programmes. All young people have an entitlement to initial assessment. Materials for English for Speakers of Other Languages (ESOL) initial assessment are available. It is also important that first language Welsh young people have the choice and support they require, spoken and written. Establishments and YOTs should use an appropriate assessment tool, building on the assessment made by the previous organisation and should ensure that results are recorded in the Individual learning plan.

Diagnostic Assessment

Diagnostic Assessment is an in-depth assessment process, and carried out by trained teachers in negotiation with learners. The diagnostic assessment process takes the results of initial assessment as its starting point. Materials for diagnostic assessment should be chosen selectively according to the learner's interests, age and goals rather than in a block. The outcomes of diagnostic assessment are used to inform and structure the individual's learning plan and learning programme.

Demonstrating Success is a new approach to measuring the progress and outcomes of children and young people in Wales. It is based on a recognition that young people achieve far more through their involvement with programmes and policies than is currently measured by more traditional approaches that focus largely on assessment and attainment measures.

The project aims to develop a set of indicators, tools and guidelines for measuring Young People's achievements, development and progress in a range of settings. The indicators and tools will form a framework for capturing changes in the social and emotional dispositions and skills of young people.

The approach has been under development for 3 years and is currently being piloted in a number of different learning settings. Further information can be accessed from <http://demonstratingsuccess.co.uk/site/>.

Examples of diagnostic assessment materials for literacy, numeracy and ESOL referenced to the national standards and curriculum documents include:

The Skills for Life Diagnostic Materials for Literacy, Numeracy and ESOL (DCSF), including materials which give an indication of possible dyslexia; and

Basic and Key Skills Builder (West Notts College).

<http://www.bksb.co.uk/> is an assessment tool used by some schools within Wales.

SCHs must keep abreast of developments in all areas of assessment of literacy and numeracy and incorporate them to ensure promising practice in working specifically with young people.

SCH staff must have easy access to a trained specialist dyslexia assessor. Assessment of dyslexia must be provided as cost-effectively as possible.

The performance measures below refer to assessment of dyslexia via:

- a. dyslexia screening (for example by using *Dyspel* and the Skills for Life Phonological Skills module which should take about half an hour);
- b. in-depth assessment (for example by using the range of *Skills for Life* dyslexia assessment materials which takes about 1-1.5 hrs depending on level); and
- c. formal, specialist dyslexia assessment by a trained person for young people who have severe dyslexia indicators (for example those who have a score of 1-3 in the *Skills for Life* phonological skills module, or only 'emerging' skills in the *Skills for Life* in depth dyslexia assessment).

We expect all those involved in delivering learning to keep abreast of developments and incorporate them to ensure good practice.

Summative Assessment

The learning provider will ensure that there are opportunities for summative assessment at appropriate points throughout the learning programme. Where courses are accredited, qualifications and awards should be nationally recognised. Where qualifications are started in custody but not completed, the learning provider will make every effort, working with the YOT and wider partners, to ensure that young people have the opportunity to continue with these in the community or in another secure establishment if transferred.

Assessment for Work-related Learning

Use appropriate tool in order that work related learning is relevant.

Requirements

0201	SCHs should ensure that effective initial assessment is in place. The learning provider should integrate ASSET with its own assessment processes. All sentenced receptions should have an initial assessment as soon as deemed suitable (this is not necessary if assessment took place in the last 3 months and the evidence is available). (NB: some assessments may come from previous custodial establishment, the YOT, or a previous learning provider such as school/college).
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0202	<p>Standardised, summative educational assessments should be given to all young people who enter into custody as soon as deemed suitable, immediately prior to release and at the end of the sentence (unless progression has been shown through an achievement of a qualification). These assessments must cover the following dimensions:</p> <ul style="list-style-type: none"> • literacy and numeracy; • learning styles preferred and learning needs; and • attitudes/motivation/behaviour.
0203	<p>The SCH should ensure that effective diagnostic assessment is in place including assessment for literacy, language and numeracy. All young people should be diagnostically assessed within ten working days of entry to custody. Assessment sessions for literacy and numeracy should be no longer than 45 minutes.</p>
0204	<p>The SCH will assess the young person's aptitude for work-related learning and evaluate the suitability of education and training programmes in meeting learners' age, attainment levels, aspirations and further learning and employment goals.</p>
0205	<p>The SCH will work in partnership with other practitioners, including education staff, care staff, those in other secure establishments, community learning providers and YOTs to minimise repetition of assessment and to exchange relevant information where appropriate.</p>
0206	<p>The SCH will ensure that a trained Dyslexia specialist assessor is available to enable formal assessment to take place 'in-house' where a need is identified in the best interests of the child.</p>
0207	<p>The SCH will work in partnership with other establishments and outside agencies to exchange information about the learner's educational participation, progress and achievement, as well as their learning styles and particular needs. YOTs must ensure that all relevant educational information is available immediately on the young person's entry into custody. This should include previous assessment information, schools and/or colleges attended, attendance record prior to custody, education and training programmes followed, any statement of special educational needs (SEN) and any psychologist's report on previous learning difficulties, etc. Information and data should be sent to the YOT immediately the young person leaves the secure establishment.</p>
0208	<p>The SCH should ensure clear links between assessment outcomes and learning programmes. All teachers' course files should contain outcomes of initial and diagnostic assessment.</p>
0209	<p>All Individual learning plans should set out links between assessment and learning programme. Each young person will have an Individual learning plan, which they are involved in producing and which has targets and a personal timetable of the programme best suited to their individual needs, abilities and aptitudes.</p>

0210	Progress on all courses, programmes and activities will be monitored and recorded accordingly. The learning gains of young people will be formally measured and recorded at the mid point of their custodial sentence and just prior to their transition from custody to the community.
0211	No young person should wait unnecessarily from the point of initial assessment before commencing the appropriate courses as identified by their assessment.
0212	All individual assessment and target setting meetings must take place in appropriate surroundings that ensure privacy and are outside the classroom or other association areas.
0213	The SCH will be aware of and comply with the requirements for resettlement as outlined in the YJB Key Elements of Effective Practice for Resettlement.
0214	The SCH will keep abreast of new developments in this area and incorporate new initiatives to ensure good quality and maintain parity with provision in the community.

3. Individual learning plans

Background

Every learner must have an individual learning plan (ILP) which covers the whole of their sentence (custody and community) and SCHs must record the young persons' progress and achievements during their time in custody, and this information must be passed on to relevant professionals in the community when the young person is released (to relevant YOT workers and learning providers). These documents must put the learner at the heart of the teaching and learning process. The ILP should be fully integrated with the sentence planning process, which is delivered according to YJB national standards. The SCH must ensure that a member of the education staff is present at all induction, sentence planning and review meetings.

An ILP charts the young persons' learning journey by setting out the learning goals for a specified period of time for an individual learner; the smaller targets by which these goals will be achieved and the outcomes of regular reviews at which progress is discussed and recorded with the learner.

Individual learning plans should contain:

- education, training or employment placement data prior to entry to custody;
- relevant information about educational background and experience as described through the ASSET profile;
- baseline initial and diagnostic assessment data on the literacy and numeracy levels of young people at the start of sentence;
- clear targets relating to literacy and numeracy development for the whole of the sentence, reviewed and amended on a regular basis;
- a programme timetable of learning and development;
- a series of Course Individual learning plans, including enrichment activities with long term aims, measurable goals, dates for review of progress and space to record achievements against learning goals and targets;
- information about the young persons learning styles;
- information about Additional Learning Needs and any additional support required;
- other educational, personal or social goals;
- evidence of the young person's participation in learning and skills activities, including records of attendance, specified dosage and punctuality;
- evidence of learning gains at the end of the custodial part of the sentence;

- information about what education, training or employment placement is arranged for the young person on release from custody and how continuity of learning is to be maintained, including details of the learning provider with whom the young person will continue their learning and the organisations and individuals who will be responsible for ensuring that the young person's learning continues;
- information about any qualifications and units of accreditation achieved while in custody, including the full title of the award, the awarding body and the level achieved;
- evidence of the young persons progress as recorded during the custodial sentence;
- depending on the course, it will often include initial interview records, teacher's records of activities and resources for each target, records of what has been learnt during each learning session, records of on-going reviews of the learner's progress/achievement and any new targets set; and
- the ILP will be signed by the young person and teacher/trainer.

