

# Achievement for All: Local Authority Prospectus





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# Foreword by the Parliamentary Under-secretary of State for Schools & Learners

Our goal is to make this country the best place in the world for all children and young people to grow up which includes children and young people with special educational needs and disabilities. We want them to have the confidence and desire for learning that will give them the skills they need to continue that learning through their lives and reach their full potential.

Achievement for All is a pioneering project which will raise aspirations for children and young people with special educational needs and disabilities, with a focus on educational outcomes. Schools will deliver the project through a personalised approach, rigorous academic assessment, tracking and intervention, engaging with parents and improving wider outcomes. All pupils deserve a successful childhood and a successful transition to a happy and independent adult life.

Schools and local authorities who take part in Achievement for All will be trailblazers for personalisation. School leaders will have a key role to ensure that by the end of the project their school will have developed an ethos of achievement for all pupils. By the end of the project, schools should have developed an ethos of high achievement for their pupils and know they have a range of proven learning and teaching approaches to draw on. Local authorities participating in the projects should feel confident they are identifying and meeting the needs of children with special educational needs and disabilities and providing fit for purpose services.

All young people need to leave education with the skills and qualifications to achieve economic well-being. The world is changing and the days where you could leave school with no qualifications and quickly find a job are disappearing rapidly. We need to act now to ensure that all young people leave education prepared for the working world and that is particularly true for those with special educational needs and disabilities. Achievement for All is about raising the bar of ambition for all, including those with additional challenges.

The project will enable children and young people with special educational needs and disabilities to feel more secure as learners, to feel positive about school life and to realise their potential. It will engage parents, enabling them to have more confidence in the education system and play an active part in their child's learning.

I am confident that Achievement for All will demonstrate improved outcomes for children and young people with special educational needs and disabilities, but will also bring wider benefits for all children in the project schools.

*Sarah McCarthy-Fry*

Sarah McCarthy-Fry  
Parliamentary Under-secretary of State for Schools & Learners

# 1. Introduction to Achievement for All

- 1.1 The Achievement for All project aims to improve outcomes for all children and young people with special educational needs and disabilities (SEND). This project is designed to enable schools and local authorities to reflect on existing strategies that are effective for children and young people with SEND and provide the capacity to strengthen provision in areas which will have the most impact for this group of learners.

**The Achievement for All project has three key aims:**

- to improve the achievement and progress of children and young people with SEND;
- to improve the engagement of parents<sup>1</sup> of children and young people with SEND with their school; and
- to improve the wider outcomes of children and young people with SEND.

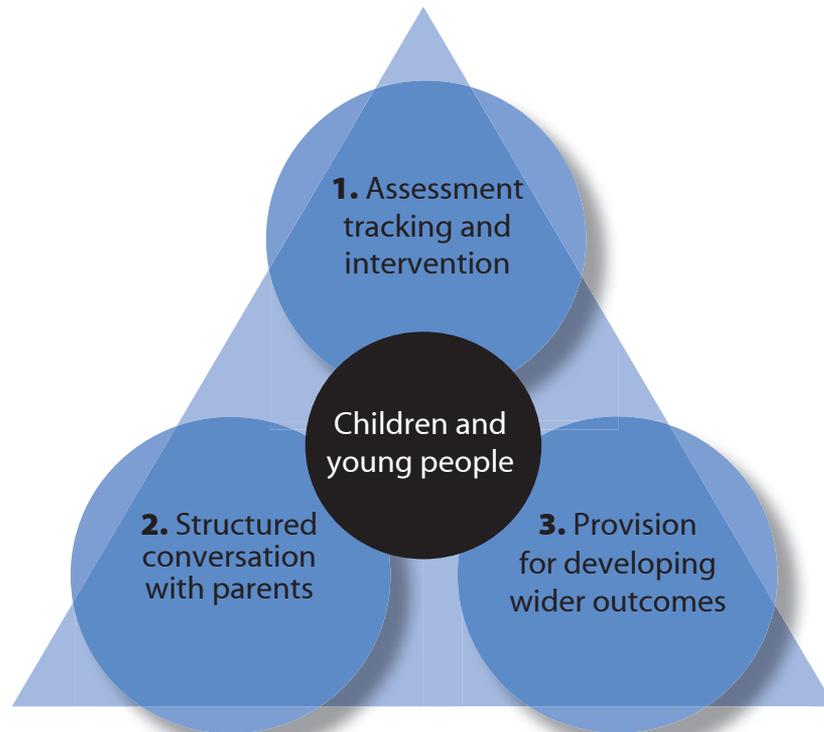
- 1.2 By bringing together current programmes already underway and building on the good practice that many local authorities and schools already model, Achievement for All will provide local authorities and schools with support and resources from which they can develop local solutions to a national problem. Evidence shows that children and young people with SEND are not achieving as well as their peers, they are more likely to suffer from bullying and have fewer friendships. Too many are leaving education without the skills and qualifications needed to become independent adults. These children and young people have the right to educational opportunities that they will enjoy and that will make them determined to achieve, so they can lead happy and successful lives. The Achievement for All project will support schools and local authorities to provide this group of children and young people with those opportunities.

