

People with a learning disability, autism or both

Liaison and Diversion Managers and Practitioner resources
(2019)



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Equalities Statement

“Promoting equality and addressing health inequalities are at the heart of our values. Throughout the development of the policies and processes cited in this document, we have:

- Given due regard to the need to eliminate discrimination, harassment and victimisation, to advance equality of opportunity, and to foster good relations between people who share a relevant protected characteristic (as cited under the Equality Act, 2010) and those who do not share it; and
- Given regard to the need to reduce inequalities between patients in access to, and outcomes from, healthcare services and to ensure services are provided in an integrated way where this might reduce health inequalities.”

The protected characteristics covered by the Equality Act (2010) are: age, disability, gender reassignment, marriage and civil partnership (but only in respect of eliminating unlawful discrimination), pregnancy and maternity, race—this includes ethnic or national origins, colour or nationality, religion or belief—this includes lack of belief, sex, sexual orientation.

‘Inclusion Health’/Health Inequalities has been used to define a number of groups of people who are not usually well provided for by healthcare services, and have poorer access, experiences and health outcomes. The definition covers people who are homeless and rough sleepers, vulnerable migrants (refugees and asylum seekers), sex workers, veterans and those from the Gypsy, Roma and Traveller communities.

Liaison and Diversion services are expected to pay due regard to these groups when planning and delivery a service. This includes the completion of Equality Impact Assessments regularly, with actions to ensure the service is addressing the needs of these cohorts.

Introduction

This practitioner guidance covers working with people with a known or suspected learning disability, autism or both. It includes useful information about working with this group of people, along with case studies, recommended actions and signposting to other resources and services.

The Equality Act (2010) places a requirement on public services to anticipate and prevent discrimination against people with disabilities, which includes people with a learning disability, autism or both. Many people have support and communication needs that, if left unmet, will put them at a significant disadvantage when trying to navigate the youth or criminal justice system, making it less likely that a fair, just and appropriate outcome will be achieved.

Learning Disability and autism feature significantly in the [NHS Long Term Plan](#)¹, which aims to improve peoples' health by making sure they receive timely and appropriate health checks, and also improve the level of awareness and understanding across the NHS of how best to support such people.

Disproportionately higher numbers of children and adults with a learning disability enter the criminal justice system. People with a learning disability, autism or both are often not identified in police custody or at court. This can compromise both prosecution and a person's right to a fair trial. [The joint inspection of the treatment of offenders with a learning disability in the criminal justice](#)² system revealed that the needs of people with a learning disability, autism or both were not being adequately addressed whilst they were in police and court settings.

Liaison and Diversion services are uniquely positioned to help resolve this situation. Services should have effective screening procedures and pathways in place so that people with a learning disability, autism or both are identified as soon as possible and their reasonable adjustments appropriate to their particular support needs are met.

With the right support, people with a learning disability, autism or both can be held to account for their alleged offending and have access to justice, much in the same way as suspects without these conditions. There may be times, however, when diversion away from the criminal justice system is the most appropriate disposal route for a person. For example, when it is assessed that a person would not be able to cope in a custodial setting.

¹ www.longtermplan.nhs.uk (2019)

² A joint inspection of the treatment of offenders with learning disabilities in the criminal justice system, phase 1 arrest and sentence (HMIP, 2014)

Background information

Like anyone else, people with a learning disability, autism or both will have different life experiences, strengths, weaknesses and support needs. Many people will, however, share common characteristics, which, if left unsupported, might make them especially vulnerable.

What is a learning disability?

A learning disability is a lifelong condition; it is not an illness and cannot be cured. The term learning disability is used in relation to people who have the following characteristics:

- A significantly reduced ability to understand complex information or learn new skills ('impaired intelligence'),
- A reduced ability to cope independently ('impaired social functioning'), and
- A condition which started before adulthood and has a lasting effect.

Department of Health, (2001)³

Many people with a learning disability have greater health needs than the general population. For example, they are more likely to experience mental ill health and are more prone to chronic health problems, epilepsy, physical and sensory disabilities.

