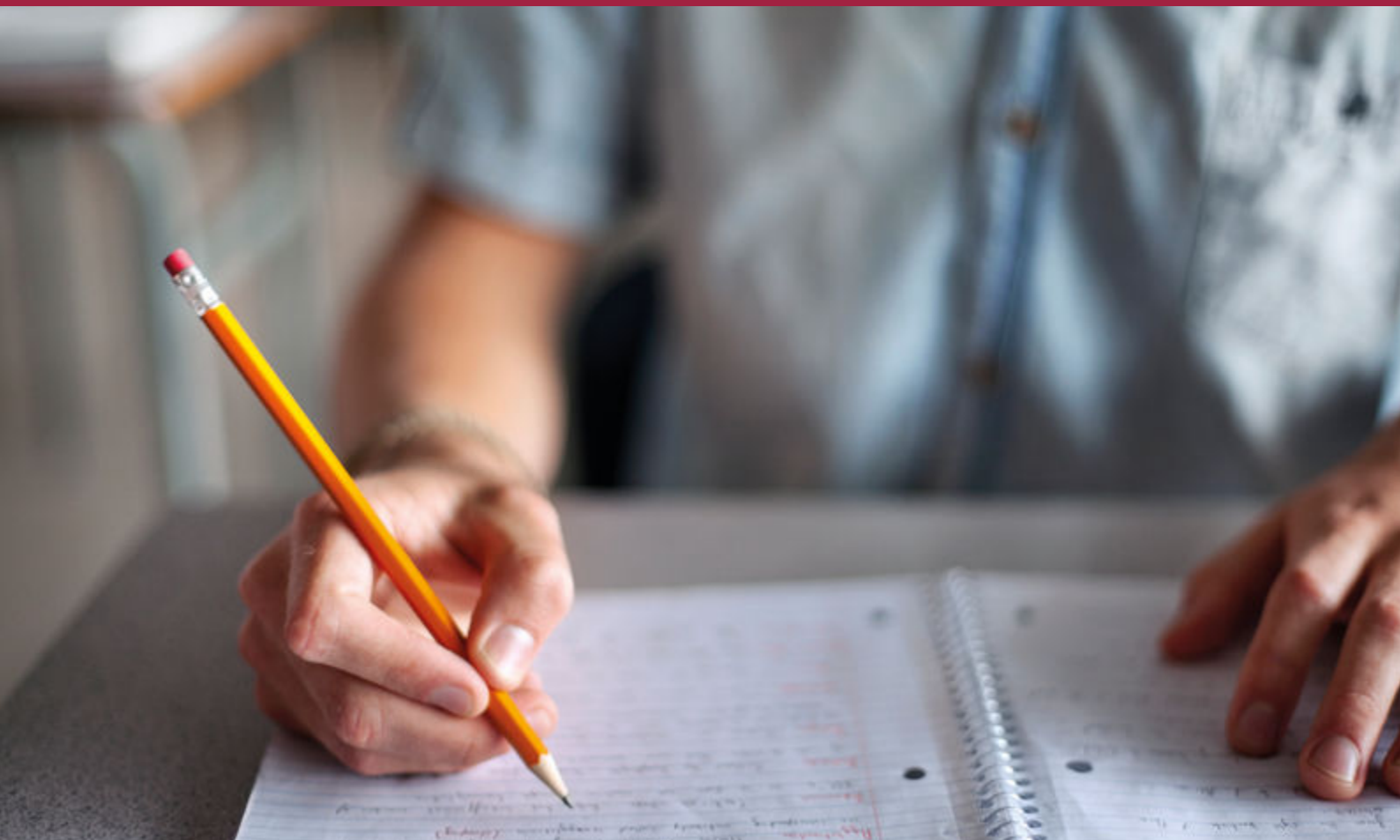


Dyslexia in the Education and Criminal Justice Systems

Roundtable Report

December 2021



Attendees	1
Roundtable context and scope	2
The nature of dyslexia	3
The scale of dyslexia	4
Dyslexia and the education system	6
The importance of teacher training in identifying dyslexia in pupils	7
Barriers to identification, diagnosis and support	7
The role of technology in diagnosing dyslexia	8
The framing of dyslexia and its impact on outcomes	9
Approaches to teaching reading	9
Dyslexia and the Criminal Justice System	10
Points of contact for support within the justice system	10
Innovation in technology and teaching	11
Data sharing	12
Universal design in teaching, technology and the physical environment	12
Moving forward	13
Key takeaways	15
Glossary of abbreviations	16