Requirements

0301	The SCH will ensure that a member of the education staff is present at induction, sentence/training planning and review meetings.
0302	The SCH will ensure that the ILP is fully integrated with the Sentence Plan.
0303	The SCH and the establishment must ensure that Individual learning plans (ILPs) and records of progression and achievement are in active use for all learners. All young people should have an ILP within ten working days of entering custody.
0304	The SCH will work in partnership with other practitioners, including other secure establishments (when young people are transferred) and YOTs to minimise repetition of assessment.
0305	ILPs should identify the full range of activities for each young person, including; library, offence-related work, enrichment, personal study time, etc. There should be effective lines of communication and recording of data. All young people should have ILPs which contain the results of regular progress reviews with the teacher/trainer on the dates set out in the learner's ILP.
0306	The SCH should ensure that ILPs and records of achievement actively supports progression. All ILPs should identify possible progression routes and suitable, full-time education, training and employment routes from the start of the sentence.
0307	The SCH will work in partnership with outside agencies to exchange information about the learner's educational participation and progress and ensure the ILP refers to any appropriate previous plans and is updated on a regular basis.

0308	The SCH will ensure that the ILP includes details of the education, training or employment which is arranged for the young person for when they are released from custody and how continuity of learning is to be maintained. Targets indicated on the ILP should meld into other plans that exist such as the Personal Education Plan and Care Plan for those in the care system.
0309	The SCH will be aware of and comply with the requirements for resettlement as outlined in the Key Elements of Effective Practice for Resettlement.
0310	The SCH will ensure that there is continuity of learning throughout the sentence and that the ILP reflects both halves of the sentence.
0311	The SCH should ensure that ILPs are transferred efficiently to other relevant organisations and partners. All ILPs should be given to learners on transfer and sent to the YOT, Looked After Children's Education Co-ordinators if appropriate, and new education, training or employment provider immediately on their release to the community.
0312	The learning provider will keep abreast of new developments in this area and incorporate new initiatives to ensure good quality education and training and to maintain parity with provision in the community.

4. The Curriculum

4.1 The Curriculum Framework – Curriculum Cymreig (see pg. 5)

Background

- Helping young offenders improve their skills and developing employability skills is a critical part of successful rehabilitation.
- A curriculum is needed which supports each individual's personal development, helps tackle the causes of their offending behaviour and reduces the risks of re-offending.
- The curriculum needs to take into account that some young offenders:
 - ◆ have low levels of literacy and numeracy;
 - ◆ have been outside full-time education and training for a considerable period of time; or
 - ◆ will be in custody for a short period of time.
- An appropriate, engaging and flexible curriculum should be available which gives young people the chance to benefit from continuing education, and building their confidence and ability to engage and achieve in further learning on their release back into the community.
- Courses and programmes should match learners' identified needs and promote their personal development.
- Learning should occupy the major part of the day and formal learning should be enriched by private study time as appropriate to the young person's needs, age and programme of learning, and extra-curricular Enrichment Activities.
- Young people should be given the opportunity to improve their levels of literacy and numeracy in contexts that are meaningful to their lives, to their wider learning and to their personal and social development.
- Young people must be reintroduced to participating in full-time education and training while in custody so that they are more likely to continue in their chosen route when released back into the community.

Requirements

0401	<p>The curriculum must focus on the key educational areas that are likely to promote the young persons personal development and progression and to prevent re-offending:</p> <ul style="list-style-type: none">• improving literacy and numeracy;• develop key personal skills;• ensuring continuity of mainstream educational programmes and placements;• reintegration into full-time education, training or employment;• increasing employability skills through practical and vocational activities;• addressing offending behaviour; and• learning how to learn.
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0402	<p>All young people should have access to qualifications within the The Credit and Qualifications Framework for Wales (CQFW):</p> <ul style="list-style-type: none"> • enable everyone to develop and maintain essential skills; • encourage people to become lifelong learners; • exploit the knowledge in businesses and educational institutions; • encourage business and workers to gain new skills; and • help people within their communities to develop new skills. <p>This will be achieved through:</p> <ul style="list-style-type: none"> • supporting the development of an inclusive society where everyone has the opportunity to fulfill their potential; • assisting in removing barriers to progression; • promoting recognition of the skills required to support economic growth in Wales; • offering parity in the recognition of achievement for learners of all ages, whether they are learning in the workplace, community, at school, college or university; and • offering parity.
0403	<p>The curriculum should provide all young people with the education and training that they require, notwithstanding their different cultures, religions, ethnicity or levels of attainment on entry. There should be evidence that the formal curriculum is enriched by personal and independent work and extra-curricular activities, including structured weekend Enrichment Activities.</p>
0404	<p>Those young people assessed at Entry Levels 1, 2, 3 and below Entry Level should receive a curriculum with the highest priority given to improving the essential skills of literacy (including oral), numeracy and life skills. Regular and discrete periods of literacy and numeracy should be timetabled. Additional support should be given on numeracy and literacy through individual tuition and through directed support in other subjects in the curriculum and embedded literacy and numeracy learning. In addition, the young people should be given access to Offending Behaviour Programmes, ICT, PSHE, Citizenship and Careers Education, PE, practical, pre-vocational or taster courses and opportunities for engaging in the arts, science and games.</p>

0405	Those young people with attainment level 1 and working towards level 2 should receive a similar curriculum but with greater emphasis on developing employability skills, work-related learning and on the development of independent learning and study skills. Depending on personal needs and long term learning and employment goals this can include one or more vocational programme together with Offending Behaviour Programmes, literacy, numeracy, ICT, PSHE, careers education, Citizenship, PE and opportunities for engaging in the arts, science and games. Where there is a need, these young people will be entitled to additional support in addressing specific learning needs, particularly in relation to literacy, and numeracy.
0406	Those young people at level 2 or already entered for, or studying for, examination courses at such as GCSE, A Level and Advanced GNVQ, etc. should have full access to those courses and continuity of syllabuses, exam entries, materials and coursework. In addition, they will have an entitlement to Offending Behaviour Programmes, PSHE, Citizenship, Careers Education, the arts, PE and games.
0407	All courses and programmes, including vocational training, Enrichment Activities, Offending Behaviour Programmes and PE must have policies, syllabuses and written schemes of work with clear learning objectives. All documentation should be available for reference, monitoring and inspection and be regularly revised.
0408	<p>Education and training programme must promote, where appropriate, the following:</p> <ul style="list-style-type: none"> • problem-solving skills; • creative thinking skills; • team-working ability; • behaviour and social skills; • taking responsibility; • citizenship; • decision-making; • planning; and • personal learning skills.
0409	Sessions should be objectives-led and have clear targets for progression that are regularly reviewed as part of the learning process. All programmes will be available and staffed for 50 weeks of the year, including education, vocational training, PE, games, Offending Behaviour Programmes, and arts and culture activities.

0410	<p>The best use of ICT will be made to:</p> <ul style="list-style-type: none">• support and enhance the learning experience in all curriculum areas;• enable young people to develop skills in using ICT as both a tool and a medium in its own right;• develop essential knowledge and skills relating to the use of ICT in those curriculum areas;• provide a range of high-quality resources to support the learning process; and• plan and manage the curriculum.
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4.2 The Organisation of the Learning Day

Principles

Learning is the most important part of the rehabilitative process and must be the centrepiece of each young person's custodial and community experience. There must be access to suitable high quality education and training for every child and young person.

- The volume and intensity of learning must take account of the fact that many young people in custody have been disengaged from educational provision prior to entering custody.
- No young person will be excluded from a learning opportunity as a sanction or for any other reason without the authorisation of a senior manager.
- It is essential that all staff in the establishment:
 - ◆ are aware of the significance of education and training as a protective factor in preventing re-offending;
 - ◆ understand the impact of having poorly-developed essential skills on a young person's ability to learn;
 - ◆ clearly understand the contribution that they can make to a young person's learning; and
 - ◆ can plan for, deliver and justify that contribution.
- Education and training must be a priority, and must not compete with other programmes or activities within the secure establishment and within resettlement plans for the community.
- All experiences and activities should provide opportunities for the development of the essential skills that promote active participation in the community.
- Learning continues beyond the formal, timetabled day and all young people must have an opportunity to decide for themselves what tasks, personal development and learning they will undertake in the evening and weekends.
- Progression and achievement should be celebrated.
- Disruptions to the continuity of learning must be avoided except under conditions of operational emergency.
- The learning week must be devised by the head of education, with the input and advice of others within the establishment, and must be fully integrated into wider regime activities.

