SUPPORT FOR NEURODIVERGENCE in PRISONS

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BOOKLET 1
INTRODUCTION and RESOURCES

The full set of BOOKLETS comprises

1. **Introduction and Resources**
2. **Overview**
3. **Principles of Support**
4. **Support for English/Literacy and Maths/Numeracy**
5. **Support for ICT and Virtual Campus**
6. **Support for Foreign Nationals who may be Neurodivergent**
7. **Neurodivergence in the contexts of Disability / Equality / Diversity / Accessibility**
8. **Work Preparation and Resettlement**

The Resource covers Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder, Dyscalculia and Autism without co-occurring intellectual disability

ALL 8 BOOKLETS are available on www.dyslexia-malvern.co.uk

INTRODUCTION to the BOOKLETS

Research* indicates that almost a fifth of the UK prison population faces difficulties due to a family of conditions, namely **Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder and Dyscalculia** and are unlikely to make sustained progress without appropriate support. They are the focus of these BOOKLETs.

An understanding of how these conditions affect adults in education, training and resettlement, together with some knowledge of which methodologies are most effective, will enable staff and management to help this population tackle their difficulties, value their abilities and develop coping strategies – all of which lead to better chances of rehabilitation. Fortunately an approach that works for this population is also beneficial for other people who have missed out on education or failed to make progress.

This series of BOOKLETs explores a range of contexts, some of which fall within Education while others have wider implications, such as disability considerations and employment. Since users of this resource may read certain BOOKLETs in isolation, some of the key points are repeated.

Unless otherwise stated, initiatives, tools and materials relate to practice in England & Wales, but the good practice encapsulated is universal.

Following a Call for Evidence by the joint inspectorates of prisons, probation and police in 2019/20, a far wider population has been identified who are at heightened risk of struggling to comply as they come into contact with the various sectors of the criminal justice system. The term **Neurodivergence** is now used, which encompasses not only the conditions listed in the opening paragraph but includes Autism, Learning Disabilities, Acquired Brain Injury, Tourette's, Foetal Alcohol Syndrome. The **Neurodiversity Action Plan** lays out the implementation and expectations of this initiative.
https://assets.publishing.service.gov.uk/media/63d002438fa8f53fe8067133/MoJ_Neurodiversity_Action_Plan_Six_Month_Final__edit_.pdf
A key outcome has been the employment of Neurodiversity Managers in prisons.

Research Study* showing prevalence of Dyslexia, Dyspraxia, Attention Deficit Hyperactivity Disorder and Dyscalculia in Offenders

The Incidence of Hidden Disabilities in the Prison Population (2005)
This study (by Dyslexia Action, funded by the Learning & Skills Council) investigated Dyslexia and related conditions in a number of prisons .

Conclusion: 52% have literacy difficulties, just under 20% have a hidden disability affecting learning & employment.

Author Profile

Melanie Jameson is a freelance consultant, trainer and assessor. She works across the criminal justice system, conveying the impact of dyslexia and related conditions through awareness training, materials development and committee work with government agencies and departments.
The resources developed in the course of her work are freely available on the website www.dyslexia-malvern.co.uk

RESOURCES

1. **Publications**
2. **Networks**
3. **Further Organisations and Courses referred to in these Booklets**
4. **Screening Tools**
5. **Promoting Accessibility – a wider perspective**

1. Publications

Autism: A Guide for Criminal Justice Professionals, (2011) National Autistic Society https://www.autism.org.uk/advice-and-guidance

Conduct Disorder & Offending Behaviour in Young People Liabo & Richardson (2007) Jessica Kingsley Publishers

Dyslexia, Dyspraxia and Mathematics D Yeo (2003) Whurr Publishers

Dyslexia in the Workplace Bartlett & Moody (2nd edition 2010) Whurr Publishers

Education and Training for Offenders T Uden (2003) NIACE

Education and Training Foundation materials www.etfoundation.co.uk

How to Succeed in Employment with Specific Learning Difficulties Amanda Kirby (2013) Souvenir Press Ltd