Attendees

- **Fiona Barrett** - Director of Operations at Genius Within
- **Martin Bloomfield** - Associate Trainer at York Associates
- **Andy Cook** - CEO at CSJ
- **Adrian Crossley** - Head of Criminal Justice at CSJ
- **Mark Fenhalls QC** - Chair-Elect of the Bar Council
- **Sue Flohr MBE** - Head of Policy, Research and Helpline for British Dyslexia Association
- **Kate Griggs** - Founder of MadeByDyslexia (online participant)
- **Rt Hon Matt Hancock MP** (chair)
- **Jackie Hewitt-Main OBE** - Author of Dyslexia Behind Bars
- **Ian Merrill** - CEO at the Shannon Trust
- **Charlie Taylor** - Chief Inspector of Prisons
- **James Wace** - Director at Talamo Dyslexia Diagnosis
- **Alice Wilcock** - Head of Education at CSJ
- **Alison Willett** - Education Director at National Association for Special Educational Needs (NASEN)

We are grateful to all those that attended this event. A special thanks goes to Asher Glynn and Tomas Higginson for their support.

**Please note that references to consensus made in this report should not be construed as perfectly representative of all named parties in all instances.*

Roundtable context and scope

Rt Hon Matt Hancock MP hosted a roundtable with the Centre for Social Justice (CSJ) on Monday the 15th of November 2021 to discuss how the processes of identification, diagnosis and support of dyslexia in educational and custodial settings can be improved. The meeting sought to maximise the political momentum surrounding the forthcoming Prisons White Paper, the Special Educational Needs Review Green Paper and the Literacy and Numeracy White Paper to increase the support given to dyslexic individuals and shift the dial on their aspirations and outcomes.

According to The Equality Act 2010 and subsequent case law, dyslexia and other forms of neurodivergence are classified as disabilities.¹ Whilst the primary focus of this roundtable was dyslexia, it is important to note that much of the discussion can be equally applied to other forms of neurodiversity, such as ADHD, autism, dyspraxia and acquired brain injuries. The discussion primarily explored the role of the education system in supporting dyslexic individuals and the experiences of dyslexic people once they enter the criminal justice system. Notably, pre-court diversion schemes, which prevent involvement in the criminal justice system, were not investigated. The scope of any project going forward should therefore remain under review.

¹ Appg, October 2019, Educational cost of dyslexia [Accessed via: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330>], Page 11

The nature of dyslexia

Dyslexia is a common learning difficulty that can affect the ability to read, write and spell.² Dyslexia is caused by a genetic difference that impacts how the brain processes and remembers language-based information,³ ‘which can affect learning and the acquisition of literacy skills’.⁴ However, dyslexia can also affect memory, organisational skills, time management, concentration, multi-tasking and communication – all of which can have an ‘impact on everyday life’.^{5 6} It is important to note that dyslexia presents itself in different people in a variety of ways. For example, some dyslexic people may have a ‘poor short-term memory’ and find it difficult to concentrate whereas others may find it challenging to navigate to new places, ‘find the right words to express themselves’ or to retrieve the correct answer from their memory.⁷ It can also often co-occur with other specific learning difficulties (SpLD). Critically, dyslexia has no bearing on intelligence. Indeed, it is often associated with positive characteristics such as problem solving, creativity and reasoning.⁸

2 NHS, n.d., Dyslexia: Overview [Accessed via: <https://www.nhs.uk/conditions/dyslexia/>]

3 Appg, October 2019, Educational cost of dyslexia [Accessed via: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf>], Page 8-9.