Requirements

0411	Young people will receive a minimum of 30 hours of activity per week which is aligned to the objectives in their sentence plan and ILP. A young person's assessed needs must determine what proportion learning and skills provision forms of the overall sentence plan.
0412	There is a weekly requirement for self-assessment and learning review, target setting, recording of progression and achievement and other activities concerned with sentence-completion management and preparation for release. This will take place with the young person's Personal Tutor on either a group or individual basis.
0413	The timetable of education and training must be structured, reliably delivered and reflect the characteristics of many of these young people, such as short concentration spans and high impulsivity. Sessions should, in general, be structured in multiples of no more than 45 minutes, the length of each session being suited to the nature of the subject and to the ability of the group to benefit from it. For practical subjects (art, Design and Technology, catering, vocational courses, PE) sessions may be extended.
0414	All breaks must be of appropriate length and used positively, ensuring, for example, that young people have a drink and prepare to move to new learning. There is an expectation that movement between sessions is managed in a calm, orderly and efficient way. The lunch break should in general be a maximum of one hour although it is recognised that in some circumstances the movement of young people to and from the learning centre may necessitate a slightly longer break. Lateness for sessions is defined as more than 15 minutes after the timetabled start of the session. The minimum standard for punctuality is 95 per cent. The lunch break will be used constructively to encourage young people to develop social and personal skills.
0415	Home visits and review meetings will be scheduled at times that will cause least disruption to the young person's learning experience.
0416	All courses will have clear, written objectives for the development of literacy, numeracy and ICT skills as applied in the context of the session.
0417	Adequate arrangements should be in place to ensure health and safety of learners across the establishment.

5. Literacy, Language and Numeracy Skills

Background

The YJB Audit of Education, Training and Employment (2001) showed that:

- over 50% of young people on Detention and Training Orders have literacy and numeracy levels below those expected of an 11 year-old; and
- nearly a fifth are likely to be functioning at or below what is expected of a seven year-old in literacy and nearly a third in numeracy.

The notions of 'literacy' and 'numeracy' embedded in this document are much more than the simple acquisition of basic skills. The skills of communication and application of number are central to all areas of learning and are critical to enabling access to, and participation and progression in, education, training and employment, as well as promoting personal development. The approach to literacy and numeracy promoted within this document is consistent with mainstream initiatives, draws on principles of teaching and learning that are well-established in research and the practice of schools and colleges,. Literacy and numeracy skills are central to all learning undertaken by a young person. Without these skills a young person is excluded from essential learning opportunities and, significantly, the opportunity to address his or her offending behaviour.

Literacy and numeracy provision should be both discrete and embedded in other learning and skills activity, including enrichment activities. The quality, standards and range of learning provision should mirror that of similar provision delivered by learning providers in the community. There should be opportunities for learners to complete provision which they start in custody when they transfer to the community-based part of their sentence when appropriate.

A daily literacy and numeracy session should be delivered. In order to make these sessions fully effective, there must be high-quality teaching supported by good teaching and learning materials, using where appropriate the latest Information Communication Technology (ICT). The approach will need to take full account of the important lessons learned during the introduction of the National Literacy and Numeracy Strategies at Key Stages 1 and 2, the Frameworks for teaching English and Mathematics in Years 7, 8 and 9, and the Skills for Life strategy for literacy, language and numeracy for young people and adults aged 16 and over. The approach to be adopted must be both intensive and comprehensive, allowing for:

- the direct teaching of literacy and numeracy through daily sessions;
- individual support for those below Level 1;
- embedded teaching approaches within other areas of education and training, such as vocational training; and
- further support through Enrichment Activities.

The direct teaching of literacy and numeracy should be highly structured. Lessons should be characterised by:

- careful planning linked to clear, challenging and progressive objectives drawn from the key stages curricula;
- teaching to objectives that are shared with the young people;
- a sequence of linked but different activities, differentiated where necessary, delivered at an appropriate pace to engage and motivate all learners;
- a high level of interaction between teachers and young people;
- a sense of early gains, measurable progress and identified achievement;
- a clear and purposeful introduction to the session where appropriate;
- opportunities for the whole class, a small group, and paired and individual tasks, including presentation and performance;
- the use of stimulus resources that are fully appropriate to the age and the attainment of the young people;
- a plenary conclusion to the session which summarises what has been covered and that enables young people to reflect on/acknowledge their personal learning gains; and
- inclusivity and ambition.

The approach to teaching literacy and numeracy, whilst led by clearly-defined objectives, stresses the importance of developing skills in contexts that are meaningful to the learners and that are immediately engaging and motivating. Young people in the youth justice system bring previous knowledge and experience that must be drawn upon to develop new skills and understanding. Practitioners should provide opportunities for making connections between different areas of learning through identifying linked skills and theoretical concepts, and placing these in the context of functional tasks.

Further opportunities should be provided primarily for young people below Level 1 to reinforce the skills learned in the classroom through focused, one-to-one support. The learning in these sessions should be related directly to objectives, should build on strengths and focus on particular areas of difficulty as identified through the assessment process. The Learning Support Assistant role will be crucial to supporting learners in a wide range of contexts and the YJB Professional Certificate in Effective Practice (Learner Support) will focus on the residential competencies they need in order to accomplish this.

The critical test of what has been learned in the literacy and numeracy sessions is the extent to which new knowledge and skills are transferred to and applied in other areas of learning. Literacy and numeracy skills should be part of the explicit teaching agenda in all learning contexts. Young people should be provided with opportunities to:

- apply skills learned in a wide range of settings;

- repeat and reinforce essential learning and skills; and
- demonstrate success to themselves and others.

The YJB has a Literacy and Numeracy Mentoring scheme attached to Youth Offending Teams and Voluntary Sector providers. Learning providers might like to consider the use of volunteer literacy and numeracy mentors in working with young people in the juvenile secure estate. The *Peer Support Programme* offers young people and other volunteers the opportunity to train as learning mentors. These programmes increase the range of accreditation available to more able learners and widen participation by reaching learners in workshops, on wings and in other parts of the establishment. The library service plays a vital part in motivating learners and supporting the development of reading and other skills. *Family Learning* has provided a useful stimulus in encouraging young parents to develop skills which enable them to communicate with their children.

Requirements

0501	The SCH will assess learners' needs for additional support.
0502	The SCH will employ effective methods to ensure all young people have intensive literacy and numeracy input, as well as regular opportunities to develop oracy skills.
0503	The SCH should ensure that the literacy and numeracy learning infrastructure used in mainstream education and training is used to underpin literacy, language and numeracy learning. All discrete literacy, numeracy and ESOL programmes should use the national standards and relevant national curriculum documents. 85% of all programme and session plans across the full curriculum, including Vocational Training and enrichment should contain relevant core (or literacy and numeracy) curriculum objectives.
0504	High-quality literacy, language and numeracy teaching and learning should be delivered.
0505	The SCH should ensure challenging literacy; language and numeracy targets are set and achieved. The YJB performance indicators for all young people to be tested for literacy and numeracy, with 80% of young people on Detention and Training Orders of six months or more improving by one skill level or more in literacy and/or numeracy to the level of need set out in their Individual learning plan should be achieved.
0506	The SCH will employ appropriate teaching and support staff. Staff will be appropriately qualified for their role, or enrolled on a recognised course leading to the necessary qualification in line with the YJB National Qualifications Framework. The deployment of SENCOs, literacy and numeracy coordinators and learning support assistants (at no more than a ratio of 1:10) to support teaching staff has proved effective in raising standards and delivering quality individualised learning programmes.
0507	Continuing professional development programmes meeting the needs of the staff and the establishment must be in place.

6. ICT Skills

Background

ICT skills are critical for children and young people of all ages. The national curriculum outlines the importance of developing ICT skills. Also the 2003 White Paper *21st Century Skills Realising Our Potential*, announced that basic ICT skills would be recognised within the Skills for Life strategy, alongside literacy, language and numeracy. It is intended to equip the population, over time, with the skills needed to function effectively in an increasingly ICT-mediated society, both in work and leisure pursuits; and thereby contribute to economic productivity through being able to perform in high value-added, ICT-dependent jobs; and to reduce the social exclusion that is caused by the gap between the ICT-haves and have-nots. An ICT user skills strategy has been developed and rolled out and an on-line community has been created via www.ictsfll.org.uk, where resources are shared and pedagogical issues can be discussed.