- 1.3 The success of this project will be shown by:
- children and young people with SEND being more confident learners, having a positive attitude towards their education and seeing more clearly the potential they hold. They will make better progress in their learning and successfully achieve wider outcomes.
  - parents being more engaged in their child's learning and having increased confidence in the education system;
  - schools having developed more inclusive practices, creating an ethos of high achievement for all children and young people and having a range of successful learning and teaching approaches in place; and

<sup>1</sup> The term parents is used throughout this document to describe parents, carers or the child's significant adult(s).

- local authorities feeling confident that they have provided quality educational opportunities for their children and young people with SEND, they have improved services for children and young people with SEND and their parents and resources are being used effectively.

1.4 In order to achieve these aims and outcomes, there are three key strands to the project:



- 1.5 **Children and young people with SEND are at the heart of Achievement for All.** The project is designed to ignite their aspirations and put them on the path to progress and success. It will strengthen their voices and engage them further with their learning and school life. Providing opportunities for children and young people to be listened to and have their opinions counted is a key principle woven through all three strands of the project. Strategies which schools use to involve pupils will depend on the age, maturity and level of understanding of each child or young person but should be encouraged from an early age. All children and young people in the target years who are identified with SEN will participate, this includes those at school action, school action plus and those with a statement. This means that the project will pick up the full range of special needs from those with complex impairments to those children and young people whose needs may not be obvious.
- 1.6 Accurate identification of learning needs and early intervention are critical for all children and young people with SEND. Research indicates that the number of children identified as having speech, language and communication needs at primary school drops when children join secondary school, while the number of children with behavioural difficulties rises. Some of these will be the same children and this suggests that a lack of early intervention in one area may lead to behavioural and disengagement issues later in school life. The training and development of school staff through Achievement for All should lead to teachers being more confident in identifying SEND early on. Teachers

should also feel confident in communicating with the child's parents to ensure that new interventions build on multi-agency work which may already support the child or young person.

- 1.7 Early intervention and prevention sit at the heart of our vision for the 21st century school. As the main universal children's service, schools are key to ensuring children's problems are identified early and addressed and they already have a range of tools available at present through which they can do this. However, the forthcoming 21st Century Schools White Paper will provide the necessary support and vision to improve the overall quality and consistency of early intervention work, as signalled by the Children's Plan, by clarifying the roles and responsibilities of those involved.
- 1.8 Working towards achieving the aims and outcomes of this project does not mean doing more of the same. Rather, it requires schools and local authorities to rethink their approaches to supporting this group of children and young people and raise their aspirations for what can be achieved. For such a significant change to take place, the engagement of effective leaders at both school and local authority level will be essential to ensure full commitment to a culture of success for every pupil. Schools will need to work together in collaboratives. This will provide greater opportunity to share and develop approaches together and build on existing good practice.
- 1.9 This prospectus sets out in detail the expectations for local authorities and schools involved in the project to ensure success in achieving the three key aims of Achievement for All.

## 2. Planning and Implementing the Project

- 2.1 Achievement for All was announced in the Children’s Plan Progress Report in December 2008 and is backed by £31m of funding. The project will take place in around 450 schools across 10 local authorities for 2 years from September 2009 until September 2011. The project will be run centrally by the Department for Children, Schools and Families (DCSF) with the National Strategies and National Colleague for School Leadership (NCSL) as delivery partners.
- 2.2 Achievement for All aims to bring together current initiatives to make them as effective as possible for children and young people with SEND. However there are some new elements. These are:
- increasing capacity to redeploy current resources and rethink, at school and local authority level, the current approach to improving outcomes for children and young people with SEND;
  - the structured conversation with parents and strengthening on-going communications with them;
  - the capacity and funding to tailor activities in particular areas to improve the wider outcomes of this group; and
  - professional development opportunities for school leaders and school staff.

### Selection of local authorities

- 2.3 The local authorities invited to take part in Achievement for All were selected to ensure that the project would have local authorities which represented England as a whole and gave the project at least one local authority in each Government Office area. The local authorities taking part in the project are:

Bexley	East Sussex	Nottinghamshire
Camden	Essex	Oldham
Coventry	Gloucestershire	Redcar and Cleveland
		Sheffield

### Implementing the project within the local authority context

- 2.4 The key elements of the three strands of the project must be delivered in all schools. However, there is flexibility within the project for local authorities to tailor the implementation of the project to take account of existing or developing local organisational arrangements or plans. Most of the local authorities have spoken

of the timeliness of Achievement for All and how well it will fit with current gap narrowing strategies. Local authorities will need to consider how they engage wider agencies from across their Children and Young People's Service/Children's Trust in the project.

2.5 Local authorities should:

- plan to tailor the implementation of the project to take account of local arrangements and plans; and
- involve appropriate agencies in the strategic planning and operational delivery of the project.

### **Local authority Achievement for All project leaders**

2.6 The role of the local authority project leader will be critical to the success of Achievement for All. The project leader will be responsible for ensuring that all three strands of the project are systematically and successfully embedded in all project schools. They will also be responsible for initial and ongoing briefing of schools, supporting and challenging schools, providing the conduit between them, the National Strategies and the DCSF and supporting the evaluation. These project leaders will have had prior experience of working at both local authority and school leader level inline with the job description which was circulated to participating local authorities in April 2009. Copies are available from the DCSF.

2.7 The project leader should be appointed as soon as possible. Each local authority will receive up to £100,000 in their yearly funding to cover the salary of the project leader, on costs, accommodation and administrative support.