4 British Dyslexia Association, n.d., About dyslexia [Accessed via: <https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia>]

5 Dyslexia Scotland, n.d., Dyslexia and Study Skills [Accessed via: <https://www.dyslexiascotland.org.uk/sites/default/files/library/StudySkillsOrganisationTimeManagement.pdf>]

6 BDA, n.d., Living with a dyslexic partner [Accessed via: <https://www.bdadyslexia.org.uk/advice/adults/living-with-a-dyslexic-partner>]

7 BDA, n.d., Living with a dyslexic partner [Accessed via: <https://www.bdadyslexia.org.uk/advice/adults/living-with-a-dyslexic-partner>]

8 British Dyslexia Association, n.d., About dyslexia [Accessed via: <https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia>]

The scale of dyslexia

Today, 6.3 million people have dyslexia in the UK, equalling 10% of the population.⁹ Alarming, research cited in the 2021 review of Neurodiversity in the Criminal Justice System (CJS) suggests that the prevalence of dyslexia could be as much as five times greater amongst the adult prison population (50%).¹⁰ Although individuals with neurodivergent conditions are overrepresented in the justice system, a government-commissioned review found that there is ‘no guarantee that a neurodivergent person coming into contact with the CJS will have their needs identified – let alone met – at any stage of the process.’¹¹

Often, prisoners will enter the criminal justice system without their needs ever having been formally diagnosed or supported. The APPG for Dyslexia and other SpLDs (for which British Dyslexia Association provides the secretariat) has suggested that schools are missing opportunities to identify dyslexia in the classroom.¹² Only 2 per cent of pupils in school have a diagnosed specific learning difficulty, including dyslexia.¹³

Even when dyslexia is diagnosed, there are often not the resources in place in our education system to support pupils to engage with learning. Less than half of teachers feel confident teaching people with literacy difficulties, and less than a quarter report having access to specialist teachers who can support the needs of pupils with dyslexia.¹⁴ This has damaging effects for their life chances: pupils with dyslexia and other specific learning difficulties are more likely to be excluded from school than their peers,¹⁵ and youth offending institutes have dyslexia rates between 31 and 56 per cent which is

9 Gov.UK, 25 October 2017, Simone: dyslexic user [Accessed via: <https://www.gov.uk/government/publications/understanding-disabilities-and-impairments-user-profiles/simone-dyslexic-user>]

10 Criminal Justice Joint Inspection, July 2021, Neurodiversity in the Criminal Justice System: A review of evidence www.justiceinspectorates.gov.uk/cjji/wp-content/uploads/sites/2/2021/07/Neurodiversity-evidence-review-web-2021.pdf, Page 20

11 Ibid, Page 8

12 APPG for Dyslexia and other SpLDs, 2019. “Educational cost of dyslexia” [Accessed via: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330>]

13 Department for Education, 2021. “Special educational needs in England” [Accessed via: <https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>]

14 Teacher Tapp polling commissioned by Driver Youth Trust, 2018. [Accessed via: <https://schoolsweek.co.uk/how-to-support-young-people-with-literacy-difficulties/>]

15 Timpson, 2019. “Timpson Review of School Exclusions” [Accessed via: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf]

much higher than the prevalence in the general population.¹⁶

Dyslexia primarily makes it difficult to read and write.¹⁷ Indeed, four-fifths of prisoners with learning disabilities report having problems understanding certain words, reading prison information and expressing themselves.¹⁸ In a recent review, one prisoner reported that she is unable to read letters about her court case due to her dyslexia and currently receives no help from staff.¹⁹ However, support cannot be provided unless neurodivergence and need is identified. There is no universal systematic screening process during arrest, custody, court or sentence. Instead, there are ‘different approaches to screening – some more effective than others – and substantial gaps’.²⁰ There are therefore strong grounds to believe that people are being excluded from full participation in the justice system.

16 APPG for Dyslexia and other SpLDs, 2019. “Educational cost of dyslexia” [Accessed via: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330>]

17 British Dyslexia Association, N.D., About dyslexia [Accessed via: <https://www.bdadyslexia.org.uk/dyslexia/about-dyslexia/what-is-dyslexia>]

18 Prison Reform Trust, 2021, Prison: the facts [Accessed via: <http://www.prisonreformtrust.org.uk/Portals/0/Documents/Bromley%20Briefings/Summer%202021%20briefing%20web%20FINAL.pdf>], Page 12