Many people with a learning disability will be unknown to learning disability or other social care services. The learning disability of those who come into contact with criminal justice services are likely to be classed as 'mild' or possibly 'moderate'. Sometimes people are described as having a 'borderline' learning disability, which means they are not eligible to access learning disability services but are likely to have similar support needs.

Historically, certain Intelligence Quotient (IQ) scores have been used to indicate a 'mild', 'moderate' and 'severe' learning disability. The Royal College of Nursing guidance: Meeting the health needs of people with learning disabilities⁴ provides more details about this, as well as the health inequalities frequently experienced by this group of people.

Different terminology used

The term learning disability is not to be confused with a *learning difficulty* which is used to refer to specific problems in processing information that substantially affects a person's ability to learn rather than the characteristics outlined in the above definition. However, some services or people may use the term learning difficulty incorrectly in reference to a learning

³ Valuing People: A new strategy for learning disability the 21st century (Department of Health, 2001)

⁴ Meeting the health needs of people with learning disabilities, (RCN, 2017)

disability, so it is advisable to seek clarification. Some practitioners also use the internationally and diagnostically recognised term of *intellectual disability* to mean a learning disability. Labels can be de-humanising and it is important to remember that people with a learning disability are people first and all unique in their needs.

What is autism?

Autism is a lifelong condition. It affects how a person communicates with, and relates to, other people and how they experience the world around them. A person will usually have had persistent difficulties with social communication and social interaction and restricted and repetitive patterns of behaviours, activities or interests since early childhood, to the extent that these limit and impair everyday functioning.⁵

Asperger's syndrome is considered to be on the continuum of the autism spectrum. People with Asperger's syndrome have the same difficulties described above but with no clinically significant delays in language, cognitive development or in the development of age-appropriate self-help skills, adaptive behaviour, and curiosity about the environment in childhood.

Autistic spectrum conditions are not classed as a learning disability in themselves, however, approximately 20-30% of people with a learning disability also have autism⁶ and people with autism are more likely to experience mental health problems.⁷

Prevalence

In 2015, a [report by the Learning Disability Observatory](#) estimated that 2.16% of the adult population of England had a learning disability.⁸ Average estimates and research findings regarding the number of adults with a learning disability in the prison population vary between 1–10%, depending on the type of prison, the location and the research and screening methods used.

One research study⁹ compared assessments of prevalence of people with a learning disability using three different screening tools in a local prison, a women's prison, and a young offender institution. 6.7% of the adult populations were found to have a learning disability, as defined by Valuing People, and 25.4% were had a 'borderline' learning disability.

⁵ www.autism.org.uk/about/what-is/asd.aspx

⁶ Emerson & Baines, (2010)

⁷ www.autistica.org.uk/downloads/files/Mental-health-autism-E-LEAFLET.pdf

⁸ The Learning Disability Observatory's Main Report (2015)

⁹ Mottram and Lancaster, 2006; Mottram, (2007)

Approximately 1% of the general population are identified as having an autistic spectrum condition, 2% of males and 0.3% of females.¹⁰ However, the number of females with autism is thought to be under-diagnosed, as they are frequently missed or misdiagnosed, often because of misconceptions about females having autism¹¹ and possibly due to women with autism presenting slightly differently to men.

There are currently no comprehensive prevalence studies on this group of people within the criminal justice system. In 2016, HMP/YOI Feltham found they had a static population of 4.6% of autistic people.¹²

¹⁰ <https://digital.nhs.uk/data-and-information/publications/statistical/estimating-the-prevalence-of-autism-spectrum-conditions-in-adults/estimating-the-prevalence-of-autism-spectrum-conditions-in-adults-extending-the-2007-adult-psychiatric-morbidity-survey>

¹¹ Lai & Baron-Cohen (2015)

¹² This information was supplied by the National Autistic Society, and obtained as part of their Autism Accreditation process with the prison.