2.8 The project leader should be based within the School Improvement Service and will need to establish good and proactive working arrangements with other key managers of Children's Services, in particular the lead officer responsible for children and young people with SEND. The project leader will be supported by a dedicated Senior Advisor appointed by the National Strategies (paragraph 2.32).

2.9 Local authorities should:

- appoint a project leader to take up post by 1 September 2009;
- plan for initial induction and development needs of the project leader;
- inform schools of the project leader; and
- start to plan the deployment of the project leader for the autumn term.

### **Achievement for All advisory teachers**

2.10 All teachers should be able to differentiate learning and teaching but some excel at this and can create an inclusive learning environment which enables all children and young people to thrive. Local authorities and schools know who these teachers are. We want each local authority to fund a cadre of five to ten of these teachers and use them to

spread good practice more widely. Funding will allow for these teachers to be released for up to one day a week from their schools. When recruiting these teachers local authorities should take into account the teachers' capacity and the schools' capacity to release them. The support they provide to teachers and schools involved in Achievement for All across their local authority should include: peer support for developing inclusive learning and teaching strategies, joint objective setting and coaching. Advisory teachers could come from Achievement for All schools or other schools in the local authority. The local authority project leader will be responsible for the identification, training and deployment of the advisory teachers. They will also be responsible for negotiating release time with the school leadership team of the advisory teacher's own school.

2.11 Local authorities should:

- aim to identify up to ten advisory teachers by the 1 September 2009 or during the autumn term; and
- start to plan deployment of the advisory teachers, following a gap analysis of the schools (see paragraph 2.36).

## Selection of schools

2.12 The schools selected to participate by the local authority should reflect the range and proportion of schools in the area and the current range of provision. Advice on school selection was circulated in May 2009 and copies are available from the DCSF. This advice included the guidance that:

- each local authority should choose approximately 45 schools; around 8 secondary, 36 primary and at least 1 special school. 1 Pupil Referral Unit may also be chosen, if appropriate. There can be flexibility on the exact number of schools participating, providing local authorities have chosen an appropriate range;
- schools should be chosen to represent the range of types of schools in the area e.g. academies, faith schools, grammar schools, middle schools;
- when taken together, schools should represent the overall local percentage of children and young people identified with SEN. This will include a mix of schools with high, medium and low levels of identified SEN in order to arrive at the average percentage.
- schools facing challenging circumstances may be included providing the local authority is confident they have the capacity to take the project on. Schools involved in National Challenge or City Challenge can be included if appropriate, following advice from their challenge advisor.
- schools which were involved in the Making Good Progress pilot can be included but should not make up the bulk of the participating schools.

2.13 The project is likely to have a greater impact if schools work together in collaboration. Local authorities should consider collaborative arrangements when choosing schools and also consider school leaders' willingness to work in collaboration. Collaborative working will provide another form of support for the schools as well as allowing the pooling of

resources and sharing of effective practice. The collaboratives can either be current collaborations or new ones. Advisory teachers may want to work with one or more school collaboratives.

2.14 Local authorities should:

- work with schools to identify and agree project schools by 15 June 2009;
- ensure that these schools are aware of the expectations on them from September; and
- help schools to form the collaboratives that they will work in.

### Leading the project in schools

2.15 Local authorities must ensure that the school leaders of the participating schools are prepared to invest their support in the project and work collaboratively with other schools and the local authority. To help this process, through the autumn term 2009 there will be launch conferences in each of the participating local authorities run by NCSL. At these conferences head teachers will learn more about the purpose and approaches in the project. These conferences will explore characteristics of effective leadership and look at this within the context of each local authority.

2.16 It is essential that a member of the school's leadership team takes responsibility for the development and implementation of this project. To enable the project to be successful the person leading on this in the school must be in a position to:

- raise the profile of the work within the school;
- support the engagement of hard to reach parents;
- understand the importance of involving pupils in decision making;
- make the adjustments to the curriculum and learning and teaching policies that may be necessary to strengthen inclusive practices;
- understand how this project fits into the school's improvement strategy;
- provide support to classroom teachers in assessing and tracking progress, planning interventions and holding structured conversations with parents; and
- have the links to the wider community which could facilitate the success of the project.

2.17 Local authorities should:

- ensure each school has identified a project leader who is a member of the leadership team;
- liaise with NCSL to arrange the date of their launch conference in the autumn term;
- inform schools of the date of the leadership training; and
- plan and deliver the local element of the leadership training.

## The role of school staff

- 2.18 All schools will need to identify a key teacher for each child and young person participating in the project. A key teacher is someone who has good knowledge and understanding of the child or young person. Critically, this should be someone who can influence provision arrangements, has regular contact with the child or young person and is aware of his or her needs, attainment and achievements. In most primary schools the class teacher would be the appropriate member of staff to meet with parents. In secondary schools it may be the form tutor or it could be, for example, a head of year.
- 2.19 Local authorities should provide schools with a strong steer that the key teacher has the lead role in terms of the individual child's progress. The school SEN coordinator (SENCO) or Inclusion Coordinator will have a role to play in supporting the project, including for example supporting planning, the tracking of interventions and coordinating programmes.

