

BlackpoolCouncil

PUBLIC HEALTH

Evidence for Change Pilot 2015

a better tomorrow

The Team

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- Fiona Downey – Education Officer, Youth Offending Team

Health in Blackpool

- Life expectancy in Blackpool is amongst the lowest in the country
- Blackpool has the highest levels of young people (10-24) being admitted to hospital as a result of self-harm, 3 times the National average (2014)
- Attainment for GCSEs achieved is significantly worse than the national average
- 6.5 % of 16-19 year olds are NEET (above national figure)
- Higher than average rate of first time entrants to the criminal justice system
- Teenage conceptions are 39.9 (rate per 1000) compared to 21.9 for England (Q3 2014)

Outline of the proposed project

- Work with young men with dyslexia who have been excluded from mainstream education or are at risk of being excluded
- The research will consider the types and intensity of interventions for young people at risk of exclusion from school who have dyslexia
- Considering how to improve self-esteem and resilience, improve educational attainment and reduce risk of substance misuse and offending within that specific group

Existing evidence

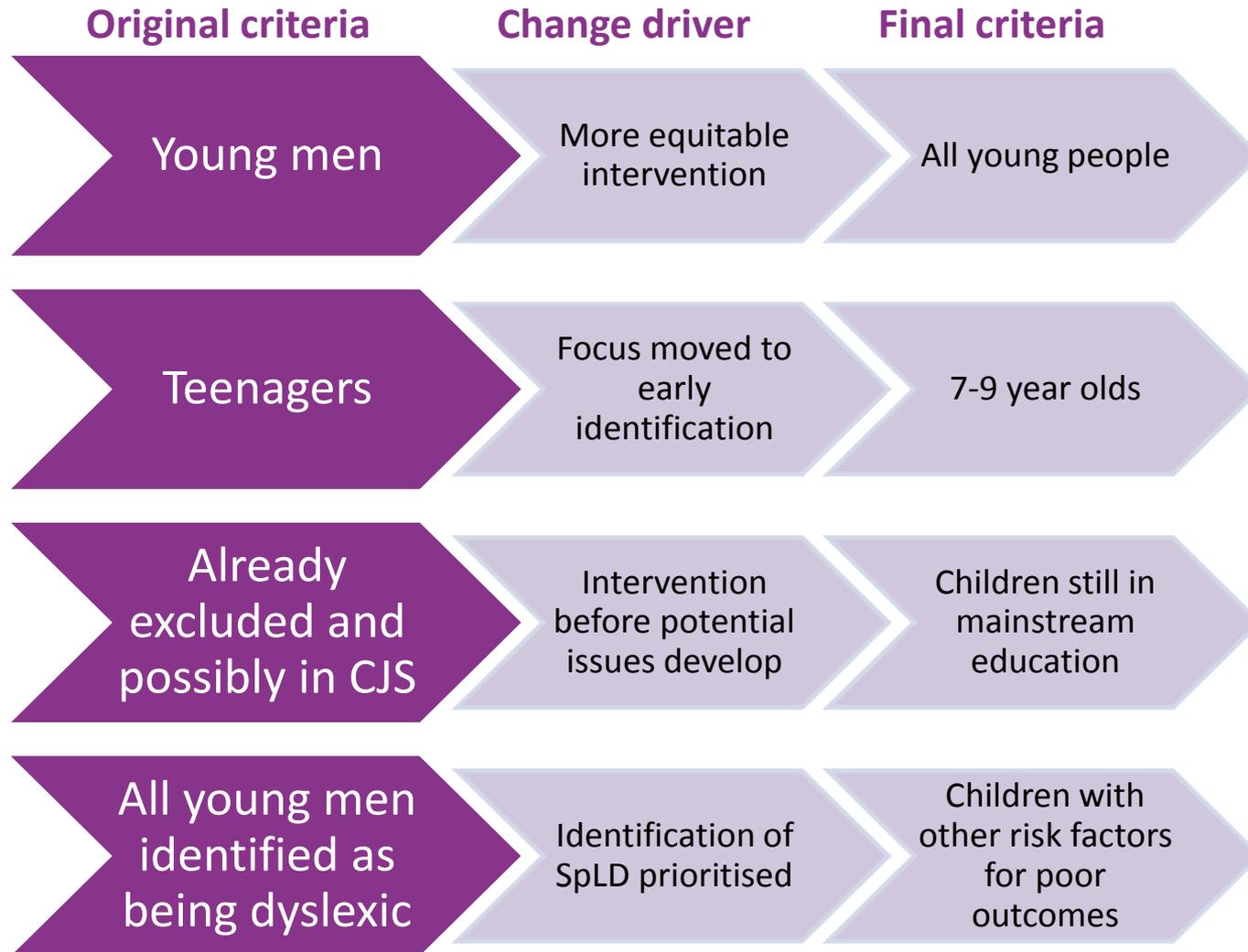
- Young men with dyslexia are more likely to be excluded from school, more likely to become NEETS, more likely to abuse drugs and alcohol
- A much higher incidence of dyslexia in young people who offend (between 43 and 57%) than in the wider population compared to 10% in the general population
- Furthermore, people with dyslexia are more likely to have low self-esteem and depression

Wider stakeholders

- Schools and SENCOs
- Educational Psychologists
- SEN team
- Children's social care
- Criminal Justice professionals
- Head Start
- Children and Young people

How the project evolved

- Changed from males to all children to be more equitable
- Low levels of identification of SpLD – this appeared to be more of an issue than the support received by children with a diagnosis
- Early identification to improve outcomes throughout whole school career
- Prioritise those children with other coexisting risk factors



Barriers to progress

- Evolution of the project delayed progression
- Identification of a suitable tool to identify vulnerability - ACE adult based
- Lack of a Blackpool wide approach to Dyslexia and SpLD
- Difficulty engaging stakeholders
- Lack of resources – time and financial
- The project was over ambitious within the time scale

Challenges to Public Engagement

- Identified a potential young person but evolution of the project delayed engagement
- Not appropriate for young person to come to workshops
- Problems with paying participant because of risky behaviours
- Target group changed to younger children – not suitable for PPI
- Teachers identified as potential PPI participants – during the summer holidays

A new approach – changes to practice by Educational Psychologists

- Met with Educational Psychologist in October
- Developing a draft consultation policy for a council wide approach to dyslexia and SpLD
- Developing a universal approach that will identify all children with reading difficulties

- Precision teaching will address any delay in reading ability in the majority of children
- Those that do not respond may be dyslexic or have another SpLD, research shows that this is a more effective diagnosis method
- Our intervention, aiming to improve early identification is no longer required

Group learning

- Involving wider stakeholders earlier in the process to clearly define the projects aims and outcomes
- Understanding the project direction in the initial stages to ensure more effective progress
- Time for this type of project needs to be safeguarded

- Improved understanding of the work of other departments and how we can work together more effectively
- Driving change is difficult and needs the correct people to be engaged early
- Greater understanding the importance of collaboration to achieve better outcomes for young people

Individual learning

- Searching for evidence to inform practice
- Differentiating between 'good' and 'bad' evidence
- Understanding change and how to influence organisational culture
- Understanding of health inequalities and how it affects our work

Future working

- Consideration of schools with academy status – no obligation to comply with Council policies
- Identifying health needs of young people in the pupil referral unit including their own understanding of their health
- Involvement in new Local Authority SPLD/Dyslexia strategy/coordination group
- Further research in partnership with other bodies