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### **Part 1: About you**

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| Name: Grace Krause |
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| Telephone number (optional): 02920 681160  |
| Job title and organisation (if applicable): Policy Officer*If you are submitting evidence on behalf of an organisation, please provide a brief summary of the organisation:*Learning Disability Wales is a national charity representing the learning disability sector in Wales. Learning Disability Wales works with people with a learning disability and their families, Welsh government, local authorities, disabled people’s organisations and the voluntary sector so we can create a better Wales for all people with a learning disability. Learning Disability Wales is the lead partner for the Engage to Change project. Funded by the Big Lottery Fund, Engage to Change sets out to find employment for young people with a learning disability, autistic spectrum disorders, or specific learning difficulties aged 16-25 in Wales. It uses a supported employment methodology and job coaching and its partners are: two supported employment agencies, Agoriad Cyf and Elite Supported Employment Agency; All Wales People First self-advocacy organisation; and the National Centre for Mental Health (NCMH) from Cardiff University, our evaluation partners. |

### **Part 2: Questions**

This review seeks to identify evidence in the following four areas in relation to adult service users:

1. screening to identify neurodiversity among those involved with the CJS
2. adjustments that have been made to existing provision to support service users with neurodiverse needs
3. programmes and interventions which have been specifically designed or adapted for neurodiverse needs
4. training and support available to staff to help them to support service users with neurodiverse needs.

Please provide any information you may have on the questions below.

#### Screening and identification

If you are able to provide evidence on more than one screening method or tool in this section, please answer it as many times as you need. For example, if you are providing evidence on two screening methods, please answer this part twice, indicating how your work differs in each. If you provide more screening methods than it is feasible to mention here, please indicate if you would be willing for us to contact you to discuss them.

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| Question |
| 1. Are you aware of and/or have you used any specific screening or tools that are used to identify people with neurodiverse needs in the CJS?

*Answer:*Please provide any relevant information about the screening process, including the following details:* aims and purpose of the screening
* how and when the screening is delivered (i.e. at what point in the CJS journey)
* who the screening is delivered by (i.e. specialist practitioners, operational staff)
* what happens with any screening information (i.e. onward referral, sharing of information, specific adjustments)
* prevalence of neurodiversity among those screened (i.e. of those being screened, how many receive a diagnosis)

*Answer:* |
| 1. Does the screening focus on a particular neurodevelopmental disorder or condition? (See information sheet for definition of neurodiversity.) *Delete as necessary*
2. No
3. Yes

If yes, please specify which disorders:Could this screening tool be used to identify other neurodevelopmental disorders covered within the definition? *Answer:* |
| 1. What setting(s) does your evidence relate to? *Please indicate* *all that apply.*
2. Police
3. Courts
4. Prison
5. Probation supervision
	1. National Probation Service (NPS)
	2. Community Rehabilitation Company (CRC)
6. Other (please specify)
 |
| 1. Where is this process or system being used? (e.g. name of prison/CRC, region, England and/or Wales)

*Answer:* |

#### Adjustments to existing services and support

If you are able to provide evidence on more than one adjustment in this section, please answer it as many times as you need. For example, if you are providing evidence on two adjustments, please answer this part twice, indicating how your work differs in each. If you provide more adjustments than it is feasible to mention here, please indicate if you would be willing for us to contact you to discuss them.

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| Question |
| 1. Are you aware of and/or have you put in place any adjustments to existing practice with service users to provide additional support to individuals with neurodevelopmental disorders in the CJS? These adjustments could be local or individual.