## Selection of children and young people

- 2.20 The target groups of children and young people to be included in the project will be all those in the target year groups identified as having special educational needs at school action, school action plus and those with a statement. This will include children and young people who have a disability as well as a special educational need, but not those who have a disability but do not have a special educational need. This will mean that children and young people with the full range of needs, impairments and disorders will take part. Years 1, 5, 7 and 10 are the target year groups for the project. These year groups will allow us to have a good cross section of ages and circumstances. Years 1 and 7 will enable a focus on the effect of transition and years 5 and 10 will provide evidence of the impact of the project on end of Key Stage achievement.
- 2.21 Those selected will be tracked throughout the two years of the project, even if they are no longer identified as having SEN at any point after the start of the project. If a child or young person leaves the school during the project, they will no longer be included unless they transfer to another project school. If a child joins the school or is identified as having SEN once the project has begun they can take part in the project but their data may not be tracked for the evaluation.
- 2.22 Each school will run a further cohort of children and young people in the second year of the project to allow each school to see how well practice is embedding into the school, and modify and improve practice based on evidence from the first year.
- 2.23 There is a higher prevalence of SEND in some vulnerable groups, for example around 60% of looked after children have a special educational need, and around a third of children and young people identified at school action plus are eligible for free school meals. For looked after children, the designated teacher for this group within the school should have a role in the project. The virtual school head teacher, that some local authorities will also have for looked after children, should be informed of the project.

- 2.24 Local authorities should:
- inform the schools of the target groups of children and young people;
  - gather information on the number of participating pupils; and
  - support schools with continuation of tracking if any children transfer from or to another project school.
- 2.25 Further guidance will be provided to local authorities and schools on the selection of the target group of children and young people with SEND.

### Local authority funding

- 2.26 Each local authority participating in the Achievement for All project will receive funding of £1m in the financial year 2009-10 and around £1.7m in 2010-11. This funding is to support practice in schools and local authorities to accelerate improvements in outcomes for children with SEND, to improve the involvement of parents and to remove barriers to achievement. It is in addition to the funding that local authorities and schools have allocated to make provision for pupils with SEND.
- 2.27 Local authorities should use the funding allocated to them as part of the Achievement for All project for work that supports the aims of the project. This should include:
- employing their local authority project leader to co-ordinate work;
  - appointing a group of five to ten advisory teachers (see paragraphs 2.10 and 2.11);
  - capacity building in schools to dedicate more staff time to this group;
  - improving support for all parents of children and young people with SEND;
  - the costs of training and development sessions (NCSL will fund the autumn launch conferences); and
  - the development and dissemination of local guidance and materials to help staff deliver the aims of the project.

### Funding for schools

- 2.28 Local authorities will be responsible for the distribution of resources between project schools. The local authorities will work with their schools to determine the level of funding for each school. A significant proportion of the funding should be devolved to schools but local authorities will need to hold some resources back for funding the local authority project leader, advisory teachers and local authority level training.
- 2.29 Resources should be used to add additional capacity to schools to facilitate the key strands of Achievement for All. For example, building management capacity by freeing time for a member of the school leadership team to develop and guide the project, freeing up teachers to take part in the structured conversations with parents and increasing staff time to reconsider the existing use of SEND resources within the school and how they could be used to have a greater impact on outcomes.

- 2.30 Any resources provided to schools through Achievement for All are additional to those available through delegated and devolved resources for SEND. Schools also have access to a range of other relevant resources including, for example, those to roll out one to one tuition.
- 2.31 Schools will be required to provide details to the local authority on their allocation of funding. They may find the Value for Money Resource Pack for Schools helpful for this purpose. This resource supports schools to identify relevant income streams, identify provision made through the use of these resources and assess the impact of the provision being made.

### Support for local authorities and schools

- 2.32 The National Strategies will support the project through a team of dedicated advisors comprising a Programme Director and three Senior Advisors. Each of the Senior Advisors will work closely with three local authorities whilst the Programme Director will work with one local authority. These Advisors will provide approximately fifteen days of support per term to each project local authority and its schools. Activities will include:
- supporting the implementation of the project and initial training;
  - making paired visits to schools with the project leader for the local authority to discuss progress;
  - helping to collect qualitative and quantitative data and information from project schools and local authorities;
  - developing case studies to share and publish;
  - developing materials to support dissemination of learning and best practice from the project schools; and
  - liaising with Regional SEN Hubs, other National Strategies colleagues and NCSL to support discussion and dissemination across local authorities in the region.
- 2.33 National Strategies Senior Advisors will also work closely with the DCSF SEND Policy Team throughout the life of the project.
- 2.34 NCSL will provide the leadership focus for the autumn term launch conferences and ensure that learning from this project is incorporated more widely into leadership development programmes.
- 2.35 Achievement for All materials and the suggested resources in this prospectus will be available on National Strategies Online. The National Strategies will also provide each local authority with a web forum which can be used for communicating with and between schools and local authorities taking part in the project.

## Gap analysis

- 2.36 Local authorities will need to work with schools in examining evidence on identification and outcomes for children and young people with SEND. The gap analysis will:
- enable local authorities to identify strengths and potential weaknesses in school's planning and implementation of the project;
  - support schools to identify one or two areas of focus for strand 3;
  - ensure local authorities delegate appropriate levels of funding to individual schools;
  - enable local authorities to identify any additional support, challenge and training the school will require to implement the project successfully; and
  - support local authorities and schools to monitor progress of the project by establishing a baseline.
- 2.37 This information should then be used to decide which schools will need the most support and to identify gaps which are common across groups of schools and may need more central support from the local authority.
- 2.38 It will be the responsibility of local authorities to provide appropriate professional development opportunities for schools, including training to support implementation of the three key strands.