The British Educational Communications and Technology Agency (BECTA) are building on the success of the initial User Skills project and will take forward the vision of ICT Skills for Life to support the ambition set out in *World Class Skills: Implementing the Leitch Review of Skills in England*. BECTA's role has been to work with partners, training providers and practitioners to develop a national strategy for ICT Skills for Life, ensuring it is aligned with the updated e-strategy for FE. This work has led to the development of an implementation plan, the findings of which will drive our commitments over the coming year. A strand of this work has seen e-Skills carry out work to map and revise the IT User National Occupational Standards, identifying opportunities for delivery of functional literacy and numeracy skills within the context of the National Vocational Qualification in IT (ITQ). This has led to the design and pilot (from September 08) of an IT user qualification (to be known as ITQ for Life) at Levels 1 and 2 incorporating Level 1 literacy and Entry level 3 numeracy skills within the requirements of the Qualifications and Credit Framework.

All young people must have the opportunity to gain ICT user skills, and be encouraged to use them to support their learning across the curriculum. We expect ICT to be embedded across the curriculum. SCHs should ensure they provide appropriate provision of ICT skills at all the levels appropriate to the needs of young people held in their care.

ICT is an integral part of delivering literacy and numeracy and SCHs should use best practice and innovations in the use of ICT in schools, colleges and other settings to inform their approaches to teaching and using ICT, including the use of electronic whiteboards and PC Tablets, etc to motivate learners and improve their skills as well as providing opportunities for enhancing classroom delivery and flexibility.

We expect SCHs/learning providers to supply and support ICT equipment (hardware and software) in the same way as other learning resources.

Requirements

0601	The SCH will keep up-to-date with the development of ICT in the curriculum and introduce new standards and qualifications as they become available. The standards can be viewed on the Qualifications and Curriculum Authority's (QCA) website. The standards should be used to inform the development of learning provision.
0602	The SCH will deliver ICT user skills at a range of levels, according to the assessed needs of the learners.
0603	The SCH will develop the ICT curriculum in line with emerging policies and initiatives.
0604	The SCH should show how ICT will be used to enhance teaching and learning in all curriculum areas, particularly with respect to improving literacy, numeracy and language skills, increasing motivation and providing flexible learning opportunities.
0605	The SCH should ensure that programmes meet the needs of individuals, and are relevant to the ICT needs for further learning and for future employment opportunities. All programmes should provide progression routes into further learning and training where appropriate.
0606	The SCH should ensure challenging targets are set and achieved. Set performance targets should be achieved.
0607	The SCH should ensure assessment and verification arrangements meet the requirements of awarding bodies. There should be at least one external verifier's report for each course per year. Estyn reports and wider inspection reports should indicate good or satisfactory assessing and verifying.
0608	The SCH should ensure that appropriately qualified and experienced teaching staff are in place. Staff should hold or be working towards appropriate teaching qualifications.
0609	Continuing professional development programmes must be in place and meet the needs of the staff and the establishment.
0610	The SCH will ensure the provision of at least one PC per ten young people enrolled on learning programmes. Any equipment that does not meet the minimum specification given below should be upgraded. The SCH must ensure provision of necessary peripherals.

0611	<p>The current minimum hardware specification to access most e-learning resources are as follows (where 'should' indicates highly desirable and 'shall' is essential):</p> <ul style="list-style-type: none"> • hardware: shall exceed the recommended specifications for the operating system and application set they are expected to use; • operating system: should utilise an operating system that is currently supported by the developer/manufacturer and will continue to be supported for a minimum of 3 years; • network connectivity: shall have a network interface capable of supporting network data rates of at least 100Mbps when connected to wired technologies. (Shall have a wireless network interface conforming to IEEE 802.11g and/or 802.11a standards and support WPA/WPA2/802.11i compliance); • peripheral connectivity: shall support peripheral devices via USB and/or IEEE1394; • graphical specification: shall be capable of displaying full colour video content at the full native resolution of the display; • audio specification: shall support audio at a minimum specification of 16-bit stereo sampling and playback; • web browser specification: browser application shall be able to display websites using W3C standards. Browser application shall support the installation and use of third party plug-ins, such as Adobe Flash; and • safety and security: suitable anti-virus software must be provided along with appropriate content filtering.
0612	<p>Adequate arrangements for health and safety should be in place across the establishment.</p>

7. Work-related Learning

Background

The primary purpose of work-related learning programmes is to provide learners with the skills, experience and qualifications that will enhance their aspirations and prospects of gaining meaningful training and employment in the future.

SCHs should ensure that learners have the opportunity to participate in work related learning where appropriate for their needs and learning pathways. SCHs should also be aware of the new planned 14-19 curriculum, and the range of training and work-based opportunities that will be available to them on return to their communities.

The SCH must develop work-related learning to meet the needs of young people held in the establishment. The SCH will also raise standards by ensuring professional development of its staff.

The amount of work-related learning a young person receives should broadly reflect the proportions outlined in Chapter 4 of this document, recognising the needs of the individual and the motivational factors of this area of the curriculum.

The SCH will work to maximise continuity of learning when young people are released to the community or are transferred between establishments. Often young people are transferred or released before completion of learning programmes.

Requirements

0701	The SCH should develop plans for work-related and employability skills learning in line with the personal needs and further education/employment goals of learners and in line with the national curriculum and <i>National Skills Strategy</i> .
0702	The SCH should ensure that learning programme is in line with likely further education/training and work-based learning opportunities available to young people on their release from custody.
0703	The SCH must maximise opportunities for learners to complete learning programmes. It will provide courses appropriate to the age and gender of learners and the length of stay.
0704	Learning programme planning must fully support equality of opportunity for all learners to participate in courses appropriate to their needs and goals.
0705	The SCH will provide training in transferable work skills, including embedded basic skills and Key Skills.
0706	The SCH should ensure that challenging targets are set and achieved.

0707	The SCH should ensure that appropriately qualified and experienced teachers and instructors are in place. Instructors should hold, or be working towards, appropriate teaching qualifications.
0708	Continuing professional development programmes which meet the needs of staff and the establishment should be in place.
0709	The SCH must manage available resources effectively and economically to ensure a cost-effective delivery which meets the standards defined within the Common Inspection Framework.
0710	The SCH should ensure that assessment and verification arrangements meet the requirements of awarding bodies. All external verifier reports should be satisfactory or better. Estyn or equivalent reports should indicate good or satisfactory assessing and verifying in all areas of learning.

8. Further and Higher Education

Background

Some young people coming into custody may need support to progress to further and higher education during or after their sentence. They should be provided with information, advice and guidance on further and higher education opportunities, including 'access' courses and financial support. Access courses include *Openings (OU)*, *NOCN* access courses and the Ruskin College course, *Preparation for Higher Education by Distance Learning*. Distance learning facilities may be required, including individual open learning packages, as well as access to study ICT. These should be available within the SCH.

Requirements

0801	The SCH should ensure that information, advice and guidance are available and accessible for learners interested in FE and HE programmes.
0802	The SCH will provide information and guidance, including promotional material to young people on the nature of further education and higher-level study, higher education opportunities, including access to higher education and undergraduate courses.
0803	The SCH should ensure that information, advice and guidance on finance are available to all learners.
0804	The SCH will use the ILP to support the young person and will advise on their chosen courses.
0805	The SCH will facilitate continuing study where offenders are transferred or released, by maintaining and transferring records from the day of release.

9. The Arts and Enrichment Activities

Background

The YJB requires establishments to provide 12 hours of enrichment activities at weekends and in the evenings in addition to the 30 hours of more formal curriculum time each week. Enrichment programmes are structured activities that provide opportunities for young people to engage in active learning in contexts they will find stimulating and motivating. Enrichment activities should contain clear learning objectives that will enable young people to improve their attainment levels (particularly in relation to literacy and numeracy), learn new skills and increase self-confidence. The extent to which core learning providers will be involved in the direct delivery of enrichment activities will be a matter for local consideration.

These programmes will provide an opportunity to involve SCH staff, arts and other specialist practitioners, volunteers and mentors in addition to teaching staff and Learning Support Assistants.