Identifying people with a learning disability or autism

Ensuring people with a possible learning disability, autism or both are identified as soon as possible will help ensure the right support and just outcomes for a person. It can be challenging to recognise someone with a *mild* learning disability or *mild* autism or Asperger's syndrome. People may also be reluctant to disclose this information or may be unaware they have a learning disability or autism.

In 2018, the National Liaison and Diversion programme analysed all national learning disability data gathered from services and interviewed learning disability practitioners working in the services. The aim of this deep dive was to uncover the potential barriers to services working with people with a learning disability. The findings include both referral issues and issues with screening processes. The deep dive found that for services to be more likely to identify people it requires that: -

- The Police understand the role of a Liaison and Diversion service, who it can help, and they explain this correctly to the suspect, using the correct terminology (i.e. do not call it a '*mental health team*')
- The Police and Courts know the signs that someone may have a learning disability and how to refer to Liaison and Diversion
- The Liaison and Diversion service makes accessible ('Easy Read') promotional material available at the police station
- The Police check the Police National Computer or other records for previous notes/flags from Liaison and Diversion or others
- Liaison and Diversion practitioners are trained to be aware of behaviours that indicate a possible learning disability
- Liaison and Diversion services have an appropriate learning disability screening tool, for use as required
- Liaison and Diversion services include learning disability and communication related questions in their general initial assessments
- Liaison and Diversion practitioners check all relevant databases before meeting someone who is referred, when possible
- Liaison and Diversion services have a learning disability practitioner/nurse within the team, offering specialist support and advising colleagues
- Liaison and Diversion staff are able to appropriately communicate with people with a learning disability and to explain how Liaison and Diversion can help

As outlined in the accompanying guidance on case identification, screening and assessment, there are three stages all people will go through to establish whether they have any potential issues and confirm any support needs.

Case identification: Routine and systematic identification procedures need to be in place to enable referral to Liaison and Diversion services. It is also helpful if police and court staff, plus members of the judiciary, learn to recognise how someone with a learning disability, autism or both may present, so they know when to contact Liaison and Diversion services.

Some police forces do have basic learning disability/autism awareness training. Others may have a very limited understanding and also not realise that Liaison and Diversion service are available to support this group of people.

Screening: Liaison and Diversion services should use screening tools validated for the offender population, wherever possible (after first checking a person's medical records to ensure they are not already diagnosed with a condition). The exception being when the local learning disability team when there are no such validated tools (as is the case currently with the available autism screening tools). A range of screening tool options can be found in the 'Useful resources' section of this document.

A positive result from a screening tool is *not* confirmation that a person has a condition. Instead it indicates a high probability that they may have the condition or a borderline version. If a person screens positive for a learning disability, autism or both services should also ensure their support needs are assessed and that all appropriate support and reasonable adjustments are put in place and communicated to other colleagues working with the individual.

Assessments: Psycho-social assessments by Liaison and Diversion services should identify useful information relating to the impact of any learning disability or autism and highlight the areas in which a person needs support. It is recommended that, with the individual's consent, staff find out if the individual is already accessing any services and ask family and carers about support issues. In cases where the individual is under 18 years old, staff should also contact their school and work with the Youth Offending Team.

People who screen positive for a possible learning disability, autism or both should be referred for a diagnostic assessment. Where there is not a qualified psychologist or psychiatrist able to perform these assessments within the Liaison and Diversion team, a community referral is necessary. These services often have long waiting lists which may mean the outcome of the assessment is not available beforehand for a court hearing. The national target is for a 3 month waiting list for autism assessments and the actual assessment can take up to 6 months. All existing Liaison and Diversion assessment

information and recommendations, plus the fact a person is awaiting a diagnostic assessment, should be passed on to the court in advance.

The support needs of people with a learning disability or autism

People with a learning disability

Many people with a learning disability experience difficulties in communicating and expressing themselves and in understanding ordinary social cues. They often need longer to process information, respond to questions, and may have difficulty sequencing events.

People are often more impressionable, vulnerable, suggestible and more likely to suffer exploitation, bullying and abuse of all kinds (physical, emotional, psychological, sexual, financial, etc.)

