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**SCHEDULE 1 PART 2**

**APPENDIX 1**

**EDUCATION SERVICES SPECIFICATION**

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1. **INTRODUCTION**

- 1.1 Building on the purpose and information provided in the main body of **Part 2 (Prisoner Education Services)** of **Schedule 1 (Authority's Custodial Service Requirements)**, each of the Education Services are described below to convey the required outcomes, scope and requirements.

2. **CURRICULUM FOR INDEPENDENCE**

2.1 **Curriculum for Independence – Outcome**

2.1.1 The Contractor will ensure that its delivery of the Curriculum for Independence enables Prisoners to:

- (a) leave Prison equipped with the necessary skills to successfully integrate back into society;
- (b) progress in line with their aspirations, achieving their identified learning aims, targets and outcomes as reflected in their Personal Learning Plan;
- (c) progress towards Level 2 accredited qualifications regulated by Ofqual in English, Mathematics and Reading attainment;
- (d) gain qualifications and acquire skills that will support their prospects of securing employment, further education, or further training on release, if of working age and able to work, by providing a solid foundation in core subject areas;
- (e) engage with learning and understand the value in attending education as well as the impact that this can have on their ability to live an independent life on release;
- (f) realise their potential, celebrating progression and positively contributing to a rehabilitative Prison experience and Life Skills, based on the needs of the population as defined locally;
- (g) continue their learning upon transfer from another Prison to ensure a seamless transition and to support their learning pathway; and
- (h) access a curriculum that is broad and balanced that incorporates an appropriate blend of accredited and unaccredited provision.

2.2 **Curriculum for Independence – Requirements**

2.2.1 The Contractor will be responsible for the following services in relation to the Curriculum for Independence:

- (a) providing a Curriculum for Independence that consists of the core curriculum offer of English (including reading interventions) and Mathematics as mandated in every Prison, the level of which will be defined locally;



- (b) providing a range of services that enables the design of a Curriculum for Independence that consists of Digital Skills, ESOL and Life Skills, based on the needs of the population as determined locally;
- (c) providing a range of services that enables the design of a Curriculum for Independence that meets the needs of Prisoners held there, and that flexes to changing requirements of the curriculum to best meet Prisoner need over the course of the Contract Period, taking into consideration the high turnover of Prisoners transferring across the estate; and
- (d) deliver education using a range of approaches as part of their model of delivery such as modular delivery, Blended Learning, contextualised learning, on wing and in-cell learning. Adapting approaches to the model of delivery, where necessary and appropriate, to suit the identified needs of the Prison and its Prisoners.

### 2.3 **English (including reading provision) and mathematics.**

- 2.3.1 The Contractor must deliver English and Mathematics at varying qualification levels and course lengths. These subjects are mandated for every Prison and provide an essential foundation for independence, equipping Prisoners with key life skills such as reading, writing, budgeting, and telling the time, and open the gateway to the rest of the curriculum.
- 2.3.2 As part of English, the Contractor shall prioritise reading as well as improvement of reading skills and actively support reading for pleasure.
- 2.3.3 These subjects are also often a prerequisite for employment and so are important for outcomes on release.
- 2.3.4 The Contractor will be required to provide a range of services that enables the design of a curriculum which includes Digital Skills, ESOL and Life Skills subject to the needs of each establishment.

### 2.4 **Digital Skills**

- 2.4.1 The Contractor will, where agreed as part of the Annual Education Delivery Plan, deliver Digital Skills interventions. Provision must support Prisoners to develop Digital Skills. Any software to be uploaded onto the Authority's ICT System must be approved by the Authority following appropriate Authority checks in line with Authority policies on cyber security and information assurance. The Contractor must ensure their workforce is able to deliver Digital Skills where the Authority requires the provision.

### 2.5 **English for Speakers of Other Languages**

- 2.5.1 The Contractor will, where agreed as part of the Annual Education Delivery Plan, deliver ESOL interventions where a need has been identified via the initial screening and assessment process. ESOL provision must support Prisoners to learn or improve their English language skills in speaking, listening, reading, and writing. ESOL is key to enabling Prisoners to integrate and participate in the Prison community and progress



to other forms of education and employment. The Contractor will therefore ensure their workforce is able to deliver ESOL where the Authority requires the provision.

## 2.6 Life Skills

2.6.1 The Contractor will, where agreed as part of the Annual Education Delivery Plan, deliver Life Skills provision subject to the identified needs of the Prisoner cohorts. Life Skills provision must support Prisoners to build the foundations necessary to develop sense-of-self, motivation, and the confidence to engage and progress in education and work activities. Provision must fall within one or more of the three categories outlined below. The Contractor will therefore ensure their workforce is able to deliver Life Skills if the Authority requires and commissions the provision. This must include:

- (a) interests and talents;
- (b) development of character; and
- (c) life in modern Britain.

## 2.7 Flexible curriculum implementation

2.7.1 The Contractor must adapt approaches to the delivery of its provision to suit the emerging needs of the Prison and its Prisoners and provide alternative delivery approaches of its provision outside of the traditional classroom setting, where necessary and appropriate.

2.7.2 The Contractor must offer a broad and balanced range of services that enables a Curriculum for Independence that incorporates an appropriate blend of accredited and unaccredited provision, taster courses, and roll-on, roll-off provision, as agreed with the Authority.

2.7.3 The Contractor must provide opportunities for Prisoners to use and apply knowledge, skills, and experience, gained through English (including reading), Mathematics, Digital Skills, ESOL, employment opportunities and careers, employability skills, and Life Skills, where appropriate.

2.7.4 The Contractor must tailor their offer and provision to the needs of Prisoners, including where needs are changing, as identified. Approaches must be gender responsive, trauma aware and, where commissioned, include provision that supports Prisoners to develop wellbeing, confidence, motivation, and resilience building skills.

## 2.8 Peer mentors

2.8.1 Where the Contractor chooses to utilise prisoners in peer mentor roles, they must ensure the prisoners receive appropriate training and support which could include relevant peer mentor courses. The Contractor is responsible for ensuring that peer mentors are deployed appropriately and effectively and must adhere to any mandatory guidelines, Authority Policy and any reasonable local requirements relating to peer mentoring.



3. **CURRICULUM FOR OPPORTUNITY**

3.1 **Curriculum for Opportunity - Outcome**

3.1.1 The Contractor will ensure that the Curriculum for Opportunity enables Prisoners to:

- (a) leave Prison equipped with the necessary skills to secure outcomes on release, such as employment, self-employment, further education, or further training;
- (b) access a curriculum that is broad and balanced that incorporates an appropriate blend of accredited and unaccredited provision;
- (c) progress in line with their aspirations, achieving their identified learning aims, targets and outcomes as reflected in their Personal Learning Plan;
- (d) engage with learning and understand the value in attending, as well as the impact that this can have on their ability to secure outcomes on release;
- (e) have their learning needs met, including ALN as identified by Screening and Assessment processes as described in **paragraph 2.9 (Screening and Assessment)** of this Part 2 (**Prisoner Education Services**) of **Schedule 1 (Authority's Custodial Service Requirements)**;
- (f) realise their potential, celebrating progression and positively contributing to a rehabilitative Prison experience; and,
- (g) access practical experience, providing an opportunity to apply and embed skills in a practical environment.

3.2 **Curriculum for Opportunity – Requirements**

3.2.1 The Contractor will be responsible for the following services in relation to the Curriculum for Opportunity:

- (a) providing a range of services that enables design of a Curriculum for Opportunity that consists of key vocational subject areas as determined by the Authority per Prison based on the needs of the local Prison population;
- (b) supporting Prisoners to engage with other learning delivery that is intended to enable progression to Higher Education;
- (c) supporting Prisoners undertaking Higher Education study;
- (d) embedding self-employment provision into key vocational subject areas, where these have been agreed in the Annual Education Delivery Plan;
- (e) ensuring that Prisoners can continue their learning upon transfer to ensure a seamless transition and to support their learning pathway; this may involve collaboration with contractors across the estate;



- (f) providing a range of services that enables the design of a Curriculum for Opportunity that meets the needs of Prisoners per Prison, and that flexes to changing requirements of the curriculum to best meet Prisoner need over the course of the Term, taking into consideration Prison churn, as determined and agreed through the Annual Education Delivery Plan; and
- (g) working with stakeholders as identified, such as local charities, local business, or other interest groups, to inform the Annual Education Delivery Plan. This could include an Annual Education Delivery Plan that includes the delivery of vocational provision within workshops.

### 3.3 **Key vocational subject areas**

- 3.3.1 The Contractor may be required to deliver vocational provision within key subject areas. As a minimum, these will be based on labour market information so that provision is directly relevant to positive employment outcomes (including self-employment) that will increase Prisoner success on release. The Contractor will therefore ensure their workforce is able to deliver specified vocational subject areas.
- 3.3.2 The UK Government has set an ambition for two million Green Jobs in the UK by 2030. To address current and future skills gaps, the Contractor must identify and support Prisoners to develop the skills needed to move into Green Jobs on release. A "Green Job" is employment in an activity that directly contributes to - or indirectly supports - the achievement of the UK's net zero emissions target and other environmental goals, such as nature restoration and mitigation against climate risks.

