

The Characteristics of Residential Educational Settings for Young People with Intellectual / Developmental Disabilities in England

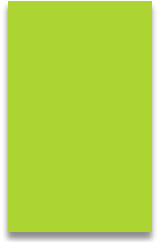
PROJECT TEAM:

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Overview

- ▶ Context: the “**Transition to adult social care from residential educational settings**” project
 - ▶ Background
 - ▶ Aims
 - ▶ Methodology
- ▶ Focus on **phase 1**
 - ▶ Process of identifying residential educational settings
 - ▶ Overview of national provision of residential educational settings
 - ▶ Next steps

Overview of the project



Background – out-of-area adult placements

- ▶ Out-of-area residential placements for adults with learning disabilities are receiving increasing scrutiny
 - ▶ National scandals
 - ▶ Link to a range of poor outcomes (e.g. Beadle-Brown et al., 2006; Barron et al., 2011; Deveau et al., 2015; Emerson & Robertson, 2008)
 - ▶ Policy emphasis on their reduction
- ▶ Reasons for use of out-of-area placements are varied, but the presence of **challenging behaviour** is often cited (Mansell, 2007; McGill et al., 2010; Perry et al., 2013), which is also cited as a key reason for seeking a residential school placement for young people

Background – residential educational placements

- ▶ Residential school placements are often located **out-of-area**
 - ▶ 230/600 children with ID, and 250/700 children with ASD at residential school were placed out-of-area in 2014 (Pinney, 2014) – likely to be an underestimation
- ▶ Increasing recognition that being placed in an out-of-area residential school is **linked to being placed out-of-area as an adult** (LGA & NHS England, 2014; McGill et al., 2010)
- ▶ Reasons for this unclear – perhaps due to **transition process?**
- ▶ **Existing research relating to transition** (e.g. Heslop & Abbott, 2007, 2008) reports **mixed experiences**, with many families reporting that the process was initiated late, involved variable support for the young person and their family, and was often **exacerbated by the distance** between the school and the young person's home area
- ▶ However, more research on transition from residential educational settings is needed (Gore et al., 2015), particularly in relation to the possible link with out-of-area adult placements

Aims

1

Identify the type and location of adult support settings where individuals who have transitioned from a residential educational setting are placed

2

Examine factors which may lead to a young person being placed in- or out-of-area following transition from a residential educational setting

Methodology – Phase 1

1. Identify all residential educational settings in England
2. Survey all residential schools & colleges in England
 - ▶ Collect brief, anonymous information on all young people with a learning disability or autism who transitioned after the age of 16 in last 3 years (for schools) or last 1 year (for colleges)
 - ▶ Collect brief information on the characteristics of the school / college itself, and any transition policies / guidance
3. Survey all local authorities in London and the South East of England
 - ▶ Collect brief, anonymous information on all young people who transitioned after the age of 16 from a residential school in the past 3 years or residential college in the past 1 year

Methodology – Phase 2

► Interviews with relevant stakeholders

30
young
people

30
family
carers

30
residential
school /
college
staff

30 local
authority
staff

- Interviews to focus on experiences of the transition process and help identify factors related to subsequent placement being in or out of area

Focus on Phase 1



Identifying residential school / colleges in England

► Relevant settings:

- Those that offer support to young people with a learning disability or autism over the age of 16
- Provide residential services for students over the age of 16, either at the school itself or in an associated children's home, for at least:
 - 30 weeks per year
 - 4 nights per week

► Identifying these settings is not easy!

- No centralised list
- Varying accuracy and detail of existing lists
- Placements may be in settings not specifically for people with learning disabilities / autism

Identifying residential school / colleges in England

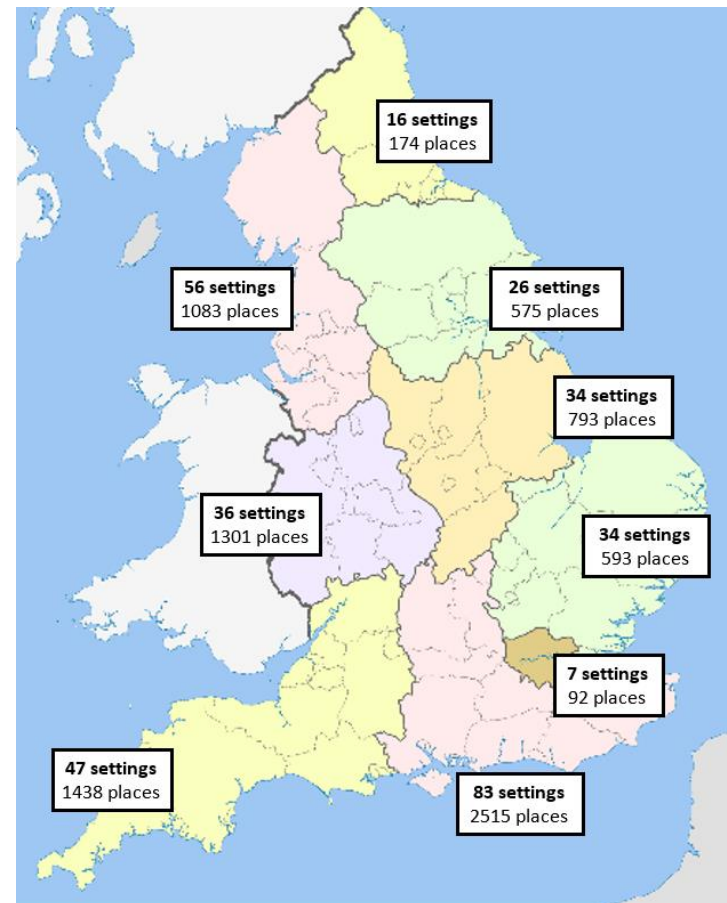
- ▶ A range of sources used:
 1. Edubase and other **databases**
 2. **School / college websites**, available **documents** (e.g. statements of purpose, prospectuses and inspection reports)
 3. **Talking directly to staff** at the setting where possible
 4. **Governing organisations**
- ▶ Resulted in an **electronic database** which is updated regularly