New situations, such as being in police custody or in court, can be especially unsettling for people with a learning disability as they struggle to understand what is happening to them and what is expected of them. This can induce feelings of anxiety, depression and anger, and the individual may become agitated or withdrawn/very quiet.

Examples of specific tasks which people may need support with include:

- Concentrating for long periods
- Explaining things
- Filling in forms/writing
- Following instructions or directions
- Keeping appointments
- Managing a home
- Managing money
- Reading and comprehension
- Remembering information
- Telling the time
- Understanding social norms
- Using public transport

People with autism

Autistic people may have difficulties with interpreting both verbal and non-verbal language like gestures or tone of voice. Many can have a very literal understanding of language, and

think people always mean exactly what they say. They may find it difficult to use or understand:

- facial expressions
- tone of voice
- jokes and sarcasm

Autistic people can often have difficulty recognising or understanding others' feelings and intentions and also expressing their own emotions. This can make it very hard for them to navigate the social world. They can often also experience sensory overload to lights and noises which needs to be managed with reasonable adjustments. They may manage their own behaviour with things like 'stimming' (self-stimulating behaviour involving repeated physical movement, noises, etc.).

It may be difficult for an autistic person to take a different approach to something once they have been taught the 'right' way/rules for doing it. People on the autism spectrum may not be comfortable with the idea of change, but may be able to cope better if they can prepare for changes in advance. More examples are provided via the National Autistic Society website¹³

¹³ www.autism.org.uk/about/what-is/asd.aspx

Recommended actions

Actions for service design

Learning disability specialists: Learning disability practitioners should make up part of a Liaison and Diversion service, both in order for a service to meet the requirements of the national service specification and to help to ensure services are meeting the needs of people with learning disabilities, autism or both.

General awareness amongst staff: Specialist practitioners can also advise and support Liaison and Diversion colleagues, all of whom should have a basic knowledge and understanding of learning disability and autism.

Multi-agency referral and support pathways: These should be designed by services and should include reference to relevant community services, taking into account the potential different types of support needs for people (for example, supported housing).

Service provision widely promoted: Services should ensure that all stakeholders and partner agencies know that Liaison and Diversion services are available for people with known or suspected learning disability, autism or both. Services may also consider training local stakeholders, so they are more aware about these conditions and when/how to refer.

Links with criminal justice partners: Establishing effective engagement with local police and courts is vital. This will help to ensure people are referred to Liaison and Diversion services and also help ensure that post-assessment findings and recommendations are shared with criminal justice colleagues (including those producing pre-sentence reports and also with prison healthcare, when appropriate). These relationships and information-sharing arrangements should be underpinned by formal written agreements, joint policies and protocols.

Links with community health and care services: Where a referral is made to a health or social care provider, the relevant information should be passed on ahead of a person to ensure their support needs are known (with consent). Checking/ensuring that people are registered with their local GP is particularly important. Proactive links should also be made with the local Transforming Care programme and related interventions, as well as other local initiatives and with the regional Integrated Care System (as per the NHS Long Term Plan¹⁴).

¹⁴ www.england.nhs.uk/long-term-plan/

Actions to support people

The individual is at the centre of things: It is important to ensure a person's wishes are upheld and respected and that they are involved in all relevant decision making and planning that concerns them, whenever possible. It is also important to remember that individual's will have unique needs and circumstance which should be fully understood. Staff may also consider speaking to a person's relative, parent or carer or advocate to find out more about the individual and their support needs.

Support to remember things: It is quite likely that a person may need support to remember and attend any pre-arranged appointments (both with Liaison and Diversion services and with services they are referred to).

Time to understand things: People are likely to need longer to take in and comprehend information. They may also need time to respond to questions and need breaks from extended interviews or meetings.

Reasonable Adjustments should be put in place: A *reasonable adjustment* is an alteration made to enable a person with a disability to be able to carry out their duties/life without being at a disadvantage. Examples of these for people with a learning disability, autism or both could be changes to the style of communication used, using adapted courses or programmes, changes to the environment (particularly for people with autism).