### 3.4 **Self-employment support**

- 3.4.1 Self-employment is a viable option for many Prisoners and so the Contractor will be required to raise awareness of this and embed self-employment skills into key vocational subject areas where these are commissioned. The Contractor will also signpost Prisoners to other agencies, both within the Prison and external to the Prison, with regards to providing specific and specialist advice and resources within the Prison and upon release.

### 3.5 **Distance Learning, Further and Higher Education support**

- 3.5.1 The Contractor must support Prisoners to engage with other learning delivery that is intended to enable progression to further and Higher Education, including, for example, distance learning, education fairs, study skills, support with college and/or university applications and Release on Temporary Licence placements, where applicable.
- 3.5.2 The Contractor must provide Prisoners with assistance and support to access Further and Higher Education study, including support for applications, loans and scholarships, and referrals to other agencies for specific expert advice, such as financial assistance.

### 3.6 **Flexible curriculum implementation**



- 3.6.1 The Contractor must adapt approaches to the delivery of its provision to suit the emerging needs of the Prison and its Prisoners and provide alternative delivery approaches of its provision outside of the traditional classroom setting, where necessary and appropriate.
- 3.6.2 The Contractor must provide opportunities to embed and apply academic and practical learning, from English (including reading), Mathematics, Digital Skills, ESOL, employment opportunities and careers, employability skills, and Life Skills, where appropriate.
- 3.6.3 The Contractor must tailor their offer and provision to the needs of Prisoners within each Prison. Approaches must be gender responsive, trauma aware and, where commissioned, include provision that supports Prisoners to develop wellbeing, confidence, motivation, and resilience building skills.

### 3.7 **Peer mentors**

- 3.7.1 Where the Contractor chooses to utilise prisoners in peer mentor roles, they must ensure the prisoners receive appropriate training and support which could include relevant peer mentor courses. The Contractor is responsible for ensuring that peer mentors are deployed appropriately and effectively and must adhere to Mandatory Guidelines/Authority Policy and any reasonable local requirements relating to peer mentoring.

## 4. **ACCREDITED PROVISION AND AWARDING BODIES**

### 4.1 **Accredited Provision and Awarding Bodies - Outcome**

- 4.1.1 The Contractor will ensure that qualifications provided enable Prisoners to:
  - (a) acquire industry-recognised skills and certification that is relevant to the labour market and desirable by employers;
  - (b) increase their prospects of securing employment, further education, or further training on release, including apprenticeships;
  - (c) continue their learning as they transfer across the Prison estate throughout the duration of their sentence;
  - (d) benefit from increased parity with the community offer so that they are not further disadvantaged on release; and
  - (e) demonstrate progress as they advance their learning.

### 4.2 **Accredited provision and awarding bodies - Requirements.**

- 4.2.1 The Contractor will be responsible for the following services in relation to qualifications:
  - (a) providing qualifications that are deliverable within a Prison setting and adaptable in terms of delivery approach (for example, modular);



- (b) providing a range of industry-recognised certification and qualifications that are accredited and OFQUAL regulated as required by the Authority;
- (c) ensuring qualifications provided are in line with any national standards published by the Department for Education;
- (d) utilising Common Awarding Organisations as set out by the Authority, subject to change by the Authority, to ensure the best value for money and relevance to the employment market;
- (e) supporting Common Awarding Organisation quality processes and complying with registration requirements, making necessary adjustments as identified by the Common Awarding Organisation (such as ensuring there is assessment and internal quality assurance in place at each establishment); and
- (f) effective monitoring, evaluation, and review of accredited provision, ensuring high-quality learning, assessment and verification processes are in place.

#### 4.3 Accreditation

- 4.3.1 The Contractor will deliver industry-recognised certification and OFQUAL registered qualifications that are aligned with establishment workshop provision where possible and appropriate. The Contractor must set out how they will align qualification delivery with other areas of Prison education, skills, and work.
- 4.3.2 The Contractor will provide Prisoners with relevant and appropriate technical qualifications that are directly sequenced with Prison Industry and Commercial workshops where appropriate. The scope and content of the training and qualifications to be delivered by the Contractor will be in line with current recognised industry standards that meet the current and future needs of UK industries and employers as advised by relevant industry trade bodies. The Contractor will therefore ensure their workforce is suitably qualified and has the appropriate expertise, as well as the ability to deliver specified technical subject areas where the Authority require such provision. Contractor's Staff will need to meet the requirements of the appropriate qualification body.
- 4.3.3 The Contractor must set out how they will adapt qualification delivery to meet the needs of Prisoners. For example, a Prisoner may arrive at an establishment midway-through a course. It is important that Prisoners can continue their learning to enable value for money and progress. This could include modular delivery.
- 4.3.4 The Contractor will offer a range of levels to meet the learning needs of a diverse Prison population.
- 4.3.5 The Contractor will categorise their provision using OFQUAL sector subject areas to enable consistency of reporting.

#### 4.4 Common Awarding Organisations



- 4.4.1 The Contractor shall utilise Common Awarding Organisations. These may be subject to change throughout the life of this Contract to ensure the best value for money and relevance to the employment market.

## 5. **DIGITAL ELEARNING CONTENT**

### 5.1 **Digital eLearning Content - Outcome**

- 5.1.1 Contractors will ensure that digital eLearning content enables Prisoners to:
- (a) access high quality content that accommodates their diverse learning needs, including in non-traditional settings (for example, in cell);
  - (b) access additional support via digital materials, available to those who participate in education in a traditional classroom setting; and
  - (c) access content that supports traditional learning by providing opportunities for enrichment, embedding learning and development- including in non-traditional settings (for example, in cell).

### 5.2 **Digital eLearning Content – Requirements**

- 5.2.1 The Contractor will be responsible for the following services in relation to eLearning content:
- (a) supplying high quality interactive digital eLearning content, for all courses delivered as part of the curriculum in a format or variety of formats specified by the Authority and conforms to Web Content Accessibility Guidelines 2.2 or as replaced by future iterations of guidance from time to time;
  - (b) supplying interactive digital eLearning content, which is device agnostic, has undergone internal quality assurance by a suitably qualified Contractor's Staff member and meets the standards set out by the Web Content Accessibility Guidelines 2.2, or as replaced by future iterations of guidance from time to time;
  - (c) continuously managing, and where necessary, refreshing eLearning content as set out by the Authority; and
  - (d) supplying interactive digital eLearning content which, where possible, is available for use both online and offline. In circumstances where online content is not available for use offline, an alternative must be supplied.
- 5.2.2 To deliver eLearning content, the Contractor will be required to:
- (a) comply with Web Content Accessibility Guidelines 2.2 standards and future iterations of standards - Web Content Accessibility Guidelines for all content provisioned on electronic mediums;
  - (b) ensure that, where suitable, content tests the Prisoners' understanding of the subject using things like interactive questions or quizzes and provides some level of evaluative feedback to the Prisoner;



- (c) refresh all digital eLearning content at a minimum of once per annum;
- (d) set out how they will ensure all digital eLearning content supplied by the Contractor makes use of innovative techniques such as gamification to drive Prisoner engagement and enrich the learning experience, where it is possible and appropriate to do so; and
- (e) The Contractor will actively promote the use of digital and assistive technology in the interests of promoting greater independence, including providing training for Contractor's Staff and Prisoners on how to use this technology and advice on how they might continue to access it on release.

## 6. DATA COLLECTION AND MANAGEMENT

### 6.1 Data Collection and Management - Outcome

6.1.1 The Contractor will ensure that robust data collection and management enables:

- (a) prisoners to track their progress toward their aspirations, supporting outcomes on release;
- (b) the Contractor to deliver all appropriate data, as defined in this Contract, relevant Authority Policies, operational guidance or in any Authority's ICT System digital application, and any data as may be required by the Authority into the Authority performance management reporting tool, the Contractor's Screening and Assessment tool, Personal Learning Plan or Learning Records Service available at <https://www.gov.uk/government/collections/learning-records-service-lrs> (as amended from time to time), or any Authority-specified replacement system, in a timely and accurate manner;
- (c) the Contractor to report in real time (reporting frequency) or as soon as possible after ascertaining Prisoner information; and
- (d) Service delivery, continuous improvement, and appropriate payment of the Contractor.

### 6.2 Data Collection and Management – Requirements

6.2.1 The Contractor will be responsible for the following services in relation to data collection and management:

- (a) Prisoner Information;
- (b) the Contractor shall ensure that all Prisoner data is entered into or recorded on the Authority's ICT System by the Contractor in real time, is accurate and complete;
- (c) the collection and management of data in accordance with Data Protection Legislation, **Schedule 25 (Data Protection)** and as specified in Authority Policies in accordance with **Schedule 4 (Authority Policies)**;



- (d) the implementation of security that enables the Contractor to store personal data;
- (e) the implementation of technology that enables the Contractor to use the Authority's ICT System, where required;
- (f) the Contractor will need to input prisoner data into the Authority's ICT Systems for Education Services, namely Curious, to collect data as required;
- (g) the Authority has the right to ask the Contractor to collect new and different data as requirements change throughout the life of this Contract;
- (h) the Contractor will update the Authority's ICT System with information on Prisoner participation and achievement. This will be maintained as an up-to-date record as the Prisoner progresses through their learning. For example, this could include the number of Prisoners who progressed from a further education access course to Higher Education, the number of Higher Education applications made within an academic year, successful applications, the number of achievements each year, and overall course achievement;
- (i) the Contractor will maintain on-going records of Prisoner attainment and progress. The Contractor will use gap analysis to adapt teaching, training, and learning to suit the emerging needs of Prisoners;
- (j) the Contractor will use the Authority's ICT Systems to assess, monitor and share information on Prisoners' reading ability and the progress they make; and
- (k) the Contractor must ensure that the data quality on the data entered onto the Authority's ICT System, is maintained, monitored, assured, and validated, through system data quality reports.