## Evaluation

- 2.39 In order to evaluate the success of the project, schools will be required to gather and report on a range of qualitative and quantitative pupil and school level data. This will include:
- termly attainment data for English and mathematics;
  - data on parental engagement and confidence;
  - data which reflects changes in the wider outcomes e.g. attendance, participation in extra curricular activities; and
  - data which reflects changes in staff attitude and school ethos
- 2.40 Local authorities and schools will need to consider carefully how they deploy their resources to ensure capacity for the school project lead to engage effectively in the evaluation.

- 2.41 Achievement for All will also have a formal independent evaluation. The independent evaluation will look at whether the Achievement for All project has succeeded in its aims, and assess the effectiveness of the approaches developed through the project for improving the outcomes of pupils with SEND. The independent evaluation will comprise of three main parts:
- a tracking study comparing participating and non-participating schools and pupils to assess whether this initiative is contributing to changes in pupil achievement;
  - tracking improvements in pupil performance; and
  - qualitative research in a sample of the participating schools to investigate for example, how different schools are developing the approaches and the effects that these approaches are having on teachers, pupils, parents and other school staff.
- 2.42 The independent evaluation will dovetail with the monitoring and evaluation provided through the termly reports from local authorities and National Strategies. Taken together this will give a picture of how the project is being implemented and the success it is having both within and across local authorities.
- 2.43 We hope to use the evidence from the evaluation of Achievement for All to influence the direction of key policies such as: SEND, gap narrowing and effective teaching. It will also impact on the way that schools and local authorities support pupils with SEND to improve their outcomes (academic, personal and social) and the way they engage parents.
- 2.44 There will be opportunities throughout the project for schools and local authorities to share and disseminate learning and build on good practice. The DCSF is also developing a communications strategy so that ongoing learning from the project can be disseminated more widely. There will be opportunities to share learning between and beyond schools and local authorities during the course of the project.

## Project timetable

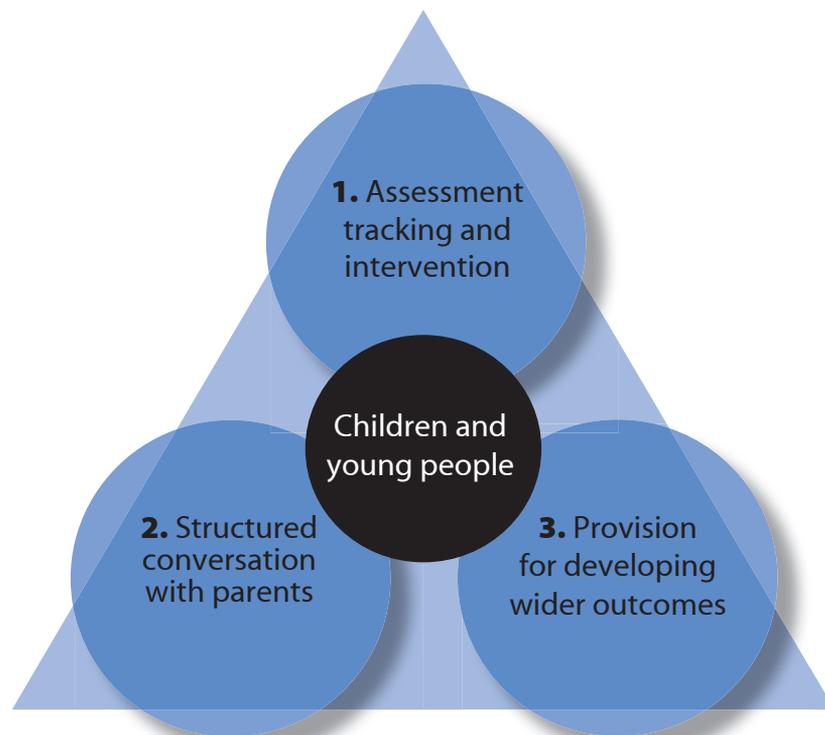
2.45 In outline, the timetable for the first year of the project will be as follows:

Summer 2009	Autumn 2009	Spring 2010	Summer 2010
<ul style="list-style-type: none"> <li>● Criteria for selection of schools available to local authorities</li> <li>● Local authority prospectus available</li> <li>● Local authority briefing meeting held</li> <li>● Project schools identified by local authorities</li> <li>● Project leaders appointed by local authorities</li> <li>● Arrangements for external evaluation established</li> <li>● Gap analysis of current provision in schools started by local authorities</li> <li>● Case studies developed by local authorities and identified schools</li> <li>● Web support established via National Strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Local authority project leaders inducted</li> <li>● Launch conferences held</li> <li>● Implementation of project begins in schools (including initial structured conversation with parents)</li> <li>● Gap analysis completed</li> <li>● Advisory teachers recruited</li> <li>● Baseline data captured</li> <li>● Initial visits to schools held by local authority project leaders and National Strategies Senior Advisors</li> <li>● First network meetings for project leaders held</li> <li>● First local authority and National Strategies progress report completed</li> </ul>	<ul style="list-style-type: none"> <li>● Implementation of project in schools continues</li> <li>● Visits to schools by local authority project leaders and National Strategies Senior Advisors continue</li> <li>● Network meetings for project leaders continue</li> <li>● First set of progress data reported by schools</li> <li>● Dissemination of project information carried out through NCSL and SEN Regional Hubs</li> </ul>	<ul style="list-style-type: none"> <li>● Implementation of project in schools continues</li> <li>● Visits to schools by local authority project leaders and National Strategies Senior Advisors continue</li> <li>● Network meetings for project leaders continue</li> <li>● End of year progress data reported by schools</li> <li>● Other qualitative and quantitative data on parents, pupils and wider outcomes reported</li> <li>● Data used to inform interim project evaluation</li> <li>● Interim conference for local authority project leads held</li> </ul>

2.46 More detailed guidance for schools will be available in time for September 2009. It will include innovative practice already in place in project local authorities.