Support information should be shared with others: Information about the need for, and type of, support and reasonable adjustments should be shared appropriately with health and justice agencies (with consent). It is good practice for services to remind all other agencies of their legal obligations to provide these and possibly provide advice.

Adapted communication styles used: Effective communication changes, adapted to a person's needs, are crucial when working with this group of people. These can be different depending on whether they have a learning disability, autism or both and also different for each individual. The Useful Resources section of this document has a list of communication toolkits and guidance which provide more specific detail and recommended changes that services should make when working with these people.

Easy Read should be available: Easy Read/accessible information can help anyone with reading or comprehension difficulties to access information. Easy Read versions of posters,

leaflets, forms, letters, appointment reminders, service feedback forms and promotional material should be available. Examples of can be [found online](#).¹⁵

Adapted services and conditions: Any specialist services that a person is referred to, for example drug or alcohol services, must be adapted to ensure someone with a learning disability, autism or both can both understand and participate. This also applies to any bail conditions or court orders given to a person.

Appropriate Adults used: People with, or suspected of having, learning disabilities, autism or both should be supported by an appropriate adult while they are in police custody. It is the responsibility of the custody sergeant to recognise the need for an appropriate adult and then arrange this, however, Liaison and Diversion staff may want to double check people with a learning disability, autism or both have been offered this service.

Check useful resources: This document has a useful resources section which links to several guidance documents and toolkits designed to support criminal justice and healthcare staff working with this group of people, both in terms of effective communication and more specific support needs.

¹⁵ www.keyring.org/cjs/easy-read-examples

People's stories

The examples below demonstrate the practical impact of effective Liaison and Diversion interventions.

Mr Brown was known to social services. Upon arrest he did not disclose his mild learning disability and was processed by the custody sergeant accordingly. Our Liaison and Diversion service is based at the police station. When I spotted Mr Brown being read his rights I raised my concerns. I carried out a screening and found out more about his previous involvement with relevant services, his difficulties and the fact he felt 'in a low mood,' which was causing challenging behaviour.

As a result, an appropriate adult came to accompany Mr Brown, the officers involved were advised on appropriate means of communication, the court received a background report on him and he was referred to local community services. Mr Brown was supported to attend GP appointments enabling him to start a course of medication and therapy. He received a six-month suspended sentence. *(Provided by a learning disability nurse, from a South-East Liaison and Diversion service).*

Mr Smith was due in court for an offence of domestic violence. The court liaison officer was aware that Mr Smith had a diagnosis of Asperger's Syndrome, along with 'low mood' and it was clear that he was struggling to understand the court process, so the court liaison officer referred Mr Smith to the Liaison and Diversion service.

After checking all relevant records and doing all necessary assessments, we were able to help Mr Smith with both the court process and his more general support needs. I explained the court process without using the jargon the solicitor had used and we talked about the reasons for his low mood. The Support Time Recovery (STR) worker helped Mr Smith with his bills, issues with debts and benefits and contacted several organisations on his behalf, including the local autism organisation about further support and sign-posting. *(Provided by a mental health nurse, from a South-West Liaison and Diversion service).*

Key partners and stakeholders

Community learning disabilities teams (CLDTs) are comprised of different health and social care specialists and are often jointly commissioned by CCGs and local authorities. They accept referrals for assessments and may be able to provide support for people with a learning disability or possibly autism. Services should establish close links with their local CLDT, plus with their local Learning Disability Partnership Board. Some areas in the country also have specialist autism teams.

Intensive/enhanced support teams (IST) are commissioned by CCGs to provide effective interventions for children, young people and adults with a learning disability, autism or both who present with behaviours that challenge and which places themselves or others at risk of serious harm; or for whom the nature or degree of risk might otherwise lead to exclusion, placement breakdown, and admission to inpatient services.