## 7. **QUALITY ASSURANCE AND IMPROVEMENT**

### 7.1 **Quality Assurance and Improvement – Outcome**

7.1.1 The Contractor will ensure that quality services enable Prisoners to:

- (a) benefit from learning that will improve their attainment of knowledge, skills, values, attitudes, and behaviours, which lead to progression; and
- (b) benefit from learning that meets the standards set by the Authority, and other inspectorates, such as Ofsted and HMIP.

### 7.2 **Quality Assurance and Improvement – Requirements**

7.2.1 The Contractor will be responsible for the following services in relation to quality:

- (a) utilise the needs analysis data as part of their curriculum design, incorporating screening and assessment results;



- (b) undertake curriculum planning that identifies knowledge, skills, values, attitudes, behaviours, and progression opportunities that meet Prisoners' needs;
- (c) provide a SAR in line with industry best practice and Ofsted guidance, and review the document quarterly at the Prison ESW forum and any other governance forums that may reasonably be required by the Authority;
- (d) contribute to the education, skills, and work quality improvement group meetings;
- (e) provide a specific Provider Improvement Plan that drives up standards and updated quarterly;
- (f) provide and adhere to the annual quality calendar that includes a selection of observations, learning walks and other quality assurance processes. This calendar should be updated and reviewed through the quality improvement group;
- (g) collect Prisoner voice information regularly;
- (h) contribute towards quality assurance processes including (but not limited to) the education, skills and work strategy, peer mentoring, distance learning, functional skills strategy, and the reading strategy; and
- (i) create and update the internal quality assurance and assessment policy, adhering to Common Awarding Organisations' expectations.

7.2.2 To deliver high quality provision, the Contractor will be required to:

- (a) meet the standards set out in this Contract and set out within Ofsted's Inspection Framework (currently the Education Inspection Framework "EIF");
- (b) Comply with inspection requirements:
  - (i) the Contractor will be subject to and comply with any inspection and Authority requirements. This will include Ofsted and HMIP inspections;
  - (ii) the Contractor will align and update quality processes to reflect any changes in Ofsted and HMIP inspection frameworks, national guidance, guidance issued by the Authority and quality frameworks and processes issued by the Authority;
  - (iii) engage with the Authority's Quality Assurance and Improvement processes;
  - (iv) the Contractor will collaborate with the Authority's representatives and protocols to assess and evidence observations and judgements of teaching, learning and assessment; and



- (v) the Contractor will assist the Authority in triangulating evidence to support judgements on impact against the KPIs and self-assessment processes.

## 8. CONTRACTOR WORKFORCE

### 8.1 Contractor Workforce – Outcome

8.1.1 The Contractor will ensure that their workforce enables Prisoners to:

- (a) realise their aspirations in preparation for release;
- (b) benefit from suitably qualified and experienced Contractor's Staff that are well equipped and supported to deliver a high-quality Education Service; and
- (c) benefit from a service delivered by a workforce that is suitably trained and supported to meet individual Prisoner needs and ambitions.

### 8.2 Contractor Workforce – Requirements

8.2.1 The Contractor will be responsible for the following services in relation to workforce:

- (a) the provision of sufficient, high-quality suitable Contractor's Staff to deliver a service that meets curriculum requirements and individual need;
- (b) the selection, recruitment, retention, induction, and training of Contractor's Staff. All Contractor's Staff will also take part in an establishment-level induction as organised locally;
- (c) high-quality Continuous Professional Development of all Contractor's Staff, ensuring knowledge and skills are up to date and relevant to the Prison curriculum;
- (d) the performance management of all Contractor's Staff; and
- (e) managing Contractor staffing levels, including Contractor's Staff absences, to ensure all planned sessions take place.

8.2.2 The Contractor must meet the following requirements:

- (a) **Workforce provision**
  - (i) the Contractor will ensure that the necessary levels of staffing are in place from the Services Commencement date to enable the delivery of the Services. The Contractor must employ robust measures to manage potential disruptions to staffing, such as sickness, annual leave, and vacancies. A staffing contingency plan must be developed and shared with the Authority annually for approval in line with the timescales set out for the Annual Education Delivery Plan;



- (ii) the Contractor will comply with all relevant employment legislation, including Employment Regulations and the New Fair Deal policy on pensions as it applies to affected Contractor's Staff, including agency, contract, and sessional Contractor's Staff;
- (iii) the Contractor will ensure that an appropriate member of Contractor's Staff contributes to overall activities function and attends meetings with the Prison as reasonably required by the Authority; and
- (iv) the Contractor must consider ways to ensure the workforce is sufficiently flexible and adaptive to changes in the curriculum, for example through secondments, and through engaging with employees in the community.

(b) **Workforce qualifications and expertise**

- (i) the Contractor will ensure that all Contractor's Staff are appropriately qualified and experienced to deliver services effectively and efficiently in line with the agreed curriculum;
- (ii) the Contractor's Staff delivering lessons and/or assessments in the Curriculum for Opportunity must have sufficient industry-specific expertise on appointment. They must also have, or obtain within a reasonable time, following appointment, a relevant teaching qualification and/or assessor qualification as required by the relevant awarding body, law, government guidance, or Good Industry Practice;
- (iii) the Contractor's Staff delivering lessons in the curriculum for independence must have, or obtain within a reasonable time following appointment, a suitable teaching qualification as required by government guidance or Good Industry Practice, and sufficient subject-specific expertise;
- (iv) the Contractor will ensure that there is a suitably qualified, experienced, and effective manager in place to manage, support and lead the quality assurance of teachers, including observing lessons; and
- (v) the Contractor will use the occupation duties and associated knowledge, skills and behaviours that comprise the Learning and Skills Teacher occupational standard developed by the Institute for Apprenticeships and Technical Education in their performance management processes for all Contractor's Staff in teacher/lecturer roles (or equivalents, including any future version of the standard). The Contractor is responsible for ensuring that they are using a current version of the Learning and Skills Teacher occupational standard.

(c) **Supporting additional needs**



- (i) the Contractor will ensure that teaching Contractor's Staff (or equivalent) understand inclusive quality first teaching and make reasonable adjustments to teaching methods in line with Prisoners' Education Support Plans, to ensure that learning is accessible to all Prisoners with additional needs; and
- (ii) the Contractor will ensure that all Learning Needs Support Practitioners working with Prisoners hold suitable experience, qualifications and/or training in supporting additional needs to ensure that they can provide high quality and effective support to all Prisoners.

## 9. LEARNING ENVIRONMENT

### 9.1 Learning Environment – Outcome

- 9.1.1 The Contractor will ensure that the learning environment enables Prisoners to engage with services, focus on learning, feel supported and encouraged, regardless of their background or neurodivergent or other needs.

### 9.2 Learning Environment – Requirements

- 9.2.1 The Contractor will be responsible for the following services in relation to the learning environment:
  - (a) ensuring the local space in which learning, and skills development is delivered in is engaging and inspiring, as far as the setting allows;
  - (b) maintaining displays that are up-to-date and interactive, with working walls used effectively;
  - (c) considering appropriate adaptations to support neurodivergent Prisoners;
  - (d) ensuring that the model of delivery can adapt to other locations where circumstances require, such as modular delivery, Blended Learning, contextualised learning, on-wing, or in-cell learning;
  - (e) ensuring available resources enable delivery, replicating typical community resources such a stationery and textbooks, as far as possible;
- 9.2.2 To deliver effective services, the Contractor will be required to create an engaging and accessible space:
  - (a) the Contractor must create and proactively enable an engaging learning environment where support is a key part of the culture, so Prisoners are empowered to participate, share ideas, and ask for help. The Contractor must ensure Prisoners are made to feel welcome, respected and cared for as part of creating an environment that is conducive to learning;
  - (b) the Contractor must ensure that all reasonable steps have been made to ensure that the environment is as supportive as possible of neurodivergent



needs. For example; availability of key information in easy read formats, use of coloured or off-white paper where possible and the environment is as ordered as possible and "visual clutter" is avoided;

- (c) the Contractor shall work with the Prison's Neurodiversity Support Manager to identify potential adaptations to the environment. Where specific adjustments to the environment are required for individual Prisoners, these must be clearly outlined in their Education Support Plan and implemented as soon as possible;
- (d) the Contractor must be aware of the prevalence and impact of trauma and ensure that Prisoners are not re-traumatised by their experiences in the learning environment. The Contractor shall ensure that the learning environment supports Prisoners to feel physically and emotionally safe and shall consider how it is perceived; and
- (e) adapt delivery to location.

