

INSIDE EU

The Institute for Studies in Social Inclusion, Diversity and Engagement

Barnahus SPACED Inclusion Pack

A co-created resource from the Inclusion in Barnahus course.

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1. The SPACED Framework

What SPACED is

SPACED is an inclusion framework developed by INSIDE EU. It was built to answer one question: how do you keep everyone in the same activity, in the same place, at the same time, without singling anyone out for needing something different? In the Barnahus context that question becomes: how do you keep every child included in the same response, in the same building, with the same multidisciplinary team, without their disability, language, sensory profile, gender identity, or age becoming a reason why they receive a lesser service?

SPACED is a real-time thinking tool, not a checklist or a taxonomy to learn in detail. Its purpose is to make the question 'What is getting in the way, and in which domain?' answerable quickly and precisely, so that a design move can be identified and tested.

SPACED allows professionals to evaluate “moments” in Barnahus – in other words, select events or processes that happen in Barnahus that are relevant to analyse with the SPACED framework to support improved inclusion.

The First Principal

Participation, engagement, and communication problems are barriers within a SPACED Domain — not the fault of the person.

This principle is the foundation of everything in SPACED. When a child or adult cannot participate, the question is never 'What is wrong with this person?' It is always 'Which domain is creating the barrier, and what can we change?'

The six domains

S	Setting	Adapting the physical, sensory, and procedural environment. Lighting, sound, layout, safety, distance, transitions.
P	People	Adapting grouping, peer culture, support roles, identity affirmation, and belonging. Who is in the room and how they relate.
A	Actions	Modifying the architecture of what happens. Routines, pacing, sequencing, scaffolding, chunking, achievable challenges, feedback.
C	Communication	Adapting the invitation: first contact, in-Barnahus, follow-up, with multimodal supports. Words, signs, pictures, audio, storyboards.
E	Equipment	Adapting the objects, choices, and comfort supports. What is available to hold, use, choose between, or take comfort from.
D	Design	Co-production. How the child or adult influences the activity, the rules, and who leads, rather than having those things decided around them.

The inclusion distinction

SPACED distinguishes between inclusion and accessibility. Accessibility means ensuring that a person can enter, navigate and use a service, space or process. Inclusion goes further. It means ensuring that every child, caregiver and professional can participate meaningfully and effectively in all aspects of Barnahus on an equal basis with others, rather than through parallel or separate arrangements with different expectations or objectives.

Inclusion means ensuring that every person participates in the same way as everyone else; not merely at the same time, not in a parallel provision, not with a different goal. This distinction matters. In Barnahus, the question is therefore not only whether a child or adult with a disability, for example, can access an interview, medical examination, therapeutic support or other intervention. It is whether that person receives the same quality of forensic process and therapeutic support as every other person.

2. SPACED template for your own setting

Use this template to apply SPACED to any Barnahus moment or process. The three columns; What we noticed / What we will change / Whose voice? follow the structure used in the course. Work across all six domains; do not skip domains that seem less relevant, as the absence of an obvious barrier is itself useful information.

Before completing the template, decide whether the exercise concerns a service or system, a recurring process, or an individual child's pathway.

Collective participation draws on the views and experiences of children to shape services for current and future children.

Individual participation concerns the child's own

case: the child is enabled to express views that inform their assessment and case planning, and, where appropriate, to influence the timing, setting, communication, support, and other arrangements for interventions. It also includes enabling the child to participate effectively in processes such as the forensic interview, medical examination, and therapeutic support. In both forms, participation requires more than asking for a view: the child needs space and support to express it, an audience with authority to act, and feedback about the influence their views had.

An editable Word version of this template is also provided at

https://go.barnahus.eu/SPACED_template

At service or system level, draw on collective feedback, practice review, and patterns across cases. At individual level, draw on the current individual assessment, the child's own views, and relevant case information, and revisit the analysis if the child's circumstances, needs, or wishes change. Any child-specific use should form part of existing case-management, recording, consent, confidentiality, and information-sharing arrangements.

SPACED does not replace the individual assessment, and the template is not, by itself, a framework for conducting one. An individual assessment is a broader, continuous, multidisciplinary process for understanding the child's circumstances, needs, strengths, views, risks, and protection needs, and for informing planning, interventions, and follow-up. Its findings provide child-specific evidence for using SPACED at the individual level: practitioners can review each domain and ask what may create a barrier for this child, what adaptation is needed, who should be involved, and whether the change is working. Conversely, a SPACED review may identify information that needs to be explored or updated through the individual assessment.

The 'Whose voice?' column is the most important. It asks: who has been involved in identifying this barrier, and who needs to be involved in designing the change? In inclusion practice, the answer almost always includes the child or young person, even where legal or procedural constraints apply.

Barnahus Moment or process:

Domain	What we noticed	What we will change	Whose voice?
Setting			
People			
Actions			
Communication			
Equipment			
Design			

3. SPACED and the Lundy Model of Child Participation

The SPACED framework and the Lundy model of child participation are grounded in the same principle; that the child's voice must be both enabled and acted upon. Used together, they provide an integrated tool for inclusion design in Barnahus.