Community Forensic teams¹⁶ are for adults with a learning disability, autism or both who display behaviours that can be described as challenging (for example, who present an active and high risk to others/members of the public or themselves), where this behaviour has led to contact with the criminal justice system, or where there is risk of this (i.e. relating to behaviours which could be construed as an offence or are viewed as pre-cursors to more serious offending behaviours). In some areas the same providers may deliver both the CLDT and the IST, but in others these may be different providers.

Independent, voluntary and community sector organisations can offer information, resources and local signposting. Many also offer services, such as accommodation and housing-related support, support with education, training and employment, and drop-in sessions. They may be able to help with involving people with lived experience (see the relevant practitioner guidance on this topic within this series of guidance documents).

Appropriate adult schemes: If a suspect has a learning disability, autism or is vulnerable (or is a child) they should be supported by an appropriate adult. The custody sergeant will have contact details for the local appropriate adult scheme. For more general information go to www.appropriateadult.org.uk

Intermediaries: If there is doubt about a defendant's ability to communicate and participate effectively in court then an intermediary should be engaged to support them and advise the court. For more general information go to www.intermediaries-for-justice.org

Special Educational Needs and Disabilities (SEND) teams: Children and young people with a learning disability, autism or both typically receive additional support at school or sometimes may have attended specialist schools. The local SEND teams may be able to

¹⁶ www.england.nhs.uk/wp-content/uploads/2015/10/service-model-291015.pdf

provide information on People aged up to 25 years old (with consent) and people may also already have an [Education, Health and Care \(EHC\) Plan](#)

Housing: Many people with a learning disability, autism or both may require supported accommodation. Arranging accommodation will involve working with the local authority's housing department and social services.

Local safeguarding boards: Local child or adult safeguarding boards can offer advice about protecting vulnerable people. Some areas also have Multi-Agency Safeguarding Hubs.

Community disability advisers: Community services such as employment or benefits organisations (e.g. Citizens Advice Bureau, Jobcentre Plus) often have specific disability advisers. A pre-arranged appointment is usually required. There are also various helplines and websites which offer disability-specific advice.

Find out more

National strategies, reviews and reports

- The Bradley Review, Lord Bradley's review of people with mental health problems or learning disabilities in the criminal justice system (2009)¹⁷
- Valuing People: A new strategy for people with learning disabilities in the 21st Century (Government White Paper, 2001)¹⁸
- Valuing People Now: A new three-year strategy for people with a learning disability (HM Government, 2009)¹⁹
- Various guidance relating to the NHS England Transforming Care programme, including guidance on building the right support and various service specifications²⁰
- The Autism Strategy (Cross Government Strategy, 2014)²¹
- The Autism Strategy (Statutory Guidance for services, 2015)²²
- A joint inspection of the treatment of offenders with learning disabilities within the criminal justice system - phase one from arrest to sentencing (HMIP, 2015)²³
- Beyond the High Fence: from the unheard voices of people with a learning disability or autism (2018).²⁴

Clinical guidelines

- The National Institute for Health and Care Excellence (NICE) has produced various sets of guidance relating to people with learning disabilities.²⁵ These include:
- Quality standards on working with people with learning disabilities who also have mental health problems
- Quality standards on working with people with learning disabilities who also have behaviour that challenges
- Guidance on working with older people with learning disabilities,
- Guidance on working with people with dementia and learning disabilities,
- Guidance on working with people with learning disabilities and mental health problems
- Guidance on working with people with learning disabilities and behaviour that challenges
- The National Institute for Health and Care Excellence (NICE) has produced various sets

¹⁷

http://webarchive.nationalarchives.gov.uk/20130123195930/http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_098694

¹⁸ www.gov.uk/government/uploads/system/uploads/attachment_data/file/250877/5086.pdf

¹⁹

https://webarchive.nationalarchives.gov.uk/20130105064234/http://www.dh.gov.uk/prod_consum_dh/groups/dh_digitalassets/documents/digitalasset/dh_093375.pdf