9.2.3 The Contractor must provide information on models of delivery that they can offer and how they can utilise all areas of the Prison beyond traditional classroom settings to maximise learning opportunities. For example, this may be on-wing or in-cell, depending on Prisoner need and individual circumstances. This will be agreed locally at establishment-level as part of the Annual Education Delivery Plan. The Contractor shall ensure spaces are relevant, appropriate to subject matter taught, and in line with Prisoner need.

## 10. SCREENING AND ASSESSMENT DELIVERY

### 10.1 Screening and Assessment Delivery - Outcome

10.1.1 The Contractor will ensure that an initial educational screening and assessment process is conducted in Prisons for all eligible Prisoners (as set out in the operational requirements subsection of **paragraph 2.9 (Screening and Assessment)** of this Part 2 (Prisoner Education Services) of Schedule 1 (Authority's Custodial Service Requirements)) and any other Prisoners as eligible as notified by the Authority (the "Eligibility Date"). The process must be:

- (a) delivered by personnel who can administer the screening and assessment tools in a way that is engaging, promotes the benefits of education, is inclusive and supportive to Prisoners and accurately establishes Prisoners' baseline ability levels; and
- (b) completed digitally via the Authority's ICT System, with offline contingency arrangements in place which will still allow for assessments to be held in the required timescales and for results to be uploaded onto the Authority's ICT System when possible.

10.1.2 The Contractor must ensure the screening and assessment process is scheduled and completed within thirty (30) Days from the date of receipt into custody Eligibility Date. Assessment sessions must be planned to maximize efficiency of the process and



accuracy of results whilst considering Prisoner's individual needs and the local Prison regime.

## 10.2 Screening and Assessment Delivery – Requirements

10.2.1 The Contractor will be responsible for the following services in relation to the delivery of screening and assessment services:

(a) the use of the screening and assessment tools to screen and assess all eligible Prisoners covering the following areas:

(i) Functional Skills Assessment -

(1) Mathematics,

(2) English, and

(3) Digital Skills;

(ii) ESOL Assessment;

(iii) Reading Assessment; and

(iv) Additional Learning Needs Indicator.

10.2.2 The Contractor is required to ensure that the information regarding identification of need and is recorded appropriately and made available to the Authority as required/requested.

10.2.3 The Contractor must ensure assessment results are accurately recorded on the Authority's ICT Systems.

10.2.4 The Contractor must review screening and assessment results to signpost and refer Prisoners to the most appropriate ALN support.

10.2.5 The Contractor must make appropriate next step functional skills course recommendation in line with functional skills tool result.

10.2.6 To deliver effective screening and assessment services, the Contractor must ensure that Authority-provided Functional Skills, ESOL, and reading assessments and ALN screenings are delivered to capture Prisoner educational ability in mathematics, English, ESOL, Digital Skills, literacy, and ALN to all eligible Prisoners.

10.2.7 Each Prisoner shall complete all Screening an Assessment that they are eligible for, as follows:

(a) **Additional Learning Needs:**

(i) all Prisoners without a previous record on the Authority's ICT Systems of completing the PES additional needs indicator tool; and



- (ii) prisoners for whom it has been agreed by the Director, Head of ESW or Neurodiversity Support Manager of a Prison that repeat ALN screening is appropriate. The Contractor must ensure that any screening that is repeated is collaboratively agreed with healthcare teams and Offender Management Unit based Prison staff input and the reasons for repeating the assessment are evidenced and documented.
  
- (b) **Functional Skills:**
  - (i) all Prisoners who do not have any record on the Authority's ICT Systems of previous assessment results or educational attainment and there is no evidence recorded on learner record systems or provided by the Prisoner of prior attainment of a GCSE grade 4 equivalent in English, Mathematics, and Digital Skills; and
  - (ii) prisoners for whom it has been agreed by the Director, Head of Education Skills and Work or Neurodiversity Support Manager of a Prison that repeat Functional Skills assessment is appropriate due to either a significant change in circumstances since the previous assessment (such as acquired brain injury) or evidence of educational attainment being unavailable. The Contractor must ensure that reasons for repeating the assessment are evidenced and documented.
  
- (c) **Reading:**
  - (i) any Prisoner who states on the Basic Custody Screening Tool that they cannot read;
  - (ii) any Prisoner who scores Pre-Entry, E1 or E2 on the English Functional Skills assessment;
  - (iii) any Prisoner who has potential reading difficulties identified via the ALN indicator tool;
  - (iv) any Prisoner without an existing educational record who has been referred for a reading assessment by any member of Prison staff. Where a non-educational staff member refers a Prisoner, the referral must be assessed by Contractor's Staff before a reading assessment is undertaken; and
  - (v) any Prisoner who chooses to self-refer for a reading assessment where there are no other indicators of functional reading ability on record (English level E3 and above for example). Where a Prisoner self refers but there is an indication of ability to read, the referral must be assessed by Contractor's Staff before a reading assessment is undertaken.



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- (d) **ESOL:**
- (i) any Prisoner that has had self-declared an English language need;
  - (ii) any Prisoner that or has had an English language need identified via Basic Custody Screening Tool or education introduction; and
  - (iii) any Prisoner that has been referred for an ESOL assessment by any member of Prison staff.
- 10.2.8 The Contractor must review assessment results to recommend the most appropriate adjustments and support for any identified needs and next step functional skills courses for Prisoners.
- 10.2.9 The Contractor must ensure all recommendations are in line with results from the functional skills and ALN indicator tools and are recorded on the Authority's ICT Systems and made accessible to the Prisoner, CIAG and local allocations teams.
- 10.2.10 The Contractor must ensure that the purpose of each assessment is clearly explained to the Prisoner before delivery, this must include outcomes from the assessments, information on the wider context of Prison education, the benefits of engaging with education and an overview of the educational courses available in the Prison.
- 10.2.11 The Contractor must obtain informed consent from the Prisoner before commencement of each assessment they are eligible for. Informed consent must be recorded on Authority digital systems.
- 10.2.12 The Contractor must ensure that all screenings are completed digitally and recorded on the Authority's ICT System, with offline contingency arrangements in place should this not be possible. Contingency arrangements must include provision for screenings that are delivered offline to be recorded and uploaded onto the Authority's ICT Systems, and where necessary shared with appropriate Authority and Staff within and external to the Prison, as required.
- 10.2.13 The Contractor must ensure that positive behaviours which encourage engagement with education are applied to all interactions with Prisoners.
- 10.2.14 The Contractor must schedule all Screening and Assessment activity with consideration to the PES Screening & Assessment Prisoner Journey Process Map 2025+ which forms part of the Disclosed Data provided by the Authority before the Commencement Date (and as may be updated by notification of the Authority from time to time) and with allowance for individual differences between Prison regimes. The sequencing of Prisoner settlement activity includes initial Prison risk assessments, healthcare screenings, Prison inductions and key worker meetings. This is then followed by the educational screening and assessment procedure covering Functional Skills, Reading, ESOL and ALN, which leads into the CIAG process, activity allocation and/or educational course enrolment.
- 10.2.15 The Contractor must work collaboratively with CIAG staff to ensure that assessments are scheduled to take place before the initial careers' guidance session.



- 10.2.16 The Contractor must ensure that all required screening and assessments for Prisoners must be completed by the end of the site-specific induction period for each Prison and before the Prisoner is moved from the induction wing. If a Prisoner's individual circumstances prevent screening and assessment from being completed within the site-specific induction period, then the Contractor must ensure that screening and assessment is scheduled for within thirty (30) Days from the Eligibility Date unless there are clear and valid reasons to delay the process beyond thirty (30) Days.
- 10.2.17 Prior to any screening offered, Contractor's Staff will need to check for previous educational records via the Authority's ICT System and the learner record system to confirm if any previous screenings have taken place and to review prior academic attainment to ensure that screening is only offered to Prisoners who meet the eligibility criteria.
- 10.2.18 Prior to screening being administered, the Contractor's Staff shall ask, and record details of languages spoken and preferred language and offer ESOL screening tool where appropriate.
- 10.2.19 The Contractor must provide the opportunity to all Prisoners to self-declare whether they have a learning need, disability or a medical condition which will affect their learning and:
- (a) make reasonable endeavours to seek out further information if appropriate;
  - (b) clearly differentiate screening tool results, areas of need, self-declared diagnosis and confirmed diagnoses when recording information; and
  - (c) make reasonable endeavours to confirm any declared diagnosis with relevant Healthcare Services or external bodies such as previous education Contractors or the Local Authority where relevant. This must be evidenced and recorded digitally on the Authority's ICT System. Until evidence of a diagnosis is obtained this need must be clearly reported as "self-declared".
- 10.2.20 The Contractor must ensure that prior to enrolment on a course, Prisoners are asked whether they were enrolled in education prior to imprisonment or if they have an Education, Health, and Care Plan. If either of these are the case, the Contractor is required to get consent from the Prisoner to contact previous education contractor and/or Local Authority to request information on support needs.
- 10.2.21 The Contractor must ensure that delivery arrangements and the learning environment are designed with suitable adaptations to support those with a range of Additional Learning Needs including learning needs, neurodiversity needs, learning difficulties and/or learning disabilities.
- 10.2.22 The Contractor must record and provide assessment, enrolment, and progression data on request from the Authority, aligning to regular reporting practices and information sharing agreements. Contractors will ensure that information regarding support required to participate in education, skills and work on release is recorded digitally and is clearly outlined on the Authority's ICT System in line with requirements set out in the Contract and Mandatory Guidelines.