19 Criminal Justice Joint Inspection, July 2021, Neurodiversity in the Criminal Justice System: A review of evidence <https://www.justiceinspectors.gov.uk/cjji/wp-content/uploads/sites/2/2021/07/Neurodiversity-evidence-review-web-2021.pdf>, Page 46

20 Ibid, Page 8

Dyslexia and the education system

‘We are committed to ensuring that all children with dyslexia get the support they need to achieve well in education. Schools are required to identify and address the special educational needs of pupils and this would include arranging for appropriate tests.’ ²¹

Department for Education, 2021

The Children and Families Act 2014 outlines that publicly funded schools and local authorities must try to identify and help assess children who may have dyslexia,²² whilst statutory guidance in the SEND Code of Practice 2014 sets expectations for the type and quality of support that pupils should receive throughout education.²³ Despite this, the cross-party All Party Parliamentary Group (APPG) for Dyslexia and other Specific Learning Differences (SpLD) highlighted that it is unlikely that a school will be able to provide a diagnostic assessment for young people who may have dyslexia.²⁴ Indeed, data from a 2019 APPG report suggests that 80 per cent of dyslexic people will leave school without a diagnosis.²⁵ Further research may be necessary to unearth the scale of undiagnosed dyslexia in our education system but these estimates paint a stark picture of the current state of support for neurodivergent pupils.

21 BBC News, 25 October 2019, Schools ‘failing to diagnose at least 80% of dyslexic pupils’ [Accessed via: <https://www.bbc.co.uk/news/uk-england-50095218>]

22 Gov.UK, 2014, Children and Families Act 2014 [Accessed via: <https://www.legislation.gov.uk/ukpga/2014/6/section/22/enacted>]

23 DfE and DoH, January 2015, Special educational needs and disability code of practice: 0 to 25 years [Accessed via: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf]

24 Appg, October 2019, Educational cost of dyslexia [Accessed via: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330>], Page 12

25 Ibid (DfE data, 1.82% of school aged children in January 2018 in England were identified as having any form of SpLD compared to NHS data, dyslexia affects one in ten people. See also: <https://www.bbc.co.uk/news/uk-england-50095218> - 8.7 million school children in England, 870,000 are dyslexic, fewer than 150,000 diagnosed with SpLD)

The importance of teacher training in identifying dyslexia in pupils

There was some consensus among our roundtable participants that teachers play a critical role in the identification, assessment and support of children with dyslexia. However, concerns were raised that there is no mandatory training for teachers regarding what dyslexia is, how to identify it, what the impacts are or what support is needed. An important point was raised that early identification, diagnosis and intervention leads to better outcomes. The group felt that, too often, support in schools for neurodivergent individuals arrives too late which hinders attainment well beyond the school gates.

A number of ways were suggested to ensure that teachers have sufficient understanding of dyslexia. First, initial teacher training was highlighted as a key opportunity to ensure all mainstream teachers know how to identify behaviours associated with dyslexia and how to adapt teaching to suit the needs of those pupils. However, some participants expressed concerns about shoehorning additional content into what is already a congested training period. In light of this, there was some agreement that high-quality continuing professional development (CPD) must be embedded in schools and prioritised by Special Educational Needs Governors to ensure teachers are upskilled early on in their professional careers to effectively support dyslexic pupils. The upcoming SEND review was highlighted as a major opportunity to reform the way in which dyslexia is identified and supported in the education system.

Barriers to identification, diagnosis and support

There are numerous barriers that individuals with dyslexia face when seeking a diagnosis. Roundtable participants outlined that the following cohorts disproportionately struggle to get diagnosed: women, ethnic minorities, socio-economically deprived pupils, pupils with severe absence and excluded pupils. For example, one participant stated that neurodivergence is more likely to be mistaken for behavioural issues amongst ethnic minority pupils. Another highlighted that parents or carers often pay a private provider to attain a diagnosis for their child when schools fail to fulfil their statutory duty of

assessment. This costs on average between £500-£700, before specialist support is accessed.²⁶ These structural and financial barriers are problematic as ‘a diagnosis is needed to get support’. In addition, individuals who fit more than one of these characteristics face compounding challenges, as highlighted by a participant who stated that severe absence reduces the likelihood of diagnosis, yet dyslexic pupils are 3.5 times more likely to be excluded from school.