²⁰ www.england.nhs.uk/learning-disabilities/care/

²¹ www.gov.uk/government/uploads/system/uploads/attachment_data/file/299866/Autism_Strategy.pdf

²² www.gov.uk/government/publications/adult-autism-strategy-statutory-guidance

²³ www.justiceinspectorates.gov.uk/hmicfrs/publications/joint-inspection-of-the-treatment-of-offenders-with-learning-disabilities-within-the-criminal-justice-system/

²⁴ www.england.nhs.uk/publication/beyond-the-high-fence/

²⁵ www.nice.org.uk/guidance/population-groups/people-with-learning-disabilities#panel-new

of guidance relating to people with autism²⁶. These include:

- Autistic Spectrum Disorder in adults: diagnosis and management guidance
- Autism spectrum disorder in under 19s: recognition, referral and diagnosis
- Autism spectrum disorder in under 19s: support and management

Delivering healthcare guidance and tools

- Meeting the health needs of people with learning disabilities: RCN guidance for nursing staff (RCN, 2013)²⁷
- The needs of people with learning disabilities: (RCN, 2017). This is an introduction to this topic for new nurses.²⁸
- Care, Education and Treatment Reviews for children and young people Code and Toolkit: A guide for commissioners, panel members and people who provide support (NHS England, 2017)²⁹

Screening tools for potential learning disability or autism

- The Learning Disability Screening Questionnaire (LDSQ)^{30 31}
- The Hayes Ability Screening Index tool (for screening for learning disabilities)^{32 33}
- The Hayes Ability Screening Index non-verbal (for screening foreign nationals for learning disabilities)³⁴
- The 'AQ10' by the Autism Research Centre (available for free - screening for autism: both adult and adolescent versions)³⁵ [to note: this has not been validated with a forensic/prison population]
- Additional tools to assess background information for autism include the Empathy Quotient, the Friendship Quotient and the Relationship Quotient.³⁶
- The 'Do-It Profiler' (screens for learning disabilities and learning difficulties and other needs).^{37 38 39}

²⁶ <https://www.nice.org.uk/guidance/conditions-and-diseases/mental-health-and-behavioural-conditions/autism>

²⁷ www.rcn.org.uk/professional-development/publications/pub-003024

²⁸ www.rcn.org.uk/professional-development/publications/pub-005769

²⁹ www.england.nhs.uk/wp-content/uploads/2017/03/children-young-people-cetr-code-toolkit.pdf

³⁰ https://drkmckenzie.files.wordpress.com/2014/03/lds_q_forensic_authors_version.pdf

³¹ k.mckenzie@northumbria.ac.uk (email the owner to use)

³² www.hasi.com.au/index_hasi.php

³³ susan.hayes@sydney.edu.au (email the owner to use)

³⁴ www.hasi.com.au/index_hasinv.php

³⁵ www.autismresearchcentre.com/arc_tests (can download for free, please acknowledge ARC)

³⁶ www.autismresearchcentre.com/arc_tests/

³⁷ <https://doitprofiler.com/>

³⁸ info@doitprofiler.com (email the owner)

³⁹ http://doitprofiler.com/wp-content/uploads/2015/03/offending_settings-bringing_the_pieces_together_end-to-end.pdf

Guidance for those working in the criminal justice system

- Positive Practice, Positive Outcomes: A handbook for professionals in the criminal justice system working with offenders with a learning disability (Department of Health, 2011)⁴⁰
- The National Autistic Society has lots of information online concerning the different stages of the criminal justice system⁴¹
- The Prison Reform Trust has produced online guidance on people with learning disabilities and/or autism for use by magistrates and Judges.⁴²
- The Foundation for People with Learning Disabilities has produced a series of factsheets to help the criminal justice system. These include information on making decisions (capacity), making appointments, communication, spotting a learning disability, making Easy Read and more.⁴³
- The Prison Reform Trust produced several useful documents as part of its previous 'No One Knows' project about people with learning disabilities or difficulties in the criminal justice system.⁴⁴