- 10.2.23 The Contractor must ensure that in instances where a Prisoner refuses to engage with screening and assessment this is recorded on the Authority's ICT System. A review date must be agreed and as a minimum they must attempt to re-engage the Prisoner every three (3) Months, and evidence of all further attempts made to effectively engage the Prisoner must also be recorded.
- 10.2.24 The Contractor must engage actively with inspection of the Services by Ofsted, whether as part of inspections by HMIP or otherwise, documenting any shortcomings in agreed detailed action plans with targets to address them.
- 10.2.25 The Contractor must work with key stakeholders to ensure that legally compliant information sharing arrangements and agreements are in place for the purposes of sharing information from screening and assessment that is relevant to settlement, further referrals, and transfer and/or release. All sharing of information must be done in compliance with Authority information sharing guidance and practices. Any information from screening and assessment that is relevant to settlement, transfer and/or release is shared in accordance with Authority policy.
- 10.2.26 The Contractor must ensure that its Prison staff, including Learning and Skills Manager, Neurodiversity Support Manager and Heads of Education, Skills and Work, health, and other education or support staff, effectively share information. This includes the provision of monthly (or at a greater frequency as agreed with the Prison) additional needs indicator tool screening registers and proactively ensuring that all Prison staff and Contractor's Staff, who are responsible for meeting the Prisoners' needs within the wider Prison environment, are made aware of any identified need or support.

### 10.3 **Location and environment of delivery**

- 10.3.1 Service delivery will be on site in Prisons, and it will be Prisoner facing requiring interaction with Prisoners. Screening delivery may be on a 1 to 1 basis, or in small groups (up to a maximum of ten (10) Prisoners) as determined in conjunction with the Prison to best meet Prisoner needs. The Contractor will need to always be able to provide screening and assessment and have appropriate contingencies in place for circumstances that prevent the usual method of delivery.
- 10.3.2 The learning environment needs to meet the requirements outlined in the "learning environment" section of this specification.
- 10.3.3 Regardless of a Prisoner's eligibility for screening and assessment, the Contractor must ensure that all Prisoners receive information on the wider context of Prison education, the benefits of engaging with education and an overview of the educational courses available within the Prison in line with the timescales agreed locally but no later than thirty (30) Days from the Eligibility Date, this is commonly referred to as an education induction.



11. **SUPPORTING ADDITIONAL LEARNING NEEDS**

11.1 **Supporting Additional Learning Needs – Outcome**

11.1.1 Following screening and assessment process, the Contractor will contribute to a "whole Prison approach" to supporting prisoners with ALN by recording recommended adjustments, including any put in place by the Prison, on an agreed central digital platform.

11.1.2 Prisoners requiring additional support who enrol in education will receive effective and evidence-based Education Support Plans which outline what adjustments and support they require to enable them to effectively engage in their course.

11.1.3 Prison staff and the Contractor will work collaboratively through the Annual Education Delivery Plan to ensure a joined-up approach that delivers consistency in support for Prisoners across skills and work as well as education, using the education provision and budget flexibly to achieve this, where this is agreed as appropriate.

11.2 **Supporting Additional Learning Needs – Requirements**

11.2.1 The Contractor will be responsible for the following services in relation to supporting additional needs:

- (a) ensuring that appropriate and effective additional support is provided for any Prisoner who is identified as having an additional need either through educational screening processes or any other screen or assessment (including but not limited to self-declaration, teacher assessment, psychology, or healthcare assessments) who is enrolled in education;
- (b) where ALN provision has been commissioned for those in education, Prisons can determine where best to utilise the support services flexibly and may choose to utilise the commissioned hours to support individuals in wider work and skills activity. Prisons can also commission additional ALN support provision to support Prisoners in wider skills and work activity routinely through Annual Education Delivery Plan. The following aspects of additional needs support in scope:
  - (i) Integration of screening and assessment of additional needs and recommendations of support following this, with support planning processes both in education and within the wider Prison;
  - (ii) inclusive quality first teaching in all lessons which recognises and adjusts for the various levels of need that will be in a classroom;
  - (iii) ensuring that all Contractor's Staff understand and demonstrate good practice in supporting additional needs and can access further advice on evidence-based support where required; and
  - (iv) a clear process for developing accessible, good quality and evidence-based Education Support Plans for those participating in education who have been identified as having additional needs;



- (c) delivery of the support and adjustments specified in Education Support Plans, which ensure that all Prisoners can participate fully in their course;
  - (d) any support and interventions outside the classroom for Prisoners with additional needs where required, to help them to develop skills and grow their ability to access learning and skills independently;
  - (e) delivery of support within skills and work more broadly when specifically agreed in discussion with relevant Prison staff, such as the Head of Education, Skills and Work, the Neurodiversity Support Manager and the Learning and Skills Manager;
  - (f) responsibility for ensuring that information regarding additional needs and support required is shared with both internal and external relevant stakeholders; and
  - (g) agreeing the budget for additional needs support based on the needs of the population as defined locally in the Annual Education Delivery Plan and accounting for how this is spent.
- 11.2.2 To effectively support ALN, the Contractor will be required to, as part of curriculum delivery, ensure the following:
- (a) inclusive quality first teaching; and
  - (b) making reasonable adjustments to environment where teaching and learning takes place.
- 11.3 Inclusive Quality First Teaching**
- 11.3.1 The Contractor must ensure that inclusive "quality first" teaching for all Prisoners regardless of need is a standard expectation for Prisoners in all lessons.
- 11.3.2 Quality first teaching includes a range of good practice including the process of breaking down teaching into manageable activities, differentiation of teaching and learning, using multi-sensory techniques, and ongoing formative assessment, which the Authority considers to be normal expectations of good quality teaching and high-quality education provision.
- 11.3.3 Contractors must ensure they promote neurodiversity supportive practice in all aspects of teaching and learning, including a strength-based approach to supporting all Prisoners and proactively making accessible resources available in case they are needed, for example easy-read versions of key information being made available and use of dyslexia friendly fonts.
- 11.4 Reasonable Adjustments to Provision**
- 11.4.1 Following additional needs screening and assessment processes, all Prisoners will be provided with some suggested reasonable adjustments that are relevant to supporting their additional needs within the Prison which the Contractor must ensure are shared with the wider Prison using the agreed digital platform.



- 11.4.2 For those Prisoners with additional needs that engage in education, the Contractor must ensure that they are making required adjustments to their provision to ensure that Prisoners with additional needs are not disadvantaged and are able to access and engage fully in learning. This includes adjustments to teaching and learning strategies, adjustments to the environment or providing Assets and resources to support need, including but not exhaustive to materials produced on coloured background, overlays, larger font sizes, diagrammatic materials, reader pens and assistive technology.
- 11.4.3 The Contractor must ensure that access arrangements have been assessed for and arranged for all assessments where appropriate for example additional time or alternative methods of assessment.
- 11.4.4 The Contractor must ensure that they are being flexible in terms of where teaching and learning is delivered for Prisoners with a significant and long-term need/disability which impacts their ability to attend education as other Prisoners would. For example, the Authority would consider changing the location of support being delivered for a Prisoner with a disability who because of that disability cannot access the education block to be a reasonable adjustment in most circumstances, and the Contractor shall adapt to meet this Prisoner's needs.
- 11.4.5 To effectively support ALN, the Contractor will be required to, as part of the Annual Education Delivery Plan, ensure the following:
- (a) availability of additional learning support; and
  - (b) working collaboratively across the Prison to manage the ALN need within the Prison to support Prisoners with additional needs.

These requirements are broken down in more detail below.

## 11.5 **Availability of Additional Learning Needs Support**

- 11.5.1 While most Prisoners will be able to have their needs met through adjustments to materials and teaching methods, some Prisoners will not be able to access learning without significant support and may require someone to support them to help them to access learning.
- 11.5.2 In some cases, this will require facilitating provision of Learning Needs Support Practitioners or equivalent to ensure that someone with additional needs can fully participate in learning, this could include for example pre-teaching of key concepts or acting as a scribe for written tasks. Some support could also be delivered by appropriately trained peer mentor support.
- 11.5.3 The Contractor must ensure that there is sufficient availability of staffing and resources to facilitate or deliver this support for their education provision according to the locally defined needs of the Prison (as defined through the Annual Education Delivery Plan). The Contractor shall specify learning support required for an individual Prisoner in the Education Support Plan.
- 11.5.4 Working collaboratively with the Prison to manage the ALN need within the Prison to support Prisoners with additional needs:



- (a) the Contractor must work with the Authority, to agree an appropriate level of Learning Needs Support Practitioner need, as described in the Annual Education Delivery Plan. This might include, for example, an agreed amount of Learning Needs Support Practitioner hours to provide flexible support across education, skills and work or learning interventions, funding allocated for purchasing of assistive equipment such as overlays and some budget for further specialist advice or assessments;
- (b) the Contractor must be flexible to the ALN of Prisoners, this may mean there are peaks and troughs in the level of support required, the hours dedicated to ALN should therefore flex as appropriate;
- (c) decisions around allocations of support should be made collaboratively between the Contractor and relevant Prison staff, such as the Head of Education, Skills and Work and the Neurodiversity Support Manager; and should consider the needs of the Prison and its Prisoners, and the needs of the curriculum; and
- (d) the Contractor must ensure that the Authority has easy access to information on the level of need within education, how funding to support additional needs is being utilised and evidence of the impact of that support.