Another challenge that prevents children with more complex or severe needs from accessing appropriate, legally guaranteed support is the need for an Education, Health and Care Plan (EHCP). This plan enables reasonable adjustments to teaching and examinations, such as the use of a computer or extra time, to be made. However, the process of attaining a plan is time-consuming and expensive, especially if the courts are involved.

The role of technology in diagnosing dyslexia

To ascertain whether an individual is dyslexic, they will have to undergo a screening test or a full diagnostic assessment which will be carried out by an educational psychologist or a qualified specialist dyslexia teacher.²⁷

²⁸ Screening tests are often administered in an educational setting by a teacher or a SENCo but they can also be accessed online via a computer or smart device. However, there are a myriad of screening tools available which vary in quality and there is no single agreed-upon screening test that has been recognised as best practice. There was broad consensus amongst the roundtable participants that technology may fundamentally change, and indeed improve, the process of screening and assessment for dyslexia. However, caution was urged that technology must compliment the expertise of professional assessors as it is essential that the results of the diagnosis are interpreted in the context of the individual.

26 Appg, October 2019, Educational cost of dyslexia [Accessed via: <https://cdn.bdadyslexia.org.uk/uploads/documents/Educational-cost-of-dyslexia-APPG-for-Dyslexia-and-other-SpLDs-October-2019.pdf?v=1632303330>]

27 BDA, n.d., How is dyslexia diagnosed [Accessed via: [Dyslexia screening - British Dyslexia Association \(bdadyslexia.org.uk\)](https://www.bdadyslexia.org.uk/dyslexia-screening/)]

28 NHS, n.d., Dyslexia: Diagnosis [Accessed via: <https://www.nhs.uk/conditions/dyslexia/diagnosis/>]

The framing of dyslexia and its impact on outcomes

A roundtable participant explained, ‘the way people self-identify with dyslexia has a measurable effect on outcomes’. This reflects wider agreement from the group that dyslexic individuals possess unique, highly valuable and sought-after skillsets, such as creative problem solving and logical reasoning skills, which should be highlighted and reinforced during assessment and teaching. Two reports authored by EY and Made By Dyslexia found that the skills needed in the future labour market, such as the ability to work in a highly collaborative and interdisciplinary environment, align with those of neurodivergent individuals. There is therefore an economic, social and moral case for the Government to ensure these skills are valued and utilised effectively.^{29 30}

Approaches to teaching reading

One participant explained that the teaching of reading, and therefore the outcomes of children, has significantly improved due to the use of systematic synthetic phonics (SSP). This may enable teachers to identify which pupils are not progressing at the same rate and intervene to provide support. Despite this, some concerns were raised about the prioritisation of phonics as the sole best method of teaching pupils how to read. One participant argued that the statutory requirements that all schools and early years settings in England teach ‘phonemic awareness’ and ‘phonic knowledge’ are too prescriptive, instead suggesting that teachers should be able to use their discretion to respond to the needs of the child.³¹³² However, many in the group stated that this teaching technique has improved reading for all children, with or without dyslexia. Other adjustments to learning, such as incorporating touch typing which alleviates pressure from the working memory, were also viewed as positive teaching assets by several group members.

29 EY and Made By Dyslexia, 2018, The value of dyslexia: Dyslexic strengths and the changing world of work [Accessed via: <https://www.madebydyslexia.org/assets/downloads/EY-the-value-of-dyslexia.pdf>]

30 EY and Made By Dyslexia, 2018, The value of dyslexia: Dyslexic capability and organisations of the future [Accessed via: https://assets.ey.com/content/dam/ey-sites/ey-com/en_uk/topics/diversity/ey-the-value-of-dyslexia-dyslexic-capability-and-organisations-of-the-future.pdf]

31 Gov.UK, 22 November 2010, Reading at an early age the key to success [Available at: <https://www.gov.uk/government/news/reading-at-an-early-age-the-key-to-success>]

32 DfE, September 2013, The national curriculum in England [Accessed via: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf], Page 19

Dyslexia and the Criminal Justice System

While education is and should be the first port of call for identification and support, too many individuals are leaving school without a diagnosis which can impact both educational and career attainment later in life. A roundtable attendee explained that there is a correlation between a lack of educational achievement and crime. However, with the right professional expertise, infrastructure and technology, the justice system can enable dyslexic individuals to re-engage in education once they enter prison and improve their literacy skills which is vital for gaining employment and successfully reintegrating into society upon release.