Those with poor educational experiences need to be engaged in a range of ways; sometimes creative activities can be the first step to addressing needs in a wider sense. They have proved to be effective 'engagement hooks' to encourage participation in other learning and skills activities. Learning providers are encouraged to be innovative in their approach in offering this curriculum and will need to demonstrate that they can provide a range of teaching methods designed to reach all learners.

The arts are a particularly significant strand within enrichment and the YJB has established a strategic partnership with the **Arts Council of England and Wales**. **The Arts Council** is directly funding and supporting the development of a number of enrichment modules and actively supports the involvement of arts practitioners and organisations in the development and delivery of them. A key component of successful implementation will be appropriate training for all staff involved through the National Qualifications Framework for Youth Justice.

The arts curriculum complements other parts of the learning and skills provision and gives opportunities for learners to develop a fuller understanding of the arts and their contribution to culture and society; increase their self-esteem and confidence; develop increased creative, personal and work-related competencies, potentially with a view to taking up a career in the arts, and to achieve national qualifications.

Over the past few years the arts curriculum has been developed to enable young people to develop their understanding of the visual and performing arts, and media arts and their skills as arts practitioners. The **National Open College Network** has produced a modular arts programme, accredited at Entry Level, Levels One, Two and Three, referenced to the national standards for literacy, numeracy and language. There are units which complement and apply the ICT curriculum.

A modular structure enables young people to build a portfolio and continue their

studies if they are transferred to another establishment or return to their community part-way through a programme and to progress to GNVQ, GCSE, A Level or other arts programmes accredited at a suitable level. There are units in all the above programmes which have special relevance to those wishing to pursue a career in the arts and other enrichment areas and there are units which develop transferable work skills.

As with other types of learning provision, it will be important that learners moving into the community can continue with learning which they started in custody.

Enrichment and the arts curriculum contribute to the cultural and creative life of the establishment, giving opportunities for informal interaction between staff and young people. They provide an opportunity for self-expression and can thereby assist in maintaining good order. The involvement of voluntary and community arts organisations is well-established. **The Arts Council** and **YJB** has published a directory of arts organisations/practitioners who work with young people at risk of offending and their activities in secure establishments and the **Koestler Trust** organises an annual exhibition of offenders' art.

Good practice in enrichment activities is achieved when:

- activities are seen as central to the ethos and effectiveness of the institution and fundamental to realising the potential of every young person;
- sustained support for Enrichment Activities comes from senior management;
- young people of all ages and attainment levels can find something extra, over and above classroom teaching and learning, to suit their personal needs and interests;
- the programme of activities is chosen to allow the participation of young people of all attainment levels;
- activities have a different character from those of the main learning day, even when what is offered is some form of curriculum extension;
- young people, as well as staff, are involved in deciding what is offered and how it is offered;
- practitioners are consulted and involved in designing and implementing the activities;
- the activity is organised and managed by a designated coordinator;
- parents/carers are consulted and as involved as far as possible;
- the establishment draws upon professional advice and commitment from wider support and information services, including non-traditional partners such as the arts sector, the voluntary and community sector, from the local community; including local clubs, societies and individuals, and from the communities to which young people will return;

- the efforts and achievements of young people taking part are recognised, valued and recorded and celebrated;
- activities are linked to the curriculum and focus on improving performance, developing confidence and self-esteem in all areas of learning;
- activities are monitored and evaluated;
- there is a full recognition of diversity, in particular of cultural and ethnic diversity; and
- utilising the full range of new and emerging technologies that are the drivers of so much recent innovation in the arts is likely to be a key motivator for this particular group of young people and has a range of benefits.

Environmental programmes are also a valuable source of learning for young people – especially when they can be given the opportunity to be actively engaged in projects that foster responsible attitudes to the environment and other people, and provide chances to develop a range of skills relevant to life in the community.

Requirements

0901	The SCH should provide a range of enrichment activities.
0902	The SCH will demonstrate responsiveness to the cultural diversity of the population, bearing in mind that this can change at short notice.
0903	The SCH will use the ILP and the young peoples records of achievement to enable learners to manage their learning and development.
0904	The SCH will create opportunities for young people to develop independent learning skills.
0905	The SCH should ensure appropriately qualified and experienced staff are in place. Staff should hold, or be working towards, appropriate teaching qualifications or other awards/qualifications specific to the role.
0906	The SCH should ensure that programmes meet the needs of the individuals and that the skills developed relate to opportunities available for young people when they are released into the community.
0907	The SCH should ensure that needs analyses are made and that policies to ensure equality of opportunity are implemented. Programmes should be socially inclusive and meet diverse needs and cultures.
0908	The SCH should ensure that assessment; moderation and verification arrangements meet the requirements of awarding bodies, with a minimum of one satisfactory external verifier report per year for each course.
0909	The SCH should ensure that challenging targets are set and achieved. Achievements should be measured against set targets.

0910	Adequate arrangements for health & safety should be in place.
0911	Continuing professional development programmes which meet the needs of the staff and the establishment should be in place.

10. Personal and Social Development

Background

The development of personal and social skills must underpin education and training for young people in custody. Many young people entering custody have complicated lives and lack the personal skills needed to deal with life and the expectations upon them. It is expected the curriculum in custody must offer children and young people the opportunity to develop their practical, cognitive and social skills, as relevant to their needs. The activities here should be used to support other learning and skills development, particularly basic skills. In some establishments there is imaginative and innovative work-linking reader development activities with peer support schemes, etc. The development of personal and social skills should be integrated with behaviour management programmes and other regime interventions and should support the attainment of wider key skills to improve chances of participating and progressing effectively in suitable, full-time education, training and employment in the future. Accreditation is available from a number of awarding bodies including the **National Open College Network, ASET** and **ASDAN**. Modular courses have been developed which are achievable in a short timescale and transferable between establishments and to community settings. They can lead to further qualifications at a higher level.

The curriculum should include: Citizenship, Offence related work; Social and Life Skills Framework; Employment Skills; Family Relationships and Parenting (where appropriate); Wider key skills.

Requirements

1001	The SCH will demonstrate responsiveness to the cultural diversity of the population, bearing in mind that this can change.
1003	The SCH will foster independent learning skills for young people as appropriate to their needs and goals, e.g. through supported self study.
1004	The SCH will reference work in this area to the national standards in literacy, language and numeracy.
1005	The learning provider will link this work to sentence planning and the establishment's resettlement strategy.
1006	The learning provider should ensure appropriately qualified and experienced staff are in place. Staff should hold, or be working towards, appropriate teaching qualifications.
1007	The SCH should ensure development of embedded basic skills.
1008	The SCH should ensure that assessment; moderation and verification arrangements meet the requirements of awarding bodies, with a minimum of one satisfactory external verifier report per year for each course.

1009	The SCH should ensure needs analyses are made and that policies to ensure equality of opportunity are implemented and that programmes are socially inclusive. All learners are to have access to education and Equal Opportunities Policies must be complied with.
1011	The SCH should ensure that challenging targets are set and achieved. Achievements should be measured against set targets.
1012	Adequate arrangements for health & safety should be in place.
1013	Continuing professional development programmes which meet the needs of the staff and the SCH should be in place. In particular, there should be regular CPD on behaviour management for all staff as recommended in the recent National Behaviour and Attendance Review (NBAR)

11. Distance Learning, Resource-based Learning and e-Learning

Background

The YJB requires that SCHs encourage young people to develop personal learning skills, e.g. through engaging in private study where appropriate for young people and where this forms part of their learning and development. E-learning and the effective use of ICT has significant potential to underpin this type of learning and the SCH should show awareness of any promising practice for this age group in mainstream schools and colleges. We aim to adopt practices which have the potential to empower young people by helping them play a more active part in pursuing their learning goals, foster creativity and innovation, offer flexible learning, achieve better value for money through maximising the availability of resources, and encourage young people to continually improve their knowledge and skills.

The motivational aspects of engaging with material through the medium of ICT are well-established, although it should be noted that all young people will require additional support from establishment staff beyond what is normally provided, and that careful monitoring will be required in order to ensure that learning outcomes are being achieved. The potential for distance and e-learning is likely to be most useful for the small minority of young people in custody who are for example studying for specific GCSE and A Level courses. The SCH should also consider the potential of ICT for enabling young people to maintain or develop links with a school or college in their communities.