Please provide any relevant information about the adjustments. This might include:* what adjustments have been made (e.g. provision of Easy Read materials)
* impact on service provided
* impact on service user
* any specific areas of good practice
* level of service user engagement and uptake

*Answer:* |
| 1. Do you have or are you aware of any evaluation or impact? This could be informal or anecdotal evidence.
2. Yes
3. No

If yes, please provide any evidence of outcomes.*Answer:* |
| 1. Do the adjustments focus on a particular neurodevelopmental disorder or condition? (See information sheet for those that fall within the scope of this call for evidence).
2. No
3. Yes

If yes, please specify which disorder(s):*Answer:*Could this adjustment to be applied to other neurodevelopmental disorders covered within the definition?*Answer:* |
| 1. What setting does this evidence relate to?
2. Police
3. Courts
4. Prison
5. Probation supervision
	1. National Probation Service (NPS)
	2. Community Rehabilitation Company (CRC)
6. Other (please specify)
 |
| 1. Where are these adjustments being used? (e.g. name of prison/CRC, region, England and/or Wales)
 |

#### 3. Programmes and interventions

If you are able to provide evidence on more than one programme or adaptation in this section, please answer it as many times as you need. For example, if you are providing evidence on two programmes, please answer this part twice, indicating how your work differs in each. If you provide more programmes than it is feasible to mention here, please indicate if you would be willing for us to contact you to discuss them.

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| Question |
| 1. Are you aware of and/or have you used any specific offending behaviour programmes or interventions that are delivered for people who have neurodevelopmental disorders as defined in the information sheet?

Please provide any relevant information about the provision, including the following details:* aims of the programme or intervention
* whether the programme or intervention has been developed specifcailly for people with neurodiverse needs or is an adjustment to an existing programme or intervention
* how and when delivered (i.e. at what stage in the process)
* who it is delivered by (i.e. specialist practitioners, operational staff, third sector provider, educational provider)
* level of service user engagement and uptake

