

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

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Background

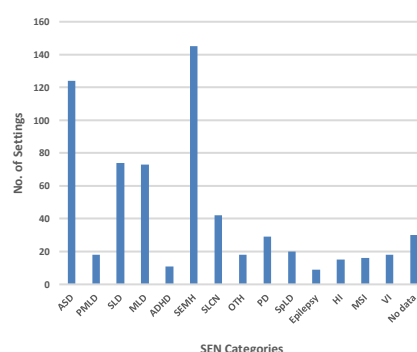
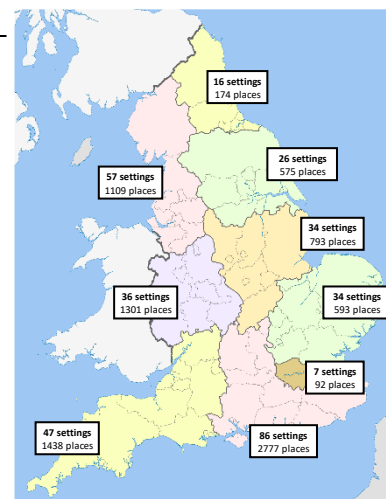
- Many young people with intellectual / developmental disabilities (IDD) **attend residential schools or colleges, on either a termly or 52 week basis.**
- Previous research has focused on the use of residential educational placements (e.g. Gore et al., 2015), or the characteristics of young people placed in them (e.g. Pilling et al., 2007), however little is known about the characteristics of the settings themselves.
- The current data provide an **overview of national provision and information on the characteristics of settings providing residential educational placements for young people with IDD in England.**

Methodology

- Data were collected as part of a larger study relating to transition from a residential educational setting.
- **Threefold search strategy** used to identify settings: lists from previous research; online directories, e.g. Edubase, NATSPEC; and checking whether governing organisations run more than one setting.
- Websites, key documents, and liaison with the setting were used to collect and verify information.
- Settings were included if they (or an associated children's home) offered **residential placements to young people aged 16+ with IDD for at least 4 nights per week and 30 weeks per year.**

Results

- **343 settings** were identified, **58 of these offering post 16 provision only.**
- Most settings were located in the **South and West of England** (see map).
- There were approximately **8852 residential educational placements** available for young people with learning or developmental disabilities in England. Data were not available on number of residential places for 29 settings. The **average number of residential places per setting was 28** (range 1-244).
- Settings were registered to support young people with **a range of SEN categories** (see graph), and **153 settings** were registered for **multiple SEN categories.** Data were not available on the SEN categories for 30 settings. **130 settings** offered support to young people with learning or developmental disabilities but were **not registered specifically for these SEN categories.** In these instances, settings were often registered for Social Emotional and Mental Health Needs, physical or sensory impairments, or specific learning difficulties.
- The majority of settings offered **residential placements for up to 52 weeks a year** (n=211), with **most of these being up to full time** (i.e. 7 nights per week, n=208). In some cases, data were not available on whether settings offered full or part time placements (n=29), or whether placements were up to 52 weeks or termly (n=16).
- The governance arrangements of settings varied – **39 were maintained by local authorities, 170 were governed by private organisations, 112 by charitable or not for profit organisations, 15 were academies and 7 were foundation schools.**



Conclusions

- The current data provide **an overview of national residential educational provision for young people with IDD**, the extent of which was previously unknown. A high number of potential placements were identified, many of which were up to full time 52 week placements in moderately sized settings.
- Whilst these data provide information on the national capacity for such placements, they cannot provide information about how many young people are placed in such settings. **Additional research** could usefully explore the **extent to which these placements are filled**, the **quality** of placements, and their **relation to outcomes for young people after they leave the setting.**

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