Information collected

- ▶ Contact details, including location
- ▶ Age range catered for
- ▶ SEN registered for, and self identified support categories
- ▶ Number of residential placements
- ▶ Number of day placements
- ▶ Type of residential placement
 - ▶ 52 week/termly
 - ▶ Full time (up to 7 nights), or part time (5 nights)
- ▶ Associated post 16 or college provision
- ▶ Governing organisation

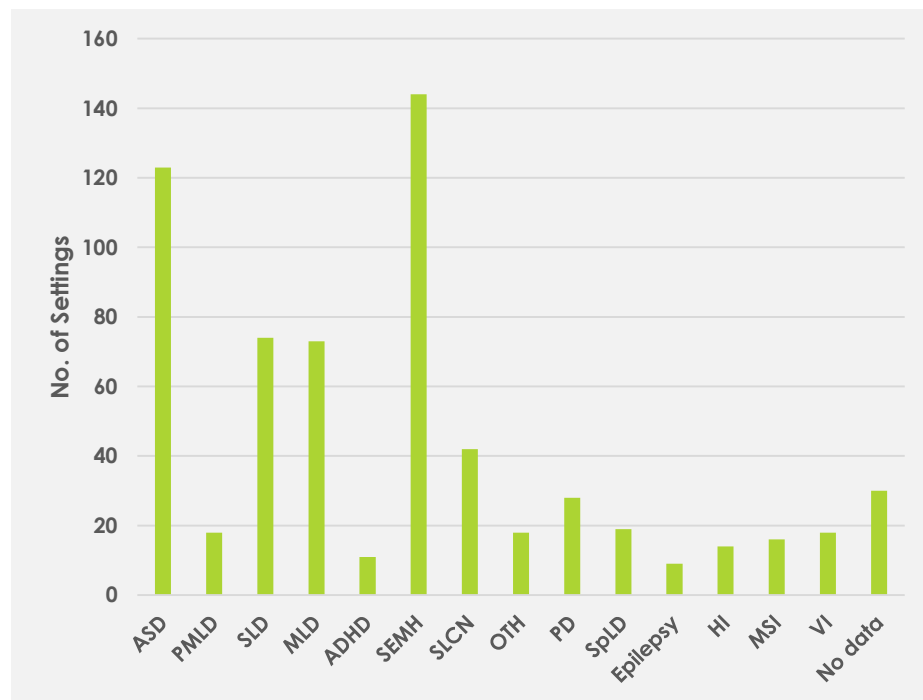
Snapshot of national provision - location

- **339 settings** across England
- Concentrated in the **South and West of England**



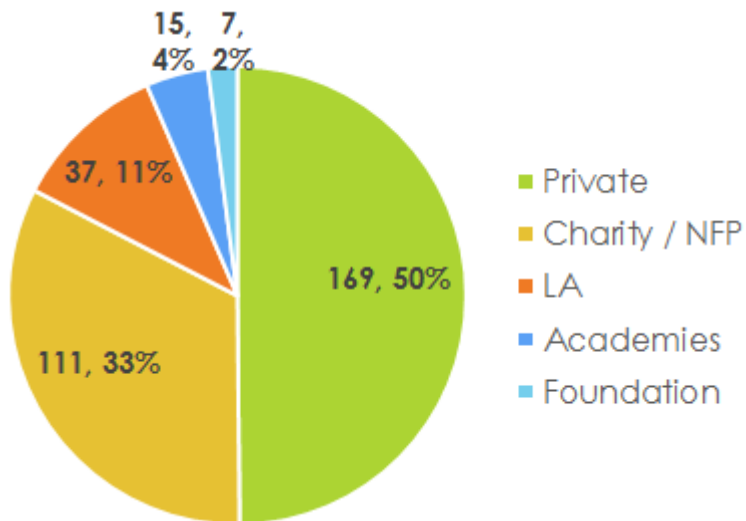
Overview of national provision – characteristics of young people supported

- ▶ Full age range catered for (**pre school – 19+**)
- ▶ **58** offered **post 16 provision only**
- ▶ SEN categories registered for varied
 - ▶ **ASD & SEMH** most common
 - ▶ **152** settings registered for **multiple categories**
 - ▶ **128 not registered for learning disabilities / autism**



Snapshot of national provision – characteristics of settings

- At least **8564 placements in total**
- Average number of placements per setting = **28 (range 1-244)**
- Residential type most commonly **full time for up to 52 weeks**
- Settings most often **privately owned, or owned by charitable bodies**



	7 nights per week	5 nights per week
52 week	208 (4316)	2 (28)
Termly	25 (1158)	69 (1933)

Next steps

- ▶ Phase 1 recruitment underway. So far:
 - ▶ 58 residential educational settings (17.1% of sample)
 - ▶ 3 local authorities
 - ▶ 190 young person questionnaires, 27 setting questionnaires
- ▶ Recruitment challenges
 - ▶ Volume
 - ▶ Capacity issues and other concerns
 - ▶ Variability in sector
- ▶ Phase 2 to begin soon



Thank you!

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Please get in touch if you'd like more information or are interested in taking part in either phase of the project.

Disclaimer

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