## 3. The three strands

- 3.1 There are three main strands to the project. Local authorities and schools need to engage in each of these strands as one area of the project will have a positive knock-on effect on the other areas. These three strands are shown in the diagram below:



- 3.2 Assessment, tracking and intervention includes the use of Assessing Pupil Progress (APP) to track pupils' progress, the setting of curriculum targets and implementation of appropriate interventions to support children and young people to make progress in their learning.
- 3.3 The structured conversation with parents focuses on the use of a clear framework for developing an open, ongoing dialogue with parents about their child's learning.
- 3.4 Provision for developing wider outcomes involves schools developing key actions to support children and young people with SEND to make progress in one or two of the following areas: attendance, behaviour, bullying, developing positive relationships and increasing participation.
- 3.5 The following sections provide further detail on each of the strands.

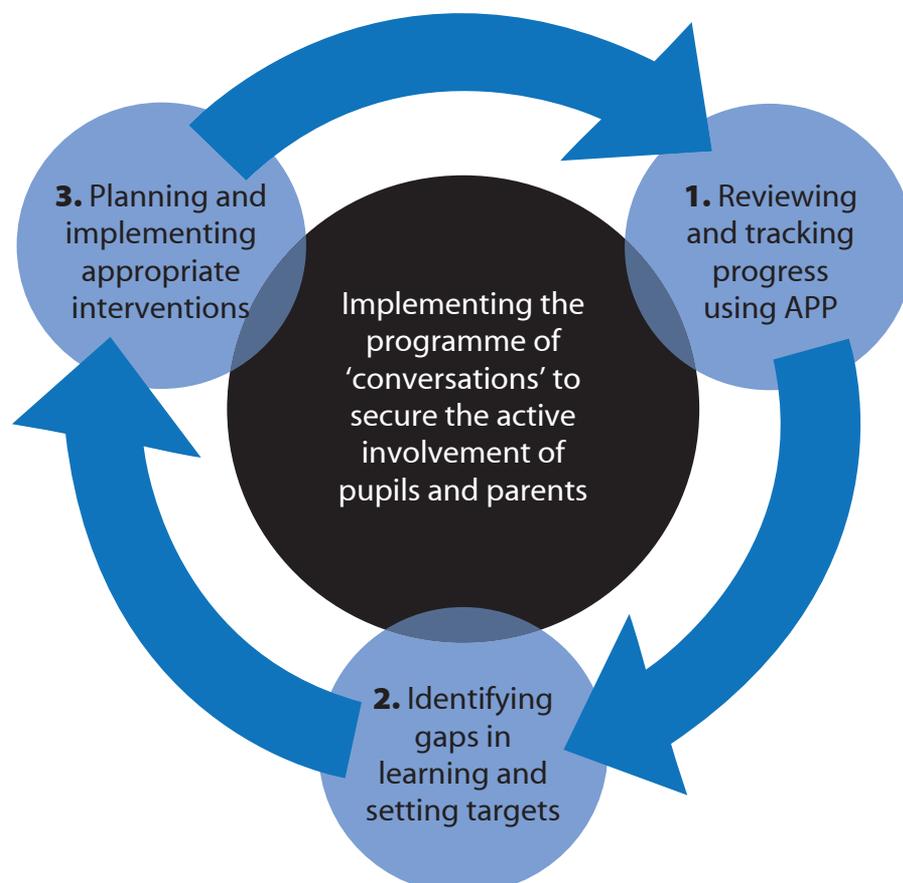
## Strand one: Assessment, tracking and intervention

This strand aims to improve the achievement and progress of children and young people with SEND.

- 3.6 This strand focuses on improving the learning outcomes of children and young people with SEND. These better learning outcomes will be supported through good assessment, tracking and intervention to improve the progress of children and young people with SEND. Not all pupils with SEND fail to reach their potential but there is clear evidence that some pupils with SEND are not progressing as well as their peers.

Although progress is being made for all groups of pupils, it is not good enough for those with SEND. National data shows that the gap between those identified as having SEN and their peers is widening at Key Stage 4 and is static at Key Stage 2. In 2008, fewer than 12% of young people with SEN achieved 5 GCSE at A\* to C including English and Maths, compared to 57% of their peers. The gap with young people without SEN has increased by 1.1% per cent since 2007.

- 3.7 The Making Good Progress pilot built on existing good practice in Quality First Teaching. This includes an especially strong focus on Assessment for Learning (AfL) and pupil tracking using the APP assessment criteria, which provide a structured approach to assessment and to track pupils' progress in reading, writing and maths. SENCOs who were interviewed recognised that the APP assessment criteria are supportive for learners with SEN. (Interim Evaluation of Making Good Progress Pilot Research Report, DCSF, 2008).