Points of contact for support within the justice system

The discussion explored the multiple difficulties that neurodiverse people face when navigating the fragmented justice system. Roundtable attendees highlighted that probation officers are well-placed to provide continued support as they are the ‘golden thread’ that links every stage of the journey throughout the justice system, due to their involvement with individuals from pre-sentence to release. However, currently, probation officers are not being utilised in this way and receive no training regarding neurodiversity. The group felt that this is a missed opportunity.

People with dyslexia in prisons may have difficulties navigating the justice system as information may be presented in ways that are not sensitive to their needs. This is a problem which is particularly heightened in light of cuts to legal aid which have limited access to legal advice for those who are socio-economically deprived. As aforementioned, early intervention is key for securing better outcomes. In this vein, there was broad agreement that the Government must take preventative action and invest resources in the youth courts which have the professional expertise and technology to provide support but are currently under-resourced. One participant explained, they ‘are not set up in a way that is conducive for those

with neurodivergence or learning difficulties'. In addition, youth court assessments place disproportionate focus on social-care at the expense of education. By ensuring that assessments, especially within the youth courts, comprehensively identify the strengths of neurodivergent individuals, raise aspirations and allow the correct support to be put in place, the Government may be able to prevent further patterns of negative behaviour and involvement with the justice system.

Innovation in technology and teaching

There was a shared feeling amongst the group that technology has a key role to play in improving assessment and outcomes for dyslexic individuals, especially for those in custody as long as adequate checks and balances are put in place. However, a key point was made that although there is appetite for improved digital infrastructure in prisons, in many circumstances this cannot be achieved without significant funding to update old and dilapidated prison estates.

In the context of today's society where the use of technology is ubiquitous, many felt that the gamification of screening, assessments and teaching is an exciting opportunity to increase engagement in the process of diagnosis and education. This is particularly relevant in the prison setting as dyslexic individuals are likely to have had negative experiences of formalised classroom-based education. In addition, technology has the potential to free up vital resources. For example, video technology may help tackle staff-shortages in prisons by enabling one teacher to simultaneously teach large numbers of students. The group also discussed innovative ideas such as multi-sensory, interactive learning and peer-led reading programmes which can help overcome these fears and encourage participation, ultimately improving outcomes.

Data sharing

Our roundtable participants highlighted that currently, assessment data is not shared between key actors and agencies such as schools, colleges and prisons which makes it difficult to provide the right type of support. While not all prisoners have received SEND support before engaging with the criminal justice system, the lack of data sharing means that those who have must undergo repeat assessments at the cost of the taxpayer. A participant highlighted that a centralised assessment database would overcome this challenge but it would require a detailed understanding of data interoperability rules. The General Data Protection Regulations (GDPR) were also identified as a paralysing force for the police, the Crown Prosecution Service and probation which inhibit the free flow of information to those who need it to provide personalised support.

Universal design in teaching, technology and the physical environment

There was strong support for the concept of universal design which outlines that good design is that which can be accessed, understood and used to the greatest extent possible by all people regardless of age, size, ability or disability.³³ Many participants emphasised that universal design principles must be incorporated into any changes that are made whether they be to methods of teaching, the use of technology in assessment or the physical environment of educational or custodial settings. One participant illustrated that there are simple and relatively cheap fixes that can be made to prison environments to improve attendance in educational classes. Solutions such as signage and colour coded paths that highlight the route from the wings to the education department, may enable neurodivergent prisoners to navigate busy spaces within the prison with greater ease. These simple alterations to the built environment may in turn help deconstruct the negative stereotypes that surround dyslexic people, such as having poor time management or organisational skills.

³³ The Centre for Excellence in Universal Design, n.d., What is Universal Design [Accessed via: <https://universaldesign.ie/what-is-universal-design/>]

Moving forward

Our roundtable drew together an impressive group of experts, each providing rich insights into how we can put the right structures in place in both the education and criminal justice systems to support dyslexic individuals and enable them to thrive.