*Answer:* The Engage to Change project in Wales provides a high-quality supported employment, job coach intervention to help people with a learning disability and or autistic spectrum conditions to enter into long-term paid employment. It is a national service, funded by big lottery fund via Welsh government, and finds paid work placements and paid jobs for young people with these conditions age 16 to 25. The project is now on its fifth year of operation across Wales. The supported employment job coach method has been designed around, and successful with, people with a range of conditions but particularly those who are neurodiverse. A number of reports have highlighted the significant number of people with autism and other specific learning difficulties within prisons (Young and Gonzalez et al, 2017). Efforts to rehabilitate offenders with these characteristics into paid employment from the CJS currently have poor outcomes. This is in line with outcomes “treatment as normal” interventions in the general population. In the non-CJS population of people with these characteristics, employment rates are generally low. Employment rates for people with a learning disability are under 6% while for autism the figures are thought to be below 15%. Studies have highlighted the significant financial savings to Taxpayers that can be delivered by helping people with autism into paid employment from cost reductions in areas such as case management, health and social services, and other professional services to the group (Mavranezouli et al., 2014). Stable employment after episodes in prison or in the criminal justice system is also known to be important in reducing offending rights (Ministry of Justice, 2013) yielding savings to the CJS and benefits to society in general.Supported employment is a truly individualised approach where the individual talents, motivations, and other aspects of the individual are assessed to see what type of job, work environment, and support needs they may have. With a presumption of employment, supported employment moves to find a job, workplace and social setting that matches the characteristics of the individual. As people with a learning disability and autism have barriers to finding learning and keeping a job, Job Coaches can assist the person with the process of applying and interview for jobs, or can advocate with the employer on their behalf to secure a job. Job coaches can enter the workplace with the person to train them to do their job effectively and also support the employer and their staff to work with the individual, leaving the person independent in their job and their employer with competency to support any additional needs they may have. The individual “place on train” methodology used in supported employment is flexible and able to accommodate a wide range of additional barriers a person might face beyond their learning disability or autism. This makes it well suited to working with people who have the additional barrier to employment of some form of criminal history. As yet, the Engage to Change project has worked with very few people from the CJS. However, during the project we have discussed the potential that supported employment offers to this client group and the CJS with colleagues from NOMS. Current systems within the prison service and beyond are able to profile the characteristics of people in the CJS then determine who may have a learning disability, autism, or other forms of neuro diversity that would benefit from this kind of rehabilitation approach. We have determined that in the latter stages of any sentence or processing, when the service is looking towards more intensive rehabilitation, an approach which would see job shadowing, and outside placements under the direct supervision of job coaches would be the most effective use of this intervention with selected people. The particular difficulties with learning through conventional means, are in applying learning from training to real life situations. This reduces the effectiveness of a number of teaching and qualification-based re-skilling approach with this group. The “place and train” approach is more difficult to deliver, given the nature of CJS restriction on the persons movement and access to the community, but this form of individualised approach is what it will take to get people into decent jobs and to reap the benefits of reduced re-offending.Engage to Change trains their own job coaches and these highly skilled staff have shown the outcomes from their supported employment intervention to be good for this group of people who are neurodiverse. Pre-pandemic, employment rates for the project were over 50%, compared to the much lower “treatment as usual” rates cited before (Beyer, Meek and Vigna, 2020; Meek, Vigna, Beyer and Meighan, 2020). An evaluation by the National Centre for Mental Health at Cardiff University is on-going and can provide much more detail on the process of delivery and the outcomes achieved.Engage to Change does work in partnership with other providers as on occasion some other problems need to be solved alongside employment support if the person is to be stable enough to succeed in employment. These include involvement of housing organisations, social services, and education providers. Undoubtedly this would be true of a larger proportion of ex-offenders but supported employment would provide a powerful element of a rehabilitation package.------Beyer, S., Meek, A. and Vigna, E., (2020) *Engage to Change briefing: What policy changes are required to provide people with a learning disability or ASD equal access to the labour market in Wales?* Cardiff: Learning Disability Wales.Accessed 12th January 2020: http://www.engagetochange.org.uk/wp-content/uploads/2020/08/National-Job-Coach-Briefing-6July20-V6\_final.pdfMavranezouli I , Megnin-Viggars O , Cheema N , Howlin P, Baron-Cohen S and Pilling S (2014) The cost-effectiveness of supported employment for adults with autism in the United Kingdom. *Autism,* 18(8) 975–984.Meek, A., Vigna, E., Beyer, S. and Meighan, J. (2019) *Engage to Change: DFN Project SEARCH- Report on an internship programme for young people with Learning Disabilities and/or Autism: The first three years.* Cardiff: National Centre for Mental Health.Ministry of Justice (2013). Analysis of the impact of employment on re-offending following release from custody, using Propensity Score Matching. Accessed 12th January 2020.<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/217412/impact-employment-reoffending.pdf>Young S, González RA, Mullens H, Mutch L, Malet-Lambert, Gudjonsson GH (2017) Neurodevelopmental disorders in prison inmates: comorbidity and combined associations with psychiatric symptoms and behavioural disturbance.*Psychiatry Res.,* 261:109-115. |
| 1. Do you have or are you aware of any evaluation or impact? This could be informal or anecdotal evidence.
2. Yes

If yes, please provide any evidence of outcomes: An evaluation by the National Centre for Mental Health at Cardiff University is on-going and can provide much more detail on the process of delivery and the outcomes achieved. Highlights include evidence of higher than national average employment rate outcomes; high rates of employment outcomes for one year; Supported Internship programmes that have been imbedded within the Engage to Change programme, leaving people employed with a large employer (e.g. NHS, University, Local Authority). |
| 1. Does the programme or intervention focus on a specific neurodevelopmental disorder or condition? (See information sheet for those that fall within the scope of this call for evidence).
2. Yes

If yes, please specify which disorder(s): *Answer:* The Engage to Change project is mandated by it’s funders to work with people with autistic spectrum disorders, learning disabilities, and significant specific learning difficulties (e.g. ADHD, dyspraxia).Is there the potential for these programmes or interventions to be used or adapted for other neurodevelopmental disorders? *Answer:* Yes, the project currently works with a wide range of young people with neuro diverse conditions although the main marketing to referral sources has been for learning disability and autistic spectrum condition/autism. |
| 1. What setting does this evidence relate to?
2. Police
3. Courts
4. Prison
5. Probation supervision
6. National Probation Service (NPS)
7. Community Rehabilitation Company (CRC)
8. Other (please specify)

Although we have little direct evidence of outcomes for people with some involvement with CJS, we have no reason to doubt that the intervention will work with people with the conditions we have stated coming from a CJS background. In that sense it could be either a rehabilitation pathway, or a redirection pathway from all of the above settings. |
| 1. Where are these programmes or interventions being used? (e.g. name of prison/CRC, region, England and/or Wales) .