While the development of e-learning is limited by security considerations, we expect the e-learning agenda within custody to alter and expand in the coming years in support of these wider objectives of learning and skills. E-learning has already been successful in engaging offenders who are disengaged by traditional learning. Consequently the SCH will implement changes as they develop. The SCH should also ensure that any proposals made are relevant to the young people accommodated in terms of the material presented and their intended learning outcomes.

While SCHs will have security considerations, we are keen that providers engage in dialogue with practitioners providing information, advice and guidance so that young people have access to necessary support, whether face to face or virtually, to develop independent learning and access relevant information about education, training and employment opportunities available to them in their communities. Learning providers should also consider the potential of ICT to sustain and develop links with YOTs, information, advice and guidance practitioners, and schools and colleges in their home communities. As with other types of learning provision, it will be important that learners moving into the community can continue with learning which they started in custody.

It is important that learning resources such as books and teaching and learning materials are made available within the SCH for the young people to supplement and underpin their learning and development.

Requirements

1101	The SCH will support learning in private rooms and in other locations. Such support will require the provision of appropriate learning materials including text books, course manuals, CD-ROMs and access to appropriate ICT facilities.
1102	The SCH will provide advice, guidance, support and supplementary learning materials for those engaging in distance learning.
1103	The SCH will provide access to resources such as books, reading material and teaching and learning resources appropriate to meet the needs of young people in custody.
1104	The SCH will provide guidance in study skills and appropriate support to enable learners to manage their own learning.
1105	The learning provider will supplement formal learning in the classroom or workshop with opportunities for private study and independent learning.
1106	The SCH will have robust monitoring systems to ensure effective use of all private study and any distance learning time.
1107	The SCH should ensure that learners' requirements are adequately assessed.
1109	The SCH should ensure challenging targets for learners to engage in independent learning are set and achieved. All young people should be provided with meaningful private study activities. Achievement should be measured against set targets.
1110	The SCH will supply appropriately qualified staff to support course specialist materials, for instance face-to-face or through virtual means.
1111	The SCH will develop good working arrangements with YOTs, information, advice and guidance practitioners and community providers to ensure continuity of learning for young people immediately upon release.
1112	The SCH will need to show how they plan to build on the Government's existing investment in e-learning to get maximum value for public money.
1113	The learning provider should ensure that assessment; moderation and verification arrangements meet the requirements of awarding bodies for paper-based and online test delivery, with a minimum of one satisfactory external verifier report per year for each course.

12. Other Subjects

Background

The YJB requires establishments to deliver a broad and balanced curriculum. Chapter 4 of this document defines how the available curriculum time should be apportioned. The range and level of subjects offered will reflect this.

SCHs are expected to provide a learning programme for each young person that meets personal needs and is based on the outcomes of the assessment and induction processes within this curriculum framework. They will ensure young people's progression and achievements are recorded and that young people themselves are involved in this process to help them develop skills in managing their own learning. This should include through promoting ongoing reviewing, planning and development, and recording achievement; taking stock of their past achievements and current skills, developing career plans and goals for the future, and presenting their achievements and skills to best effect.

SCHs are encouraged to be innovative in their approach and will need to demonstrate that they can employ a range of teaching and learning strategies appropriate to the needs of young people and their entitlement to access suitable, full-time education, and training. These should also take into account the cultural diversity of the population. As with other types of learning provision, it will be important that learners moving into the community can continue with learning which they started in custody. Working with information, advice and guidance services and other appropriate agencies, SCHs should seek to ensure that, in learning terms, the transition from custody to community is as smooth as possible.

The SCH must work in cooperation with wider partners, including voluntary and community-based organisations to support learners in all areas, making appropriate use of distance and e-learning materials.

Requirements

1201	The SCH will ensure that there is a broad and balanced curriculum offered in line with Chapter 4 of this document.
1202	The SCH should ensure that needs analyses are made and that policies to ensure equality of opportunity are implemented. Programmes should be socially inclusive. All learners should have access to education and Equal Opportunities Policies should be complied with.
1203	The SCH should ensure progression to other learning and skills programmes and suitable, full-time education, training and employment.
1204	The SCH should ensure that education and training has clear progression routes for young people including when they return to their home communities on release.
1205	The SCH should ensure embedded basic skills are developed.

1206	The SCH should ensure that challenging targets are set and achieved. Achievement should be measured against set targets.
1207	The SCH will work in partnership with other establishments, YOTs, Looked after Children's Education Coordinators where appropriate and external providers to enable learners to progress and realise their personal goals.
1208	The SCH will reflect the appropriate progression pathways in ILPs and work with YOTs and providers in the community to ensure continuity of learning between custody and the community.
1209	The SCH will provide information, advice and guidance on funding learning and training, in custody and post-release.
1210	The SCH will work in partnership with external providers to enable young people to have day-release for learning and skills, subject to suitable risk-assessment and appropriateness.
1211	The SCH should ensure appropriately qualified and experienced staff are in place. Staff should hold, or be working towards, appropriate teaching qualifications.
1212	The SCH should ensure that assessment; moderation and verification arrangements meet the requirements of awarding bodies, with a minimum of one satisfactory external verifier report per year for each course.
1213	Adequate arrangements for health and safety should be in place across the establishment.
1214	Continuing professional development programmes which meet the needs of the staff and the establishment should be in place.

13. Preparation for Release and Resettlement

Background

The learning provider will play an important role in ensuring the effective transition of young people into custody and back into their communities, in particular in ensuring that young people have suitable, full-time education, training and employment placements immediately on release. The ETE KEEP, as well as the National Standards for Youth Justice, prescribes what YOTs are required to do in order to ensure transition into education, training or employment post-custody and beyond the end of the sentence.

Transition refers to those activities intended to reintegrate young people into the community, regardless of when the activities occur during the sentence. The organisation of transitions has three distinct, yet overlapping parts:

- pre-release and preparatory planning that commences at the point of sentence;
- a structured transition that requires the participation of custodial and YOT staff, prior to and following re-entry to the community; and
- long-term, reintegration activities that ensure access, participation and progression in mainstream education, training and employment at the end of the sentence.

The SCH will play a key and active role in the resettlement planning process and in forging links with education and training providers, both in custody and in the home areas of the young people resident.

The use of the whole of the sentence as a vehicle for learning is of paramount importance, in particular the importance of developing an Individual learning plan that spans custody and community, and which is closely linked with the Sentence/Training Planning process as managed by the SCH and YOTs.

The IAG service has a crucial role in helping young offenders resettle into the community. Providers will be expected to work closely with the local Careers Wales service in this area.

The SCH should provide courses during custody that are comparable to those in the community and by providing information, advice and guidance on suitable provision and possible sources of funding. The SCH should ensure that learning programmes which young people begin in the community can be continued when young people return after custody.

Staff should share information with the receiving school/college/training provider about the support the young people will need, about their academic achievement and future educational needs and goals. In addition, Staff should inform the school/college/training provider about any relevant sentence conditions and also how the SCH might be able to assist the school/college/training provider in

monitoring and enforcing attendance, and improving achievement and behavioural standards. This information must identify strategies for teaching and learning that match the young person's learning style and needs.

The learning provider must maintain awareness of developments in this area, e.g. Careers Wales Direct which offers information on a wide range of topics such as education, careers, housing, money and health as well as confidential advice and practical help (www.Careers.Wales.Com).

Preparation for release and resettlement requires collaborative working with external statutory and voluntary organisations, including the local Careers Wales service and the YOT. The SCH should refer to the KEEP on education, training and employment.

Requirements

1301	The SCH will facilitate access to IAG related to learning, skills and employment to young people.
1302	The SCH will contribute towards the establishment's resettlement strategy and targets by developing a plan showing how links will be made with key agencies inside and outside the establishment and how ILPs will be fully integrated in the Sentence Plan.
1303	The SCH will ensure that a member of staff from education attends all induction, planning and review meetings.
1304	The SCH will include plans for day release as a standard feature of learning programmes for eligible individuals, in particular for the purpose of enabling young people to visit the receiving school/college/training provider.
1305	The SCH will record release and resettlement activities and outcomes.
1306	The SCH will ensure that all programmes offered are comparable with those offered in mainstream learning environments and that there is continuity of learning for young people returning to the community and transferring to another establishment. Placement considerations and discussions with the receiving school/college/training provider must commence in the first two weeks of the sentence.
1307	The SCH will facilitate contact with the Careers Wales Service both local to the establishment and in a young person's home community to ensure that appropriate support is provided upon release.
1308	Young people will collect a record of their progression and achievements containing samples of their best work while in custody. This should include evidence of the qualifications gained, work experience undertaken, a CV and evidence of extra-curricular and Enrichment Activities that have been undertaken.