Identification & management of ADHD offenders: BMC Psychiatry. 2011 Feb www.ncbi.nlm.nih.gov/pubmed/21332994

Improving the literacy and numeracy of disaffected young people in custody and the community National Research and Development Centre (2010) https://dera.ioe.ac.uk/21954/1/doc_4688.pdf

'KIWI' Resources for Justice Staff M Jameson (2018) www.dyslexia-malvern.co.uk/docs/justice/Resources for justice sector staff - Kiwis.pdf

Living with Dyspraxia M Colley (2006) Jessica Kingsley Publishers

Making the Curriculum Work for Dyslexic Learners J Lee (2002)

Nobody Made the Connection: Neurodisability in the youth justice system Hughes et al (2012) Office of the Children's Commissioner for England. https://assets.childrenscommissioner.gov.uk/wpuploads/2017/07/Nobody-made-the-connection.pdf

On-line learning and social exclusion A Clarke (2002) NIACE

Opening Doors to Employment: Neurodiverse voices (2018)
Report of the Westminster AchieveAbility Commission on Recruitment and Dyslexia/ND
http://www.dyslexia-malvern.co.uk/docs/dan/Opening Doors to Employment.pdf

Practical Solutions Series: J Proustie (2000) Next Generation UK **series includes:**
Mathematics Solutions: An intro to Dyscalculia/Planning & Organising Solutions/Life Skills

Psychology at Work: Improving Wellbeing & Productivity Doyle, (2017) British Psychological Society

The International Book of Dyslexia Smythe, Everatt & Salter (2004) Wiley-Blackwell

The Tipping Points, (Impact of ADHD). P Anderton (2007) ADDISS

Working with Dyspraxia – a Hidden Asset*:* Dyspraxia Foundation Guide for Employers (2012) Dyspraxia Foundation

3. Networks

a) Neurodivergence

Autism

National Autistic Society www.autism.org.uk

Attention Hyperactivity Deficit Disorder

Adult Attention Deficit Disorder–UK (AADD-UK) www.aadduk.org

Attention Deficit Disorder Information Services: ADDISS www.addiss.co.uk

ADHD Solutions www.adhdsolutions.org.uk/

Dyscalculia

https://dyscalculianetwork.com/

Dyslexia

British Dyslexia Association	www.bdadyslexia.org.uk
Dyslexia Foundation (North West)	www.dyslexia-help.org
Dyslexia Scotland	www.dyslexiascotland.org.uk
The Cascade Foundation	www.thecascadefoundation.org

Dyspraxia

Dyspraxia Foundation	www.dyspraxiafoundation.org.uk
Dyspraxia UK	www.dyspraxiauk.com

Neurodivergence (overall)
AchieveAbility www.achieveability.org.uk

Workplace Strategy Coaching
Genius Within https://geniuswithin.org/
Lexxic Ltd www.lexxic.com On-line coaching sessions - *Neurotalent Unlocked*

Communication / Speech & Language
The Communication Trust www.communicationtrust

Visual Stress
Cerium Visual Technologies www.ceriumvistech.com
Society For Coloured Lens Practitioners www.s4clp.org

Assistive technology
www.dyslexic.com www.microlinkpc.com

Learning Disabilities: Positive Practice, Positive Outcomes DoH (2011)
www.gov.uk/government/uploads/system/uploads/attachment_data/file/216318/dh_124744.pdf

Guide Supporting People with Learning Disability & Learning Challenges (LDC)
Powerpoint Toolkit: Making services work for people with LDC (both HMPPS, 2019)

b) Disability Networks and Support

Business Disability Forum https://businessdisabilityforum.org.uk/
Disability Rights UK www.disabilityrightsuk.org
Disability Law Service www.dls.org.uk
Equality & Human Rights Commission - Advisory Service:www.equalityhumanrights.com
Mental Health Foundation www.mentalhealth.org.uk
Mind www.mind.org.uk
The Centre for Mental Health www.centreformentalhealth.org.uk