- 3.8 This strand of the project will focus on the three key elements identified in the diagram above. This will support a more personalised approach for children with SEND and needs to link closely with conversations with parents and pupils to ensure that everyone recognises when the child or young person is falling behind and can support them in overcoming barriers to their learning.
- 3.9 Local authorities will want to ensure that all schools involved in the project have robust assessment systems in place which are manageable and fit for purpose. These systems must provide an effective approach to tracking the progress of all pupils within the project. Schools will be expected to supply termly data which systematically tracks pupil progress within the Key Stage and reports attainment of individual levels and sub-levels based on APP assessment criteria.
- 3.10 Local authorities will also want to be assured that the project schools support the promotion of Quality First Teaching and personalised learning. This includes setting high expectations and aspirations and tailoring learning and teaching to the needs of pupils. This is a critical driver to help all pupils make the best possible progress and achieve the best possible outcomes.
- 3.11 Central to personalised learning is AfL as an approach to assessing how a pupil is doing against group or personal targets. AfL strategies, including the use of APP, can be an effective way of identifying quickly when a pupil is struggling in particular areas of learning, or experiencing other underlying problems. Teacher can then ensure appropriate action is taken to get pupils tailored support and get them back on track. AfL is central to raising standards and again local authorities will want to ensure that project schools are well placed to apply this approach effectively.

### Reviewing and tracking progress using APP

- 3.12 All schools in the project will be expected to track all targeted pupils' progress in English and mathematics against nationally recognised criteria. The framework that they must use to do this at Key Stages 1, 2 and 3 is APP.
- 3.13 For Key Stage 4 pupils the National Strategies Secondary Frameworks contain the key lines of progression and guidance on assessment and pupil tracking. These build on the three types of assessment defined by QCA:
- day to day assessment using appropriate objectives and standards to inform planned learning outcomes;
  - periodic assessment which draws upon evidence from a wider range of pupil work and makes use of the National Curriculum standard files; and
  - transitional assessment which includes external examinations and reporting.
- 3.14 The Key Stage 4 year group could be a more challenging group for the project as they may have encountered more barriers to learning and participation and this might, in some cases, have led to them disengaging from the education process. We are keen to learn from innovative practice in schools and local authorities on how they maintain or re-engage this group in learning.

- 3.15 All young people at Key Stage 4 should be working towards a recognised qualification. This means that some young people may be studying in more than one institution and following routes such as the new Diploma. For the Diploma young people will not necessarily be studying GCSE English and maths but, if possible, their progress in functional skills in numeracy and literacy should be tracked. Other routes they could be pursuing are: Foundation Learning Tier, Apprenticeships and GCSE and A-levels. Local authorities and schools will need to be aware of how the young people are working with employers as part of their qualification and the importance that employers and Education Business Partnerships (EBPs) play in the education system. We expect local authorities to provide support to schools in implementing effective tracking systems which ensure that pupil achievement is recognised and recorded wherever it is demonstrated.
- 3.16 AfL places a strong emphasis on teachers' ongoing knowledge of pupils' learning and progress and there is a wide range of materials and interventions already available and funded from which teachers can draw. Schools will also find the new Progression Guidance and the related e-learning professional development module, published in June 2009 by the National Strategies, particularly helpful. The new guidance clarifies expectations for those pupils with SEND working within age related expectations and starts to define what expected progress looks like for pupils working below age related expectations, including those working within the P levels.
- 3.17 The assessment and tracking of the children and young people with SEND involved in the project will allow teachers to examine what targets are most appropriate for each child, including which pupils could be expected to progress faster or achieve more with tailored intervention or classroom support.
- 3.18 The national expectation is that children and young people should achieve at least two levels of progress within Key Stages 1 and 2 and the same aspiration should be applied to pupils in the project. But we recognise that this will not always be the case. For some children and young people, for example those who might have benefited from earlier intervention, three levels of progress may be perfectly within their reach. For others, progress across or within a P scale will be a major achievement.

### **Identifying gaps in learning and setting curriculum targets**

- 3.19 The second element of this strand in the Achievement for All project is to identify gaps in learning for each of the children and young people with SEND. All schools should look more closely at the gaps in learning that these children and young people may have and consider appropriate interventions or review current interventions. The main focus will be on the additional provision needed to accelerate the progress of children and young people with SEND who are identified as underachieving or in danger of losing momentum in their learning.
- 3.20 As shown in the diagram in strand two (see paragraph 3.39) the key teacher should review the current curriculum targets on a termly basis. These targets must include English and maths and be reviewed with the relevant class teacher (in primary school) or subject teachers (in secondary school). The review should include parents and children

and young people. The information should also be shared with other members of staff and other professionals where appropriate. We are interested in practice that is developed to support more regular dialogue with parents on learning outcomes which enables them to support their child's learning more effectively.

- 3.21 Local authorities will want to be assured that schools in the project: place sufficient weight on accelerating learning for this group of children and young people, have the right systems in place for identifying gaps in their learning and fully engage pupils and parents.

