**NEURODIVERSITY AWARENESS**

Training · Inclusion · Opportunity

**PUBLIC SERVICES TRAINING**

# Inclusive services. Safer interactions.

Neurodiversity awareness and assessed professional practice for police, prisons, fire and rescue and ambulance services.

**8 PROGRAMMES | 4 SERVICES**







**DRIVEN AND SUPPORTED BY THE OUTSIDERS CLUB**

Registered charity no. 1220251

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SECTOR FOCUS

# Every interaction matters

A person’s ability to understand instructions, communicate a need or respond under pressure can depend on the environment and the way information is provided. Our courses aim to support staff and the public without compromising lawful and safe practice.




## THE OPPORTUNITY

Develop a workforce that recognises individual needs, communicates clearly and avoids assumptions.

## THE SCOPE

Police, custodial, fire and ambulance environments have different duties and decision-making frameworks. Our courses are tailored accordingly.

## THE COMMITMENT

Support safe, respectful practice and accessible information, while preserving professional judgement and approved procedures.

WORKFORCE AND PUBLIC

# Two sides of neuroinclusion

An inclusive service must consider both its workforce and the people it serves.

## Supporting colleagues

Accessible briefings, role clarity, training, supervision, wellbeing and individual support. Neurodivergence alone does not determine professional competence.

## Supporting the public

Understand communication, processing and sensory differences. Use clear language, check understanding and avoid treating behaviour as evidence of intent.

## Safety and accountability

Identify immediate risks and follow applicable law, operational procedures and clinical or safeguarding escalation routes.

## Leading change

Use practical action planning, support pathways, recording and review to make inclusion a consistent part of professional practice.

COURSE PATHWAY

# Police service

Policing depends on lawful, proportionate and accessible communication. Neurodivergent members of the public and colleagues may need different ways of receiving information; observed behaviour should not be confused with intent.

Who it is for: Police officers, police staff, custody teams, call handlers, control-room staff, supervisors and leaders

## KEY LEARNING THEMES

- **Internal briefings, shifts and occupational wellbeing**
- **Street encounters and accessible communication**
- **Custody, vulnerability, interviewing and safeguards**
- **Victims, witnesses, control rooms and partnership handover**

POL-AW | 4 hours | AWARENESS

### Neurodiversity Awareness in Policing

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Discuss a street encounter or briefing in which processing time or sensory needs have been mistaken for non-cooperation.

**Achievement: awareness learning; no formal professional assessment.**

POL-CERT | 8 hours | PROFESSIONAL CERTIFICATE

### Neuroinclusive Policing Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Analyse applied cases involving communication, custody safeguards, vulnerability, handover and proportionate professional decisions.

**Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.**

COURSE PATHWAY

# Prison service

Restricted environments, complex rules and unexpected changes can create avoidable barriers. The pathway supports staff and people in custody through practical communication, appropriate escalation and safe, dignified participation.

Who it is for: Prison officers, operational support grades, reception and residential teams, education staff, healthcare partners, governors and managers

## KEY LEARNING THEMES

- **Reception, induction and accessible rules**
- **Distress, sensory needs and safer-custody support**
- **Education, healthcare, progression and transfers**
- **Staff wellbeing, security, referrals and review**

PRI-AW | 4 hours | AWARENESS

### Neurodiversity Awareness in Custody

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Explore how accessible induction, predictable routines and a calm response to distress can support staff and people in custody.

**Achievement: awareness learning; no formal professional assessment.**

PRI-CERT | 8 hours | PROFESSIONAL CERTIFICATE

### Neuroinclusive Custodial Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply learning to reception, a distressed person in custody, safeguarding escalation and a documented support review.

**Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.**

COURSE PATHWAY

# Fire and rescue service

Clear communication and person-centred prevention can help people understand safety information and respond to emergencies. Support must complement incident command and operational requirements.

Who it is for: Firefighters, control-room staff, prevention and protection teams, on-call staff, instructors, station managers and leaders

## KEY LEARNING THEMES

- **Inclusive crews, drills, briefings and control rooms**
- **Accessible home fire safety and escape planning**
- **Individual communication and sensory needs**
- **Safe emergency communication, safeguarding and referrals**

FIR-AW | 4 hours | AWARENESS

### Neurodiversity Awareness in Fire and Rescue

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Practise accessible safety advice and checks for understanding in prevention work, crew briefings and emergency communication.

**Achievement: awareness learning; no formal professional assessment.**

FIR-CERT | 8 hours | PROFESSIONAL CERTIFICATE

### Neuroinclusive Fire and Rescue Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Evaluate person-centred prevention and emergency communication cases while retaining incident command, risk and escalation requirements.

**Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.**

COURSE PATHWAY

# Ambulance service

Urgent care involves rapid decisions and unfamiliar sensory environments. This pathway supports accessible patient interactions and inclusive clinical teams while retaining approved clinical procedures.

Who it is for: Paramedics, emergency medical technicians, ambulance care assistants, dispatch and call handlers, clinical educators, managers and occupational health teams

## KEY LEARNING THEMES

- **Communication during assessment, dispatch and handover**
- **Sensory access, uncertainty and reasonable support**
- **Consent, capacity and diagnostic overshadowing**
- **Safeguarding, occupational wellbeing and clinical escalation**

AMB-AW | 4 hours | AWARENESS

### Neurodiversity Awareness in Ambulance Services

Discussion-led awareness, practical activities and formative checks.

PRACTICAL APPLICATION

Explore clear patient questions, sensory access, dispatch communication and the importance of avoiding diagnostic overshadowing.

**Achievement: awareness learning; no formal professional assessment.**

AMB-CERT | 8 hours | PROFESSIONAL CERTIFICATE

### Neuroinclusive Ambulance Practice — Professional Certificate

Eight-hour professional learning with applied cases and individual open-book assessment.

PRACTICAL APPLICATION

Apply learning to consent, supported decision-making, clinical handover and safe escalation in patient and workforce scenarios.

**Achievement: proposed 32/40 overall and 3/5 per applied case; provider-issued certificate.**

ROLE-SPECIFIC BOUNDARIES

# Accessible practice within existing safeguards

The courses complement role-specific training and do not authorise staff to depart from applicable law, operational command, clinical procedures or service policy.

## Police

Follow applicable custody, questioning and legal safeguards. Consider vulnerability, accessible communication and authorised support without assuming incapacity or intent.

## Prisons

Work within security, reception, healthcare, safer-custody and safeguarding procedures. Make information accessible and use appropriate referral and review.

## Fire and rescue

Person-centred prevention and clear safety information must sit alongside incident command, risk assessment and approved emergency procedures.

## Ambulance

Support accessible patient communication and informed decisions. Follow clinical guidance, consent, capacity and safeguarding requirements.

ASSESSMENT STANDARD

# Professional learning and assessment

Each service has a four-hour awareness course and an eight-hour assessed professional programme. The advanced course tests applied competence within the intended scope.

## Adult professional assessment

Twenty knowledge questions and four applied scenarios; 40 marks. Proposed achievement standard: 32/40 (80%), with at least 3/5 in each applied case. Separate reassessment and restricted assessor guidance support consistency.

## Learner awards

The proposed learner award model is 16/20, with a minimum of 1/2 per applied scenario. Younger learners may demonstrate understanding using stories, pictures, play, speech, drawing or supported practical activities.

## Accessibility and fairness

Assessment measures the intended learning, not handwriting speed, speech style or disability. Agree suitable response methods and adjustments; preserve the learning outcomes and assessment integrity.

## Certificate status

Attendance certificates recognise participation. Assessed certificates and awards are issued by the provider on achievement. External accreditation, statutory recognition, MOD endorsement or government approval are not implied.

A PRACTICAL PATHWAY

# From training to practice

We recommend a reviewed pilot with a service sponsor, followed by implementation and evaluation.

## Before delivery

Agree intended audience, context, access requirements and learning objectives. Check local policy, national jurisdiction and safeguarding arrangements.

## During learning

Use formative questions, reflection, practical scenarios and inclusive participation methods. Collect proportionate feedback and avoid requesting unnecessary health information.

## After delivery

Review learning and action plans, and evaluate practical changes at 30 and 90 days where appropriate. Assess accessibility, confidence and implementation rather than relying on satisfaction alone.

## Independent assurance

Invite specialist review and, where appropriate, independent evaluation. Pilot proposed pass standards and ensure assessment moderation, appeals, privacy and controlled access to answers.

PARTNER WITH US

# Build more inclusive public services

We welcome discussions with workforce, training, operational, legal, clinical and inclusion leads to agree a safe and relevant delivery model.

## Review together

Share the course materials with appropriate service training and policy leads. Confirm current local and national requirements.

## Pilot with purpose

Agree audience, accessibility arrangements, observation and evaluation measures. Begin with a manageable group and review learning.

## Embed the learning

Link actions to existing training, wellbeing, accessibility, safeguarding and service-improvement arrangements.

## Evaluate and improve

Measure knowledge, confidence, implementation and feedback; review proposed assessment standards before seeking wider recognition.

**Enquiries: awareness@theoutsidersclub.co.uk | Provider-issued certificates; external endorsement is not claimed.**

# Fair communication. Safer services.

Together, we can build services where different minds are understood, staff are supported and the public can access respectful professional practice.

**LET'S MAKE INCLUSION EVERYDAY PRACTICE**

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OUTSIDERS CLUB™

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