4. Organisations, Materials & Courses referred to in these BOOKLETS

Access to Work www.gov.uk/access-to-work
Change, Grow, Live www.changegrowlive.org
Crossbow reading rulers www.crossboweducation.com
Get Set For Success, Learning & Work Institute (developed in 2014)
London Shakespeare Workout https://londonshakespeare.co.uk/
Mindmapping www.mindmapping.com and https://www.ayoa.com/
Prison Phoenix Trust www.prisonphoenixtrust.org.uk
Shannon Trust www.shannontrust.org.uk
Stretch Charity (Digital Storytelling) www.stretch-charity.org
Touch-type, Read & Spell www.readandspell.com
Transition to Adulthood (T2A) Alliance . www.t2a.org.uk
Women in Prison www.womeninprison.org.uk

Prisoners' Education Trust *Theory of Change Report*
https://www.prisonerseducation.org.uk/wp-content/uploads/2019/04/Theory-of-Change-Report.pdf

European Prison Education Association www.epea.org *now extends beyond Europe*

5. Screening Tools

Autism Quotient Test (on-line) https://www.wired.com/2001/12/aqtest/

Information on assessment of Autism from www.autism.org.uk

Do-IT Profiler www.doitprofiler.com

Dyslexia Adult Screening Test (DAST) The Psychological Corporation

www.pearsonclinical.co.uk

QUICKSCAN https://qsdyslexiatest.com/

Dyslexia Association neurodivergence screeners

https://www.dyslexia.uk.net/service/adult-screening/

Visual Stress http://www.dyslexia-malvern.co.uk/visualstress

6. Promoting Accessibility – a wider perspective

Moving beyond the support needs of ND people, there is the wider consideration of how to enable prisoners who are disadvantaged in various ways to cope better. This could entail modifying certain procedures, better sharing of information, improved communication and encouraging prisoners to articulate their needs. Assisting 'way-finding' through colour-coded strips along the corridors has been implemented at HMP Whatton, and found to be helpful.

Prisoners with intellectual impairment, head injuries, lack of education and/or limited English would all benefit from these approaches. Building on work by the HMPPS Evidence and Service Improvement Team, I have devised a self-assessment audit checklist along with supporting information (omitting ergonomic and physical factors which are beyond my expertise) and disseminated it via the European Prison Education Association.

The self-assessment audit is reproduced overleaf. This document, and a powerpoint sequence with examples and further details, can be downloaded freely from www.dyslexia-malvern.co.uk

The purpose of competing the audit is to identify what staff are already doing well and where attention is needed. The overall aim is the promotion of 'enabling accessible environments', leading to better outcomes.

SELF-ASSESSMENT AUDIT OF <*ACCESSIBILITY FOR ALL*> IN OUR PRISONS

Please complete this Audit with colleagues from different departments in your establishment ***This exercise will help identify what you are already doing well and where further attention may be needed*** ***AIMS**: To promote 'enabling, accessible environments' ~ To identify & share Good Practice*	**YES**	**NO**	**IN PART**	**NEEDED**
1. Screening and Assessment processes (Education, Healthcare, Resettlement) highlight support needs of prisoners				
2. This information is readily available to all staff who need to access it				
3. We have a clear referral route for further specialist assessment and know what to do				
4. We record, share, monitor and update information on prisoner support needs				
5. Staff are aware of good practice in Mental Health; Learning Disabilities; Autism; Dyslexia; Dyspraxia; ADHD; Language and Communication issues				
6. Staff have flexibility to offer differentiated learning, in order to accommodate difficulties				
7. Formal processes / disciplinary procedures etc. take account of support needs				
8. It is easy for prisoners to find their way around our buildings				
9. Notices and learning materials are written in an accessible way (and backed up by images)				
10. We take care that our spoken communications are clear and unambiguous				
11. Prisoners are encouraged to share their skills and develop their expertise				
12. We work well with partners and senior management to improve outcomes for prisoners				
13. We encourage prisoners to articulate their needs and take account of their feedback				
14. Our establishment allows time and opportunity to share 'what works' across the prison				
15. Our culture supports us when we try new ways of doing things				