The Lundy Model

Professor Laura Lundy (Queen's University Belfast) developed the Lundy Model as a conceptual framework for applying Article 12 of the UN Convention on the Rights of the Child — the right of children to express their views and have those views given due weight. The model comprises four elements, each of which is a precondition for the next:

How SPACED supports Lundy Model implementation

SPACED provides the diagnostic language for identifying what is preventing each Lundy element from being realised. Every inclusion barrier in Barnahus can be located in a SPACED domain; every Lundy element has a corresponding set of SPACED domains that most directly enable it.

The 'Whose voice?' column in the SPACED template is a direct application of the Lundy Model: it asks whether the child's voice has been present in identifying the barrier and designing the change. Where it has not, that is the starting point for the next iteration.

Element	What the Lundy Model of child participation means in practice	Domain	SPACED Domains most relevant to the Lundy Model
Space	Children must be given the opportunity to express their views. They cannot participate if they are not invited, if the space is inaccessible, or if participation requires conditions they do not have.	Setting	Is the physical environment accessible and safe enough for the child to be present?
		Actions	Has enough time been given, and is the sequencing right?
		Equipment	Are the right supports available for the child to be in the space at all?
Voice	Children must be facilitated to express their views. This is an active obligation: it requires adapted communication, appropriate support, and explicit acknowledgement that all forms of expression are valid.	Communication	Is the invitation multimodal? Are all forms of expression explicitly permitted?
		Equipment	Are the tools for non-verbal communication available?
		People	Is there a trusted person present who can support expression?

Element	What the Lundy model of child participation means in practice	Domain	SPACED domains most relevant to the Lundy Model
Audience	Children's views must be listened to by someone with the responsibility and authority to act on them. Listening without authority is not participation.	People	Is the person listening someone with authority to act? Is the right professional in the room?
		Design and communication	Has the child been told who their voice will reach and in what form?
Influence	Children's views must be acted upon or, where they are not, the child must be told why. Influence means genuine impact on decisions, not consultation that leads nowhere.	Design	Is the child genuinely shaping decisions, or being consulted after decisions have already been made?
		Actions	Are there feedback loops that close the circle, telling the child what changed because of what they said?

4. Annotated Source List

The following sources underpinned the course design and are recommended for practitioners wishing to deepen their engagement with inclusive practice in Barnahus.

The Barnahus Quality Standards

For inclusion practitioners, Standard 4 (Child participation) and Standard 5 (Interagency planning and case management) are most directly relevant. The Standards acknowledge that children with disabilities, communication differences, and children from minority backgrounds require adapted responses, but do not specify how those adaptations should be designed. SPACED supports practitioners to fill that gap.

<https://barnahus.eu/standards>

The Child Outcomes Review (Barnahus Network, 2026)

A comprehensive review of outcomes for children who visit Barnahus and other multidisciplinary interagency services. It supports the finding that the pre-interview period and the therapeutic support services are the moments of greatest variation and, therefore, the moments of greatest inclusion opportunity.

<https://barnahus.eu/2026/04/07/an-evaluation-framework-for-barnahus/>

FOCUS Standards for individual assessments (2021)

The FOCUS Standards represent the foundational building blocks for improving the development and implementation of national individual assessment processes and practices. They provide guiding principles for undertaking individual assessments for children involved in criminal proceedings. They are designed to be flexible and adaptable to the local context, and to assist in practical progress, rather than providing abstract guidance.

<https://childhub.org/en/child-protection-news/gateway-child-centered-justice-focus-presents-innovative-tools-implement-individual-assessment>

The Lundy model of child participation (Lundy, 2007)

Lundy, L. (2007). 'Voice' is not enough: Conceptualising Article 12 of the United Nations Convention on the Rights of the Child. *British Educational Research Journal*, 33(6), 927–942. The foundational paper setting out the four elements of the Lundy Model. Essential reading for any practitioner designing child participation in Barnahus.

https://eu-for-children.europa.eu/about/lundy-model_en

Participation in Barnahus (Barnahus Network)

Addresses child participation specifically within Barnahus, drawing on the Barnahus Quality Standards and the Lundy Model of child participation, examining how to take participation theory into Barnahus practice.

<https://barnahus.eu/2024/12/27/building-a-culture-of-participation-in-justice-and-recovery-for-child-victims/>

SPACED and Participation Pathways (INSIDE EU / Ray Sweeney)

The SPACED framework paper, developed by INSIDE EU, provides the full theoretical basis for the six-Domain model and its application across settings including education, youth work, physical activity, community contexts, and child protection. The Participation Pathways model provides a structured approach to planning how children move through levels of participation and is directly applicable to Barnahus process design.

<https://library.iated.org/view/SWEENEY2026SPA>

White Paper on Forensic Child Interviewing (European Association of Psychology and Law)

Research-based recommendations for forensic child interviewing across European jurisdictions. The most relevant sections address the pre-interview preparation period and the role of communication adaptations for children with disabilities or communication differences, supporting the room's observation that pre-interview design carries the highest inclusion leverage.

<https://doi.org/10.1080/1068316X.2024.2324098>

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The Barnahus Network supports countries in realising children's rights to protection, justice and care by adopting Barnahus as a standard practice for children involved in cases concerning violence. We undertake this work support that all children enjoy their right to be protected from violence.

Our work is advancing Barnahus through research, evidence, and practice, and also supporting members to achieve excellence in practice. Our members are Barnahus, ministries, government agencies, NGOs, academics, individuals, and other stakeholders who share a commitment to full, incremental implementation of the Barnahus Quality Standards.

Learn more at www.barnahus.eu



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