11.5.5 To effectively support ALN, the Contractor will be required to, as part of its Key Personnel requirements, ensure the following:

- (a) access to appropriate specialism and quality assurance to ensure good evidence-based practice;

This requirement is broken down in more detail below.

## 11.6 Access to appropriate specialism and quality assurance

- 11.6.1 The Contractor is responsible for ensuring that the quality of the additional needs provision that they provide is overseen by a named person who is a suitably qualified/experienced professional such as a SENCO or experienced inclusion manager, with a good understanding of supporting additional needs in educational settings for advice and support. The Contractor shall ensure the contact details for the named person responsible for additional needs provision in that Prison on behalf of the Contractor shall be made available to both education and relevant Prison staff.
- 11.6.2 The Contractor shall ensure that they are also proactive in both utilising existing specialism within the Prison such as the Neurodiversity Support Manager and health care services, where applicable, and in facilitating access to further specialist services, where this is agreed with the Prison/Authority.
- 11.6.3 In recommending or setting the Learning Needs Support Practitioner Hours within the Annual Education Delivery Plan, the Contractor, and Authority's Representative should consider the requirement for further assessment or advice that may be required by those with the most complex and/or acute needs.



- 11.6.4 To effectively support ALN, the Contractor will also be required to ensure the development and delivery of good quality Individual Education Support Plans; including by:
- (a) following screening and assessment processes all Prisoners where a need is identified will have some suggested adjustments recorded and shared with the wider Prison;
  - (b) for those Prisoners who enrol in education and have been identified as requiring support, there is an expectation that an individual Education Support Plan is developed which specifies any adjustments or support that they need to enable them to fully participate in their course;
  - (c) the Education Support Plan must be completed within five (5) Working Days of the Prisoner enrolling on a course. This must be agreed and shared with the Prisoner and clearly recorded in the Authority's ICT System;
  - (d) Contractors are responsible for ensuring that Education Support Plans are of a good quality and are available to all Prison staff through the Authority's ICT System; and
  - (e) Contractors must ensure Education Support Plans are updated as needed when the Prisoner starts a new course or, as a minimum, every three (3) Months.

## 11.7 **Developing Education Support Plans**

- 11.7.1 All sections of the Education Support Plan template must be completed.
- 11.7.2 Education Support Plans must be developed through a clearly defined support planning process with the Prisoner at the centre, the Education Support Plans must be finalised in agreement with the Prisoner who is receiving the support.
- 11.7.3 Where appropriate the Contractor shall develop Education Support Plans in discussion with relevant specialist Prison staff and Contractor's Staff such as key workers, the Neurodiversity Support Manager and relevant healthcare staff.
- 11.7.4 The Contractor must ensure that Education Support Plans are developed using a "graduated approach" to support based on the "waves of intervention" model and ensure that support is as effective and efficient as possible.
- 11.7.5 Education Support Plans must be planned and implemented using a cycle of plan-do-review with the Prisoner's involvement and arrangements made to review it regularly (see "Reviewing and improving additional needs support" below).
- 11.7.6 The Contractor shall also work collaboratively with relevant Prison staff where required to help to facilitate consistency of support. For example, when following the support planning process if the Prisoner will likely require support in other aspects of the Prison this information must be shared with relevant Prison staff such as the Neurodiversity support manager. The Contractor shall record steps taken to ensure this is recorded on the Education Support Plans.



11.7.7 The completed Education Support Plans must be shared on the Authority's ICT System within five (5) Working Days of enrolment onto an education course and shared with all relevant Contractor's Staff and Prison staff.

11.7.8 The Contractor must ensure that clear quality assurance processes for Education Support Plans are in place, based on guidelines provided by the Authority, and that each Education Support Plan is signed off by an appropriately trained member of Contractor's Staff to confirm that the above requirements have been met.

## 11.8 **Content of Education Support Plans**

11.8.1 The Contractor shall ensure individual additional needs Education Support Plans will:

- (a) specify the Prisoner's additional needs as identified by self-declaration, any needs identifier tool in use in the Prison or the results and reports from other assessments;
- (b) be led by the Prisoner's aspirations and views on how they are best supported to achieve them;
- (c) be aimed at promoting independence and supporting Prisoners to make substantial progress and achieve meaningful outcomes that support their Personal Learning Plan;
- (d) highlight any strengths that the Prisoner might have and how these can also be built on to support progress and help them to overcome barriers;
- (e) describe what adjustments are required to teaching and learning to support their needs - including but not limited to modified forms of assessment, delivery of teaching and learning and appropriate modifications to curriculum or dispensation from awarding bodies for specific needs;
- (f) detail required resources or adapted resources including changes to the environment or Assets. Examples might include a desk at the front of class or near the door, materials produced on coloured background, overlays, specific font sizes, diagrammatic materials, tech-readers, and assistive technology;
- (g) where applicable, specify any additional support required from Learning Needs Support Practitioners (or equivalent). This could either be on a one to one or small group basis, dependent on the needs of the Prisoner and the course;
- (h) identify any specific knowledge or training those Prison staff or Contractor's Staff working with the Prisoner may require (e.g., British Sign Language or Autism training);
- (i) specify any more specialist assessments or support (e.g., Therapy or specialist teaching) if relevant; and



- (j) highlight where there is a need for access arrangements in exams, or where an assessment has not yet taken place where an assessment for access arrangements will be required.

11.8.2 In those cases where the Prisoner attended education prior to sentencing or has previously attended education in a prison, the Contractor must ensure that they make reasonable endeavours to obtain any Education Support Plans in place and where available this must be used to inform support provided.

11.8.3 If an Education, Health, and Care Plan was in place in the community, the Contractor must make reasonable endeavours both obtain a copy of the plan from the relevant Local Authority and where possible provide the support outlined.

## 11.9 Making Education Support Plans widely available

11.9.1 The Contractor must ensure that:

- (a) individual Education Support Plans are recorded on the Authority's ICT System as specified by the Authority;
- (b) an accessible copy of the Education Support Plan is available to the Prisoner;
- (c) Education Support Plans are recognised as containing sensitive information and shared in line with relevant Data Protection Legislation as well as local level information security arrangements and sharing agreements; and
- (d) all Contractor's Staff who work with a Prisoner are aware of their Education Support Plans and any adjustments or support that may be required.

## 11.10 Reviewing and improving additional needs Education Support Plans

11.10.1 The Contractor must:

- (a) review Education Support Plans at least every three (3) Months to ensure that they continue to be as effective and efficient as possible and shall record this as well as any changes on the Authority's ICT System;
- (b) if a Prisoner transfers to a new course which requires a change of support, then the Education Support Plan must be reviewed early to ensure any changes are made within five (5) Working Days of enrolment on the new course;
- (c) if a Prisoner is transferred to a new Prison with an existing Education Support Plan from a previous Prison, then a review of that existing Education Support Plan must be held within five (5) Working Days of their enrolment on a new course;
- (d) ensure that the Prisoner is involved in the review process and is central to discussions around the effectiveness of their support and any changes that are needed to support progress and increase independence;



- (e) facilitate access to further advice and support where a student may not be progressing because of a learning need, this might include a discussion with the Prisons allocated SENCO, any specialist staff within the Prison or in some cases request further professional advice; and
- (f) where a Prisoner has an open Education, Health, and Care Plan the Contractor must work collaboratively with the Neurodiversity Support Manager and Learning and Skills Manager to help ensure that the Local Authority annual review processes are completed in line with the requirements in the "Special educational needs and disability code of practice: 0 to 25 years".

11.10.2 To effectively support ALN, the Contractor will be required to, as part of its provision of administrative requirements, ensure the effective sharing of information in preparation for release or transfer.

11.10.3 This requirement is broken down in more detail below.

#### 11.11 **Effective sharing information in preparation for transfer or release**

11.11.1 The Contractor must support seamless transfer of information between establishments by:

- (a) supporting the processes involved in preparing a Prisoner for release where appropriate, for example working collaboratively with key stakeholders such as the Neurodiversity Support Manager and sharing information about the Prisoner's support needs both within the Prison and in the community where appropriate and relevant to supporting a successful release from custody;
- (b) ensuring that any information regarding support to participate in education on release is recorded digitally and is clearly outlined on digital platforms in line with Authority processes; and
- (c) being collaborative and flexible in decision-making regarding funding of additional needs.