Communication guidance

- The Accessible Information Standard (NHS England, 2016)⁴⁵
- Guide to implementing the Accessible Information Standard, with communication guidance (NHS England, 2016)⁴⁶
- A range of Easy Read leaflets for most health conditions (via the 'EasyHealth' website⁴⁷ and the Foundation for People with Learning Disabilities website⁴⁸)
- Examples of Easy Read documents used in the criminal justice system via the KeyRing website⁴⁹
- The 'Books Beyond Words' series ('You're under Arrest' and others)⁵⁰
- There are various organisations which can be commissioned to produce Easy Read documents should what you are looking for not yet exist.^{51 52 53 54}
- Sentence Trouble (the Communication Trust, 2010)⁵⁵
- The Advocates Gateway has produced a range of communication tools for use in court

⁴⁰ www.gov.uk/government/publications/positive-practice-positive-outcomes-a-handbook-for-professionals-in-the-criminal-justice-system-working-with-offenders-with-a-learning-disability

⁴¹ www.autism.org.uk/professionals/others/criminal-justice.aspx

⁴² www.mhdcc.org.uk

⁴³ www.mentalhealth.org.uk/tags/criminal-justice-system

⁴⁴ www.prisonreformtrust.org.uk/WhatWeDo/ProjectsResearch/Learningdisabilitiesanddifficulties

⁴⁵ www.england.nhs.uk/ourwork/accessibleinfo/

⁴⁶ www.england.nhs.uk/wp-content/uploads/2017/08/implementation-guidance.pdf

⁴⁷ www.easyhealth.org.uk

⁴⁸ www.mentalhealth.org.uk/learning-disabilities/our-work/health-well-being/easy-read

⁴⁹ www.keyring.org/cjs/easy-read/easy-read-examples.aspx

⁵⁰ <https://booksbeyondwords.co.uk/bookshop/paperbacks/youre-prison>

⁵¹ www.changepeople.org/

⁵² www.photosymbols.com/

⁵³ www.inspiredservices.org.uk/

⁵⁴ www.communicationpeople.co.uk/

⁵⁵ www.thecommunicationtrust.org.uk/media/13571/sentence_trouble_-_march_2010.pdf

settings (with people with learning disabilities or autism)⁵⁶

- Royal College of Speech and Language Therapists have information on people in the criminal justice system and various approaches for communication difficulties.⁵⁷

Training and awareness

There are various national and regional awareness training programmes running periodically. Here are some national providers you may wish to check with but there may be more or local examples you could buy in:-

- KeyRing Living Support Networks, criminal justice projects⁵⁸
- National Autistic Society, criminal justice projects⁵⁹
- The Foundation for People with Learning Disabilities⁶⁰
- Respond ⁶¹
- 'The Box' online training course on people with a range of communication difficulties, designed for criminal justice professionals⁶²
- Level 2 accreditation in Understanding Autism (available for prison staff via education providers and via the POA).⁶³
- The 'SPELL framework' for understanding and responding to the needs of people with autism, developed by NAS and the Tizard Centre.⁶⁴

Useful networks and groups

National Autistic Society have a newsletter for anyone interested in things to do with learning disabilities or autism in the criminal justice system.⁶⁵

⁵⁶ www.theadvocatesgateway.org/toolkits/

⁵⁷ www.rcslt.org/about/young_offenders_and_criminal_justice/intro

⁵⁸ www.keyring.org/cjs

⁵⁹ www.autism.org.uk/cjs

⁶⁰ www.mentalhealth.org.uk/learning-disabilities

⁶¹ www.respond.org.uk/PDF-Packs/Forensic%20Services%20Leaflet%20Nov%202015.pdf

⁶² www.rcslt.org/about/Courses_and_training/the_box_training_for_the_criminal_justice_sector/open

⁶³ www.ukopencollege.co.uk/understanding-autism-level-2-certificate-rqf-p-2153.html

⁶⁴ www.autism.org.uk/about/strategies/spell.aspx

⁶⁵ www.autism.org.uk/professionals/others/criminal-justice/signup.aspx