Engage to Change operates nationally across Wales. Key provider services in the Engage to Change consortium are Agoriad Cyf in North and Mid-Wales, and Elite Supported Employment in South, West and Mid-Wales. |

#### 4. Training and support for staff

If you are able to provide evidence on more than one training course in this section, please answer it as many times as you need. For example, if you are providing evidence on two training courses, please answer this part twice, indicating how your work differs. If you can provide evidence on more training than it is feasible to mention here, please indicate if you would be willing for us to contact you to discuss.

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| Question |
| 1. What training are you aware of and/or have received for staff working with neurodivergent individuals or service users?

Please include details of:* what the training is for (please include the name of the programme)
* who the training is for
* who the training is provided by
* what issues the training addresses
* how useful or effective it is

*Answer:* |
| 1. What other support are you aware of and/or have you received for staff working with neurodivergent individuals or service users?

Please include details of:* how the support is provided
* what resources are available for staff (e.g. mentoring, booklets, posters, website)
* how useful or effective the support is

*Answer:* |
| 1. Does the training or support for staff focus on a specific neurodevelopmental disorder or condition?
2. No
3. Yes

If yes, please specify which disorder(s)Could this support or training to be applied to identify other neurodevelopmental disorders? |
| 1. What setting does this evidence relate to?
2. Police
3. Courts
4. Prison
5. Probation supervision
	1. National Probation Service (NPS)
	2. Community Rehabilitation Company (CRC)
6. Other (please specify)
 |
| 1. Where is this training or support being delivered? (e.g. name of prison/CRC, region, England and/or Wales)
 |
| 1. What unmet needs are there among staff who work with people with neurodiverse needs?

Please include details of:* what these needs are
* how prevalent the need is
* what ‘staff level’ the unmet need is at (i.e. managerial, operational)
* what do staff need in order to help them work more effectively with neurodivergent service users
* any limitations or barriers to addressing this need

*Answer:* |

#### 5. Final questions

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| Has any of the provision you have included in your responses to questions 1 to 4 been affected by the COVID-19 pandemic? (This might be positively or negatively.)Please summarise how: Yes. As an employment project it has been impacted with some people from the project in jobs being furloughed and some made redundant. The closure of some companies, temporarily or permanently, has depressed the availability of job vacancies. While lower than before March 2020, referrals continue to come in and jobs are still being found, albeit at lower levels than before Covid. The Engage to Change programme has instituted a range of innovation: responding to the need for Covid safe working by developing a certificated course teaching Covid-safe working and travel; support for home working; development of distanced learning and project-based learning in our Supported Internship schemes; additional strategies for engaging with the project’s employer networks seeking to develop jobs; development of “Supported Apprenticeship” models. |

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| Please provide any additional information not covered in the previous questions here.  |

### **Part 3: Use of information**

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| The information you have provided will be summarised in a published report and passed on in full to Ministry of Justice. If you don’t want specific details passing on to Ministry of Justice, please let us know. |
| Are you happy to be contacted by staff from HMI Prisons, HMI Probation or HM Inspectorates of Constabulary and Fire & Rescue Services in connection with your submission?1. Yes
2. No
 |

If you have any other information, studies, reviews or statistics which is relevant to this call for evidence please submit it with this form.

If you are unable to use the submission form, please let us know and we will try our best to offer an alternative format.

Thank you for taking the time to respond to this call for evidence. Please email your responses to shannon.sahni@hmiprisons.gov.uk