## 12. **PRISON LIBRARY SERVICES**

### 12.1 **Prison Library Services - Outcome**

12.1.1 The Contractor will be required to provide services that ensure:

- (a) the Prison Library is open, accessible, and staffed during times aligned with the Prison regime to enable Prisoners to access library resources in line with their statutory entitlement;
- (b) Prisoners can access a wide variety of materials, which encourage reading for pleasure;
- (c) Prisoners can engage in enrichment activity to enhance their learning;



- (d) Prisoners have access to materials which supports literacy throughout the Prison;
- (e) Prisoners are supported in improving their literacy; and
- (f) Prisoners become familiar with support services available throughout the Prison.

## 12.2 Prison Library Services – Requirements

12.2.1 The Contractor will be responsible for the following services in relation to the Prison Library:

- (a) delivery of the Prison Library Services;
- (b) provision of a wide range of materials which are relevant and meet accessibility needs of Prisoners, including library outreach to Prisoners with accessibility issues where required; and
- (c) scoping, arranging, and facilitating regular enrichment activity.

12.2.2 To deliver effective library services for Prisoners, the Contractor must:

- (a) provide suitable dedicated resource to deliver an effective Prison Library Services, which may include Prisoner held roles;
- (b) respond to requests, queries, or complaints from Prisoners;
- (c) represent the Prison Library in wider Prison and education forums to raise awareness of available services and promote collaborative working. These might include:
  - (i) local Prison education strategy meetings to focus on improvement in delivery and promote collaborative working,
  - (ii) regional or national Prison Library events to understand and adopt best practice and promote collaborative working, and
  - (iii) Prisoner forums to promote and raise awareness of the Prison Library Services;
- (d) promote the Prison Library Services including available resources across the Prison. This includes contributing to any existing Prison-wide regular communications, highlighting available Library services, and encouraging Prisoners, Contractor's Staff and Prison staff to engage; and
- (e) conduct, and provide to the Authority, an annual evidence-based self-assessment review of Prison Library Services which includes:
  - (i) prisoner feedback on services available including materials and enrichment activity,



- (ii) data relating to percentage of fulfilled and unfulfilled requests for materials to understand the effectiveness of the library services, and
- (iii) library accessibility and how this met or did not meet Prisoner interests and needs.

12.2.3 To deliver effective materials to Prisoners, the Contractor must:

- (a) ensure that the mandatory publications detailed within the [Prison Education & Library Services for adult Prisoners in England Policy Framework](#) (or other Mandatory Guidelines, as amended or replaced from time to time) are made easily available to Prisoners within the Prison Library;
- (b) provide a broad range of materials including different types of media such as books, graphic novels, DVDs, etc. Materials supplied must also cover a broad range of genres from across the fiction and non-fiction categories;
- (c) provide a selection of literature which is available in a range of languages for those Prisoners who may read in alternative languages;
- (d) provide materials in a range of text sizes, colours, and fonts as well as learning tools to support those with additional needs; and
- (e) ensure that Prisoner requests for specific titles are responded to. The Contractor will consult with Prison staff in security departments, or other Prison staff as directed, to ensure appropriateness of materials in line with Mandatory Guidelines including the [Public Protection Manual 2016](#) and any Local Security Strategy.

12.2.4 To deliver effective enrichment for Prisoners, the Contractor must scope and facilitate varied enrichment activities. These may be sourced externally or internally and may include reading groups, poetry sessions, author visits as well as other topics which may be of interest to Prisoners.

12.2.5 To deliver effective access for Prisoners, the Contractor must:

- (a) demonstrate consideration of ease of access for Prisoners throughout the library. This includes ensuring that signage and labelling within the Prison Library is clear and simple to follow, using images and icons where possible to assist low level readers; and
- (b) ensure there is provision of out-reach services to support the main Prison Library provision including materials located in areas which Prisoners spend time, including units such as the First Night Centre, Induction Unit, Care & Separation Unit and Health Care Centre (where Prison facilities allow). Materials which have been withdrawn from the Prison Library may be utilised in these areas.

12.2.6 To deliver effective collaborative working, the Contractor must ensure that a review of materials available in the library is completed in line with curriculum reviews and



there is evidence to support these considerations. The purpose of these reviews is to ensure that there are materials in the library which supplement subjects being studied via the curriculum.

13. **CAREERS INFORMATION, ADVICE AND GUIDANCE**

13.1 **Careers Information, Advice and Guidance – Induction Session - Outcome**

13.1.1 The Contractor will ensure that Induction Sessions enable Prisoners to:

- (a) reflect on their starting point assessment outcomes, ESW history, skills, interests, previous experiences and consider aspirations on release;
- (b) understand the Prison curriculum on offer and how this may support them to realise their aspirations;
- (c) identify realistic and achievable Pathways to success on release;
- (d) develop a PLP that will be used to identify starting points, record key information and track progress; and
- (e) highlight any known barriers identified by Screening and Assessment Process and signpost Prisoners with Additional Learning Needs which need to be overcome in the delivery of education (such as dyslexia and illiteracy).

13.2 **Careers Information, Advice and Guidance – Induction Session - Requirements**

13.2.1 The Contractor shall provide Face to Face Induction Sessions to all Prisoners who meet the requirements below, unless they are an Excluded Prisoner or an Exemption applies, provided such Prisoners:

- (a) have completed the required Screening and Assessment Process; and
- (b) do not have a completed digital PLP.

These Prisoners shall be referred to as "Induction In-Scope Prisoners".

13.2.2 The Contractor shall be responsible for the following services in relation to Induction Sessions:

- (a) delivering an Induction Session for all Induction In-Scope Prisoners;
- (b) completing a digital PLP with all Induction In-Scope Prisoners as part of the Induction Session, considering a Prisoner's time left to serve when making decisions around the level of detail required;
- (c) signposting the Prisoner to relevant Pathways based on Prisoner skills, aspirations and the Screening and Assessment Process outcomes as well as the Prison curriculum offer;



- (d) setting SMART (Specific, Measurable, Achievable, Realistic and Timebound) goals based on recommended Pathways and informed by Prisoner skills and interests;
- (e) recording relevant information during the Induction Session and capturing this on the Authority's ICT System; and
- (f) providing high-quality information, advice and guidance to prisoners that is up-to-date and informed by labour market information in the region that prisoners will be released to (based on reasonable assumptions) and the curriculum offer.

### 13.3 **Careers Information, Advice and Guidance – Review Session - Outcome**

13.3.1 The Contractor will ensure that Review Sessions enable Review In-Scope Prisoners to:

- (a) reflect on their aspirations on release and whether these have changed;
- (b) reflect on their Pathway and whether this is still suitable;
- (c) understand the Prison curriculum on offer and how this may support them to realise their aspirations;
- (d) reflect on progress made and update SMART goals and other information contained in their PLP and set new goals where relevant; and
- (e) gain skills to support employment where appropriate, such as support with CV writing, interview preparation and job applications.

### 13.4 **Careers Information, Advice and Guidance – Review Session - Requirements**

13.4.1 The Contractor shall provide face to face Review Sessions to all Prisoners who have completed an Induction Session and have a completed digital PLP unless they are an Excluded Prisoner or an Exemption applies, these Prisoners shall be referred to as "Review In-Scope Prisoners".

13.4.2 The Contractor shall ensure that where a Prisoner does not have a completed digital PLP, this Prisoner shall first receive an Induction Session then, a Review Session will be scheduled in accordance with the Review Session deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)**.

13.4.3 The Contractor will be responsible for the following services in relation to Review Sessions:

- (a) completing Review Sessions with all Review In-Scope Prisoners throughout their Prisoner journey in accordance with the Review Session deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)**;
- (b) conducting the Review Sessions face-to-face with the Review In-Scope Prisoner, for a minimum of twenty-five (25) minutes;



- (c) reviewing and updating digital PLPs on the Authority's ICT System, during the Review Session:
  - (i) if the Authority's ICT System is unavailable, the Contractor must instead complete paper records downloaded from the Authority's ICT System for the Review Session to be considered complete,
  - (ii) paper records should be uploaded to the Authority's ICT System within five (5) Days of the Authority's ICT System being available,
  - (iii) the Authority may request copies of these paper records at any time in the period of thirty (30) Days following the upload to the Authority's ICT System, and
  - (iv) the Contractor shall be responsible for the safe storage and destruction of the paper records;
- (d) reviewing and amending Pathways based on Prisoner skills and aspirations as well as the Prison curriculum offer;
- (e) reviewing progress against existing SMART goals and setting new SMART goals where appropriate;
- (f) supporting the development of Prisoner CVs and disclosure letters in a digital format where appropriate;
- (g) referring and signposting Prisoners to other relevant organisations the Prison may have engaged to assist in finding employment where appropriate;
- (h) supporting the LSM and PEL where this is required; and
- (i) providing CIAG programme content that is accessible via the Authority's ICT System to Prisoners to support them to engage in and take ownership of their career path.