1309	Young people will be given the opportunity to visit the receiving school/college/training provider prior to release into the community, subject to risk assessment.
1310	All learning in custody should prepare and motivate students for their return to school, college or employment and into the community. Courses should try to provide opportunities for young people to develop the awareness, knowledge, skills and attitudes needed to reintegrate effectively into these settings.
1311	Learning programmes should give attention to the skills needed to function more widely in the community, in finding and keeping accommodation, for instance. In addition, staff should be helped to make their programmes of work as relevant as possible to the communities to which the young people will return.
1312	Relevant staff must have adequate knowledge of the current and future labour market, its implications for the education and training of young people and advise all staff on how to change existing courses or develop new programmes to enhance the employability of young people.
1313	All staff should help students relate the knowledge and skills learnt and developed in the secure establishment to their futures in education, training and employment in the community.
1314	Young people are given opportunities to apply knowledge in real-life situations or simulation through activities such as work experience, community school/college placements or working with a community mentor.
1315	Partnerships are developed between the education department and local employers to improve the courses that are provided and to provide potential post-release support for young people.
1316	The SCH should ensure the attendance of education staff at induction, planning and review meetings. All meetings should be attended by education staff.
1317	The SCH and the YOT, should ensure that young people are in suitable, full-time education, training or employment immediately on release from custody. All ILPs should be fully integrated in with the Sentence Plan for the whole of the sentence.

14. Quality Assurance and Quality Improvement

Background

The YJB has a statutory duty to monitor the operation and performance of the youth justice system. The YJB has a performance monitoring structure to ensure compliance with standards and contractual commitments.

Effective quality assurance which secures continuous improvement is demonstrated by how well leaders and managers set a clear direction leading to high-quality education and training and, where relevant, the extent to which SCH Managers meet their responsibilities. The SCH must monitor and evaluate performance through self-assessment and promote equality of opportunity so that all learners achieve their potential.

The SCH Manager is accountable for quality-improvement for learning and skills in the establishment. The SCH will be required to quality-assure the learning and skills service that they provide and work to improve the quality of delivery, content and outcomes, taking into account the guiding principles set out in: *Key Elements of Effective Practice* – ETE, OBP and APIS.

Requirements

1401	The SCH will produce an annual self-assessment report on quality improvement in the delivery of learning and skills.
1402	The SCH will produce and share a three-year Education Development Plan reviewed annually that has a correlation with the Children and Young People's Partnership themes in the Local Authority.
1403	The SCH will carry out a comprehensive annual needs analysis to ensure that the curriculum is responsive to the needs of the learners and the requirements of this document.
1404	An effective and comprehensive quality assurance framework should be in place. Consistent processes for monitoring quality across the establishment and, regular internal quality audits should be in place to inform the self-assessment report (SAR), and planning should exist. Relevant quality information should be available, including: base-line data and record of year-on-year improvement. Accurate, comprehensive SAR; teaching and support staff should be fully involved. Action plan with SMART targets should be regularly updated. A three-year development plan with SMART targets, informed by SAR and needs analysis should be revised annually. Trends in performance should show continuous improvement or maintenance of high standards in all areas.

1405	<p>The SCH should ensure high-quality teaching and learning. An action plan should include targets on improving the 'fit' between learning programmes and learners' goals/interests and the requirement set out in this document. For example, regular learner surveys should show evidence of increasing learner satisfaction year-on-year. Retention levels should improve. Progression data should show improvement. Consistent processes for monitoring quality of teaching and learning across establishment should include regular teaching observation. A teaching improvement plan should be in place. The action plan should include targets on improving resources to ensure that they: support the programme fully, are up-to-date and are free of stereotyping. The action plan should include targets on improving assessment and a review of learner progress e.g. quality and frequency of one-to-one review sessions.</p>
1406	<p>The SCH should ensure that continuing professional development programmes that meet the needs of the staff and the establishment are in place. An annual planned programme for staff training should be in place, informed by findings of staff appraisal. All staff are to receive training annually in response to needs identified during appraisals. (Part-time staff will receive training pro-rata to fraction of full-time employment.) All staff training is to be reviewed and evaluated.</p>
1407	<p>The SCH should take primary responsibility for health and safety. Adequate arrangements for health and safety should be in place across the Unit. Health and Safety notices must meet national requirements and audit baselines. All learning environments and practices should meet statutory health & safety requirements.</p>

15. Inclusive Learning and Support for Learning

Introduction

Many young people in SCHs have complex and multiple barriers to learning that impede their capacity to access, participate and make progress in education, training and employment. They will need additional learning support to enable them to achieve their learning goals. All young people have the legal right to have their Special Educational Needs (SEN), as defined in the SEN Codes of Practice in England and Wales, identified and fully assessed.

The SCH will be required to ensure that the needs of individual learners are at the heart of all teaching and learning and that it has a strategy in place to meet these needs. The SCH should deliver a service which conforms to the requirements below and to the principles outlined in key documents, including the Disability Discrimination Act 2005 and the SEN Code of Practice for Wales. These documents set out the need for establishments to have an inclusive learning strategy across all learning and skills provision, including detailed individual assessment of need, well-qualified and experienced specialist and non-specialist teaching and support staff, a strong staff development programme, high-quality delivery, robust assessment of progress/achievement and good data systems. The SCH will also work in cooperation with the specialist external agencies both during and after the young person's time in custody, making referrals as necessary.

The SCH will be required to be innovative in its approach, using a range of teaching and learning approaches and different modes of delivery to reach all learners, including those with learning difficulties/disabilities. Where learning support is required, this should be available in the classroom, as separate provision, or one-to-one as required, in order to enable learners to have access and achieve in the full range of the curriculum opportunities. There must be effective links between main course teachers and learning support staff. Support must be timetabled and have specific time-bound targets, revised and updated, with built-in reviews within the ILP. The SCH will identify and use appropriate resources to meet individual needs and additional needs, including specialist curriculum documents (such as the Skills for Life Pre-entry Curriculum Framework as a possible resource).

As set out in other sections, the learning provider will work to maximise continuity of learning for all learners, including those with learning difficulties and disabilities, especially in relation to supporting transition to the community and where young people are transferred between establishments. Often young people are transferred or released before completion of courses. The use of modular courses and unit accreditation, the development of area-wide strategies for resettlement and training provision and the effective transfer of records of progress and achievement in ILPs must all support the overall strategy to ensure that young people can access, participate and make progress in suitable, full-time education, training and employment across the whole of the sentence and beyond.

Requirements

1502	The SCH will identify and ensure that appropriate resources are used to support all learners in response to identified need.
1503	The SCH will ensure that all staff are aware of their roles and responsibilities in supporting learners and that they have the relevant knowledge and skills to do this.
1504	The SCH will ensure that there is a robust assessment process to ensure all needs are identified and appropriate support put in place to meet these.
1505	The SCH should ensure an effective and comprehensive inclusive learning strategy is in place. Trends in performance over time should show either continuous improvement or maintenance of high standards in the following areas: Self Assessment Reports should address inclusive learning and should be owned by relevant staff. Relevant inclusive learning data should be available, including: base-line data on learning difficulties/disabilities. The action plan and development plan should include SMART targets for inclusive learning, to be updated annually.
1506	The learning provider should identify individual, additional learning needs and provision of support. All young people should be assessed for literacy and numeracy. All young people thought to have SEN should be assessed within five working days of entry to custody and all young people assessed below Level 1 should receive five hours of support each week from an LSA. LEAs, schools, early years settings and those who help them – including health and social services – must have regard to the SEN Code of Practice. They must not ignore it. That means that whenever settings, schools and LEAs decide how to exercise their functions relating to children with special educational needs, and whenever the health and social services provide help to settings, schools and LEAs in this, those bodies must consider what this Code says. These bodies must fulfil their statutory duties towards children with special educational needs but it is up to them to decide how to do so – in the light of the guidance in this Code of Practice. The Code is designed to help them to make effective decisions but it does not – and could not – tell them what to do in each individual case.
1507	The learning provider should ensure relevant resources are in use to support learning. All teachers, trainers and support staff should have relevant curriculum documents and other resources. 85% of staff in all curriculum areas should have schemes of work which show evidence of their integration into relevant parts of the syllabus.
1508	The SCH should ensure that appropriately qualified specialist staff are in place (see also chapter on literacy, language and numeracy for details of dyslexic specialism required). An annual programme for staff training should be in place in line with the NQF YJ. All LSAs should be given the opportunity to access the Professional Certificate in Effective Practice (Learning Support).