This was a scoping exercise in which we discussed whether there is a need for reform. As a result, policy recommendations cannot be made at this stage. In summary, our roundtable discussion highlighted the following areas of concern that require further investigation:

Identification

- There is broad consensus that all teachers need to be sufficiently trained to be able to identify dyslexia and provide support to pupils that need it. Currently, too many neurodivergent pupils are leaving school without a diagnosis which is essential for support. Further work is required to explore what best practice teacher training and CPD looks like and how it can be embedded in all schools.

Barriers to diagnosis

- There are several barriers that prevent dyslexic individuals being diagnosed. Some of which can be mitigated by increased SEND specific teacher training and CPD regarding how dyslexia presents itself in cohorts with varying characteristics. However, there are some challenges, such as the failure of schools to fulfil their statutory duties relating to assessments, which the Department for Education should explore as a matter of priority.

The role of technology in diagnosis

- The process of screening and assessment is complicated, time-consuming and expensive. The Government could investigate the potential of technology in transforming the process of diagnosis, ensuring that it complements the expertise of professional assessors. Avenues for harnessing capital and investment from the private and philanthropic sectors should also be explored to facilitate this.

Framing of dyslexia

- There is some agreement that dyslexia is often framed negatively which impacts self-belief and limits aspirations. Additional work is required to establish how government policy can champion the unique skillsets of dyslexic people and harness this talent to fill future skills shortages.

Points of support in the criminal justice system

- It is recognised that the justice system presents many challenges for neurodivergent people. While probation officers may be a key source of support, they lack the training to do this effectively. Youth courts have been identified as a key area where investment in expertise and technology may yield significantly improved outcomes. Both issues need to be explored in greater detail to ascertain how this would work in practice.

Driving innovation in assessment and teaching

- The gamification of assessment and learning has the potential to re-engage those who have struggled with formal education, boosting confidence and improving outcomes. Exploration of how the Government may incentivise innovation within this space may help drive progress.

Data sharing

- There is potential for data sharing between government agencies to ensure that the right people have access to the right information at the right time to provide tailored support. A centralised assessment database would prevent people from having to undertake expensive repeat assessments. Due to the complexity of data interoperability rules, further investigation into how this will work is required.

Universal design

- Universal design could be incorporated into all aspects of assessment, education and physical design to improve the experience of dyslexic individuals. To do this, evidenced-based best practice must first be identified.

Key takeaways

- This is not an exhaustive list of all things that could be considered.
- Experts approached this from multiple perspectives but the overriding consensus was that far too many dyslexic individuals enter the criminal justice system without a diagnosis which obstructs access to fair treatment.
- Whilst on occasion specific policy recommendations were raised which appeared to be supported by a compelling case, this short session primarily highlighted the need for further evaluation of the problem and a more detailed exploration of policy solutions.
- Some questions remain open, for example, whether the scope of any future work should be expanded to include all forms of neurodivergence including other learning differences and brain injury. While the clear need for Youth Courts and associated services to engage more meaningfully was discussed, a future study might also consider what more could be done in the context of diversion schemes.

Glossary of abbreviations

- ADHD – Attention Deficit Hyperactivity Disorder
- APPG – All-Party Parliamentary Group
- CEO – Chief Executive Officer
- CPD – Continuing Professional Development
- CJS – Criminal Justice System
- CSJ – The Centre for Social Justice
- EHCP – Education, Health and Care Plan
- GDPR – General Data Protection Regulation
- MBE – Member of the Order of the British Empire
- MP – Member of Parliament
- NASEN – National Association for Special Educational Needs
- OBE – Order of the British Empire
- QC – Queen’s Counsel
- SENCo – Special Educational Needs Coordinator
- SEND – Special Educational Needs and Disability
- SpLD – Specific Learning Difference
- SSP – Systematic Synthetic Phonics

This report has been designed according to the style guide of the British Dyslexia Association to improve readability for dyslexic individuals.

The Centre for Social Justice
Kings Buildings
16 Smith Square
Westminster, SW1P 3HQ

t: +44 (0) 20 3150 2326

Twitter: @csjthinktank

www.centreforsocialjustice.org.uk