13.4.4 The Contractor must ensure that Review Sessions take place in accordance with the Review Session Deadlines set out in Table 1:

**Table 1**

Prisoner Time left to serve	Review Session Deadline
Six (6) Months or less	<p>Must receive a Review Session (specifically a Pre-Release Session) within the period:</p> <ul style="list-style-type: none"> <li>(a) at least one month after their previous CIAG session</li> <li>(b) not more than three (3) Months after their previous CIAG session</li> </ul>



	PROVIDED THAT if the Prisoner's date of release is within this period, the Pre-Release Session shall be held at least seven (7) Days prior to planned release.
Less than twelve (12) Months but more than six (6) Months  And where prisoners are held on remand or awaiting sentencing	Must receive a Review Session within the period:  (a) at least two (2) Months after their previous CIAG session; but  (b) not more three (3) Months after their previous CIAG Session
More than twelve (12) Months but less than sixty (60) Months	Must receive a Review Session within the period:  (a) at least four (4) Months after their previous CIAG session; but  (b) not more than six (6) Months after their previous CIAG Session
Sixty (60) months or more	Must receive a Review Session within the period:  (a) at least ten (10) Months after their previous CIAG session; but  (b) not more than twelve (12) Months after their previous CIAG Session

**13.5 Careers Information, Advice and Guidance – Pre-Release Session - Outcome**

13.5.1 The Contractor shall ensure that the Pre-Release Session enables Prisoners to:

- (a) reflect on their aspirations on release and the progress they have made during their Prison journey, utilising the information contained in their PLP;
- (b) ensure arrangements are in place to complete their Pathway prior to release; and
- (c) access the relevant parts of the Authority's ICT System to assess job readiness where appropriate against the Employment Readiness Checklist (which forms part of the Disclosed Data provided by the Authority before the Commencement Date (and as may be updated by notification of the Authority from time to time)) to identify a Prisoner's release date and type, job ready status and summary.

**13.6 Careers Information, Advice and Guidance – Pre-Release Session - Requirements**

13.6.1 The Contractor shall provide Face to Face Pre-Release Sessions to all Review In-Scope Prisoners with less than six (6) Months to serve (unless they are an Excluded



Prisoner, or an Exemption applies) who shall be "Pre-Release In-Scope Prisoners." All Pre-Release Session In-Scope Prisons shall have completed an Induction Session.

13.6.2 The Contractor shall:

- (a) provide a Pre-Release Session for all Pre-Release In-Scope Prisoners;
- (b) ensure that the Pre-Release Session covers the scope of the Review Session as set out in **paragraphs 13.3 (Careers Information, Advice and Guidance – Review Session - Outcome) and 13.4 (Careers Information, Advice and Guidance – Review Session - Requirements)** above and, in addition, covers the pre released focused activity in (c) to (g) below;
- (c) review and update the Prisoner's PLPs in preparation for release;
- (d) recommend arrangements for completing Pathways prior to release;
- (e) review SMART goals and associated actions and provide an update on progress made against achieving those goals/actions and set goals/actions that will support the Prisoner to engage in pre-release activity;
- (f) refer and signpost Prisoners to other stakeholders in the Prison employment sector to ensure that, as far as practical, they are "job ready" where appropriate; and
- (g) assist Prisoners where required, to complete CVs using CV Builder, prepare application letters and prepare for interviews.

### 13.7 **Careers Information, Advice and Guidance – Employer Events - Outcome**

13.7.1 The Contractor shall ensure that Employer Events:

- (a) increase Prisoner awareness of work opportunities;
- (b) increase Prisoner motivation in preparing for employment/self-employment on release; and
- (c) create additional contacts for Prisoners, particularly for those prisoners with a limited time left to serve prior to release, in relation to work opportunities.

### 13.8 **Careers Information, Advice and Guidance – Employer Events - Requirements**

13.8.1 The Contractor shall (as a minimum):

- (a) organise at least three (3) Face to Face events each quarter in each Prison where Prisoners can meet employers; and
- (b) dependent on Prisoners expressing an interest in self-employment, organise at least one event each Quarter in each Prison with relevant advisers to share information on topics such as finance, risks, marketing, and organisation structure.



13.9 **Excluded Prisoners**

13.9.1 The Authority shall notify the Contractor if a Prisoner is an "**Excluded Prisoner**".

13.9.2 The reasons that the Authority may determine that a Prisoner is an Excluded Prisoner include:

- (a) drug or alcohol dependency and/or recovery, health concern assessment and/or treatment;
- (b) Prisoner safety (e.g. where outreach work cannot be facilitated);
- (c) security issue that poses a risk to the Authority's Contractor's Staff or the Contractor's Staff; or
- (d) Prison regime circumstances outside of the Contractor's control.

13.9.3 The Prisoner shall be an Excluded Prisoner from the date that the Authority notifies the Contractor that the Prisoner is an Excluded Prisoner until the date that the Authority informs the Contractor that the Prisoner is an In-Scope Prisoner. The notification may be by direct communication or, subject to the development of the Authority's ICT System, be an update of the records that the Contractor can access.

13.9.4 The Induction Session deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)** for any Prisoner who has been excluded shall be ten (10) Days from the date on which the Authority notifies the Contractor that the Prisoner should be an In-Scope Prisoner.

13.9.5 The Review Session deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)** for any Prisoner who has been excluded shall be the later of:

- (a) the Review Session deadline in accordance with the terms of this **Appendix 1 (Education Service Specification)** that would apply to the Prisoner in accordance with the time remaining on their sentence as stated in Table 1 (Review Session Deadline) in accordance with the terms of this **Appendix 1 (Education Services Specification)** at **paragraph 13.4.4 (Careers Information, Advice and Guidance – Review Session - Requirements)**; and
- (b) ten (10) Days from the date on which the Authority notifies the Contractor that the Prisoner should be an In-Scope Prisoner.

13.10 **Exemptions**

13.10.1 A Contractor shall be exempt from the requirement to deliver an Induction Session and/or Review Session within the relevant timeframe required by this **Appendix 1 (Education Services Specification)** if the Authority advises that one of the following events listed in **paragraph 13.10.4 (Exemptions)** occurs which prevents the Contractor from completing an Induction Session or Review Session within the relevant timeframe (each an "**Exemption**").



- 13.10.2 The Exemption shall apply solely for the period that the event applies. Within five (5) Days of the Authority informing the Contractor that the Exemption no longer applies the Contractor shall no longer be able to rely on the Exemption.
- 13.10.3 If the Exemption has delayed the delivery of an Induction Session or a Review Session, the Contractor should deliver the Induction Session or Review Session within five (5) Days of the Authority advising the Contractor that the Exemption no longer applies.
- 13.10.4 Exemptions shall include:
- (a) Prison staff redeployment – Where the Authority is unable to take any steps necessary to facilitate the Contractor's completion of the Prisoner's Induction Session / Review Session by the relevant deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)** due to staff deployment elsewhere.
  - (b) Prison operational/security reasons – Where the Authority is unable to facilitate the Contractor's completion of the Induction Session/ Review Session by the timeframe set out in this **Appendix 1 (Education Services Specification)** due to extended operational or security factors, such as agreed Prison staff training or a Prison security incident.
  - (c) Prisoner death: The Prisoner will be excluded from reporting with effect from the date of death.
  - (d) Prisoner escape or abscond: The Contractor will be exempt from completion of the Prisoner's Induction Session / Review Session with effect from a Prisoner's date of escape or abscond. If the Prisoner is returned to the Prison and has completed the required Screening and Assessment Process, the relevant deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)** will be agreed by the Authority and Contractor. If the Prisoner has not completed the required Screening and Assessment Process, the Screening and Assessment Process should be completed which will then be used to define the Induction Session deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)**.
  - (e) Prisoner transfer to another Prison: The Contractor will be exempt from completion of the Prisoner's Induction Session / Review Session if the Prisoner is transferred to another prison which prevents the completion of the Induction Session or Review Session before the relevant deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)**. The Exemption shall apply from the date of transfer. On arrival at the new prison, the incumbent contractor for that Prison will be responsible for conducting the Induction Session / Review Session. This includes Prisoners who transfer to a Prison where the incumbent contractor is the Contractor, such Prisoners should receive an Induction Session to align their pathway to opportunities within the new Prison.
  - (f) Prisoner failure to engage or co-operate for a reason outside of the Contractor's control: The Contractor will be exempt from completion of the



Prisoner's Induction Session / Review Session where the Authority advises the Contractor that the Prisoner has refused to engage or co-operate and should be out of scope. The Exemption will apply from the date that the Prisoner refuses to engage. If a Prisoner subsequently engages or co-operates, the Authority and Contractor will agree to include the Prisoner as an In-Scope Prisoner. If the Prisoner has completed the required Screening and Assessment Process, the Induction Session deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)** will be agreed by the Authority and Contractor. If the Prisoner has not completed the required Screening and Assessment process, the Screening and Assessment process should be completed first which will then be used to define the Induction Session deadline in accordance with the terms of this **Appendix 1 (Education Service Specification)**.

- (g) Prisoner release or failure to return to Prison: The Contractor will be exempt from completion of the Prisoner's Induction Session / Review Session if the Prisoner is released or fails to return to Prison which prevents the completion of the Induction Session / Review Session before the relevant deadline in accordance with the terms of this **Appendix 1 (Education Services Specification)**.