1509	The SCH should ensure continuing professional development programmes for supporting learning are in place. An annual programme for staff training should be in place (as above, to cover initial and in-service training) in line with the NQFYJ.
1510	The SCH should ensure high-quality support for all learners. Trends in performance over time should show either continuous improvement in learning support or maintenance of very high standards. The Registered Manager should have overall responsibility and accountability. Consistent processes for monitoring quality of support should be in place across establishment. Regular quality audits of learning support should be in place to inform self-assessment report (SAR), action planning and development planning. Relevant quality information for literacy, language and numeracy should be available, including: baseline quality data; realistic Self Assessment Reports 'owned' by staff; action plan with SMART targets, to be updated regularly; three-year development plan with SMART targets. Lesson observation arrangements should be in place and teaching improvement plans should be produced.
1511	Where they exist, all other educational plans relating to SEN or Care status, e.g. Individual learning plans, Personal Education Plans or Transition Plans will continue to be implemented and reviewed in the custodial and community parts of the sentence.
1512	Attempts will be made to involve and inform parents/carers on the progress and development of the young person.
1513	Every effort will be made to secure information from the community about whether or not a young person has had a Special Educational Need identified and what stage of the Code of Practice they are on currently or were on when they last attended school/college.
1514	The YOT supervising officer will ensure that the Special Educational Needs of a young person are continued to be met in the community and must ensure that coherent plans for this are in place when a young person leaves the SCH, planning for this no later than three weeks before a young person is released.
1515	All institutions will have a robust screening and referral process for SEN, including ways in which young people, parents/carers and any practitioner can contact the SENCO (or appropriate teacher).

16. Points of Clarification

Youth Offending Teams (YOTs)

A YOT is a multi-agency local service that provides supervision for young people at all levels of the youth justice system. It works with partner agencies to ensure mainstream services are accessed and delivered in a way that impacts positively on reducing the risk factors associated with offending behaviour and increases protective factors.

Juvenile

The term 'juvenile offender' refers to young offenders who are in the youth justice system and are supervised by YOTs and can be held in YJB commissioned places in custody. Therefore this covers young people aged 10-17 and some 18 year-olds near the end of their sentence (who have not been transferred to the adult criminal justice system). The term 'juvenile custody' refers to custodial places which are commissioned by the YJB – i.e. custodial establishments which take juveniles include Secure Children's Homes, Secure Training Centres and Young Offender Institutions (note that some YOIs are split site and have a juvenile site and an adult site).

The Detention and Training Order (DTO)

This is the main custodial sentence for young people between the ages of 12 and 17 years. It is a '50/50' sentence with half being served in custody and half under supervision in the community. The YOT provides a supervising officer for each young person on a DTO and it is the responsibility of the supervising officer to ensure that the sentence is planned and carried out properly, across the whole of the DTO. As the name implies, the delivery of Education and Training is a requirement of this Order.

Section 90/91 (Power of Criminal Courts (Sentencing) Act 2000)

If the conviction is for murder, the sentence falls under Section 90 of the Powers of the Criminal Courts (Sentencing) Act 2000. Such sentences are termed "Detention at Her Majesty's Pleasure" and a mandatory life sentence will apply. The sentencing court will set a minimum term (also known as the tariff) to be spent in custody, after which the young person can apply to the Parole Board for release. The Secretary of State's directions to the Parole Board (issued August 2004) set out the assessment criteria for the release of those serving a life sentence. Once released, the young person will be subject to a supervisory licence for an indefinite period.

If a young person is convicted of an offence for which an adult could receive at least 14 years in custody, they may be sentenced under Section 91 of the Powers of the Criminal Courts (Sentencing) Act 2000. The length of the sentence can be anywhere up to the adult maximum for the same offence, which for certain offences may be life.

Section 226/228 (Criminal Justice Act 2003)

Applies the sentence of public protection to those aged under 18 although for juveniles it is a sentence of detention rather than imprisonment. The sentence may be passed by a court if the offender is convicted of a specified sexual or violent offence carrying a maximum sentence of ten years or more and the court considers that the offender poses a significant risk of serious harm to the public.

Applies the extended sentence to those aged under 18 whom the court considers to pose a significant risk of serious harm. Where the offender has been convicted of a specified offence the court must impose an extended sentence, unless the offence is a serious offence and the case is one in which a sentence under section 226 is appropriate.

ASSET

This is the main assessment tool used in the youth justice system. Its main function is to assess the elements of criminogenic risk and protective factors to ensure that they are taken into account when planning the intervention. There is an education, training and employment section to an ASSET form designed to identify any problem areas or special needs that should inform individual learning and sentence planning. The National Standards for Youth Justice set out the requirements for using ASSET and the review processes required for young people receiving custodial sentences.

Curriculum Mix

The age range and attainment levels of young people in juvenile establishments is such that the education and training service required is both broad and intensive, spanning the national curriculum for those under statutory school-leaving age to vocationally orientated work, GCSE, Diplomas, A level work where appropriate as well intensive basic literacy and numeracy work. Section 4.1 and 4.2 of this document outline for learning providers how the curriculum time should be split across learning and skills activities in developing balanced learning programmes for young people.

Although this document is the primary service driver for juveniles, there are a number of other regulatory documents to which learning providers will need to refer in order to meet the requirements.

The National Standards for Youth Justice - issued by the **YJB**, signed off by the Home Secretary determining the standards of practice required across the youth justice system.

PSO4950 – setting out the **Prison Service** rules, orders and standards for custodial provision for young people under the age of 18.

DTO Guidance - setting out the requirements for the conduct of the DTO sentence.

Department of Children, Education, Lifelong Learning and Skills (DCELLS)

The Welsh Assembly Government

The Welsh Assembly Government is committed to improving the standards of education provision across Wales. We also want to strengthen the contribution that education and training makes to economic development. Learning providers in all sectors are crucial to driving education standards forwards.

The Welsh Assembly Government aims to raise the levels of achievement of the people of Wales through its education and training policies. Through these policies it aims to achieve a social and economic well being that is vital to developing a prosperous economy.

We promote a culture of lifelong learning to help improve opportunities for people at all stages of their life, from school through college or university and for vocational or work based training.

The Welsh Assembly Government provides the leadership, policies and guidance for key stakeholders involved in education, lifelong learning and skills. Our strategy for delivering these policies is called 'The Learning Country: Vision into Action'.

The Youth Justice Effective Practice Strategy – a strategy for ensuring that all youth justice interventions are based on the best research evidence of what works in preventing offending. At the heart of this are Key Elements of Effective Practice (KEEP), designed to synthesise the messages from research in a number of key areas for practitioners and managers. The four Key Elements of Effective Practice of most relevance here are Education, Training and Employment (ETE); Offending Behaviour Programmes (OBP); Assessment, Planning Interventions and Supervision (APIS); and Resettlement (Res). There is an accompanying Effective Practice Quality Assurance Framework.

Glossary of Terms

APR	Assessment, Planning and Review
APIS	Assessment, Planning, Interventions & Supervision
ASSET	Assessment Tool for Young Offenders used by YOTs and Secure Facilities
NIACE	The National Institute of Adult Continuing Education)
CMF	Capital modernisation fund, money allocated to establishments by OLSU , from April 2002 to March 2004, to modernise vocational training facilities and improve facilities for assessment, basic skills teaching and libraries.
COSHH	Control of Substances Hazardous to Health Regulations 2002
DTO	Detention and Training Order
ESOL	English for Speakers of Other Languages
ETE	Education, Training and Employment
Family Learning	Courses that provide offenders with the skills and information to help them develop and maintain family relationships.
FENTO	Lifelong Learning UK
IAG	Information, advice and guidance
ICT	Information and Communication Technology
ILP	Individual learning plan
KEEP	YJB Key Elements of Effective Practice
LDD	Learning difficulties and disabilities