### Planning and implementing appropriate interventions

- 3.22 Local authorities, school leaders and school staff will all have a role to play in reviewing the interventions to support good progress for children with SEND as part of this project. Provision mapping could be used as the process for local authorities and schools to monitor, evaluate and review the range of provision they have in place for all pupils, including those with SEND. Further guidance on provision mapping can be found on the National Strategies website.
- 3.23 Local authorities will want to satisfy themselves that the funding available to support SEND, and the range of funded interventions for underachieving groups is having an impact on the outcomes for children and young people with SEND within the Achievement for All project and beyond.
- 3.24 Governors and school leaders will also need to review the effectiveness of interventions and extra support in place for pupils at school action, school action plus and those with statements. They will want to assess the impact of these interventions on learning outcomes and, where appropriate, redeploy the resources if the current intervention is not having sufficient impact on the child or young person's outcomes. Local authorities will want to consider with school leaders how they review the effectiveness of interventions.
- 3.25 School leaders will also want to satisfy themselves that school staff involved in the project are confident in deciding upon and coordinating courses of action based on the targets identified through the use of APP. These are likely to include:
- adjusting curriculum planning and teaching strategies to address gaps in learning which are seen across the class;
  - constructing learning sequences to ensure that their teaching is inclusive and pupils with particular difficulties are supported through, for example the use of particular resources or guided group work;
  - listening to pupils and adapting programmes accordingly; and
  - planning specific interventions.
- 3.26 A particularly successful aspect of the Making Good Progress pilot has been the provision of 10 hours of one-to-one tuition for pupils falling behind in English or mathematics, which is rolling out on a national basis from 2009. Early evidence suggests that for many

children, one to one tuition not only leads to improved attainment and rates of progress, but also to increased confidence and motivation. One-to-one tuition will not be appropriate for all children and young people participating in Achievement for All, and is not designed to replicate or replace any existing identified support. However, where it is thought to be appropriate it can be accessed through the funded places already allocated to schools and local authorities.

- 3.27 Improving outcomes and securing good progress for all pupils, including those with SEND, is founded on good teaching which balances different learning and teaching approaches and ensures the active engagement of pupils with their learning.

### Training and development for school staff

- 3.28 School leaders will want to ensure that teachers in the project schools are supported to bring about a change in improving outcomes for children and young people with SEND. We recognise that teachers involved in the project will be at different stages of their professional development and some will be more confident at differentiated teaching and providing an inclusive learning environment. As part of the project local authorities should support more inclusive teaching practices within the project schools. Local authorities should identify a cadre of advisory teachers to be released from their schools. These advisory teachers should provide support such as: peer support for developing inclusive learning and teaching strategies, joint objective setting and coaching as well as other professional development to other teachers to support the aims of strand one. Funding should be made available to provide supply cost cover.
- 3.29 A significant amount of the funding for Achievement for All should be spent on training and development. Local authorities should consider how they can extend the sharing of inclusive practices through schools working in collaboration. For example, schools should be supported by their local authority to come together for training events and offer staff support at all levels, including leadership teams.
- 3.30 Local authorities should:
- ensure schools have robust systems in place for assessing and tracking pupil progress, including at key stage 4;
  - ensure schools promote Quality First Teaching and personalised learning;
  - provide further training and development opportunities for schools;
  - review the range of local authority funded interventions to ensure they are impacting on outcomes for children and young people with SEND; and
  - provide training for the appointed advisory teachers and manage their deployment focused on supporting the development of strand 1.

## Strand 2: Structured conversations with parents

This strand aims to improve the engagement of parents of children and young people with SEND with their school.

In a recent letter to the Secretary of State for Children, Schools and Families, Brian Lamb, the chair of the inquiry into special educational needs and parental confidence, wrote:

*'In our discussions, parents have been very willing to talk about what would really make a difference for their child and what their longer-term aspirations are for their child. What has struck us quite forcibly is that it seems that no one has had a discussion with parents about the outcomes they aspire to for their child ... There needs to be a much clearer focus on both attainment and wider outcomes for disabled children and children with SEN at every level of the system.'*<sup>2</sup>

- 3.31 Positive dialogue between schools and the parents of children and young people with SEND, along with the children and young people themselves, is at the heart of the Achievement for All project. It is important that parents have confidence in the education that their children are receiving.
- 3.32 As part of this project we want:
- schools to become more effective at listening to parents and pupils views and taking them into account;
  - schools to provide better information to parents about their child's learning;
  - schools to have structured conversations with parents;
  - parents to have appropriately challenging expectations of what their child can achieve;
  - parents to feel they can engage more with schools; and
  - parents to have increased trust that the system will support their child.
- 3.33 Schools will need to have clear systems in place to share information and communicate effectively with parents on an ongoing basis in order to achieve these outcomes. A key element of the project which all schools will be expected to put in place is the structured conversation with parents.

### The structured conversation

- 3.34 Project schools will hold structured conversations with the parents of all children and young people identified by their schools as having SEN in the target year groups (1, 5, 7 and 10). The first of these will be critical to the success of this project.
- 3.35 The structured conversation is intended to be a listening conversation and will, in some cases, change the nature of the dialogue between parents and schools. It should be open, but supportive, and must:
- focus on progress and outcomes;

<sup>2</sup> The Lamb Inquiry will report in September 2009. An interim report on SEN and Disability information was published in May 2009 <http://www.dcsf.gov.uk/lambinquiry/>

- draw upon the knowledge of parents to help the school to target its teaching, interventions and activities more effectively;
- allow the school to feed back on progress, the strengths of the child or young person and to discuss stretching, but achievable targets for the future;
- enable the parent to tell the school about the things that their child can do well but also of the barriers that can get in the way of progress, for example problems related to a specific condition such as dyslexia<sup>3</sup>;
- encourage the school and the parent to discuss short term activities or goals that might improve well-being and engagement with learning; and
- help to raise the aspirations of the school, parents and their child.

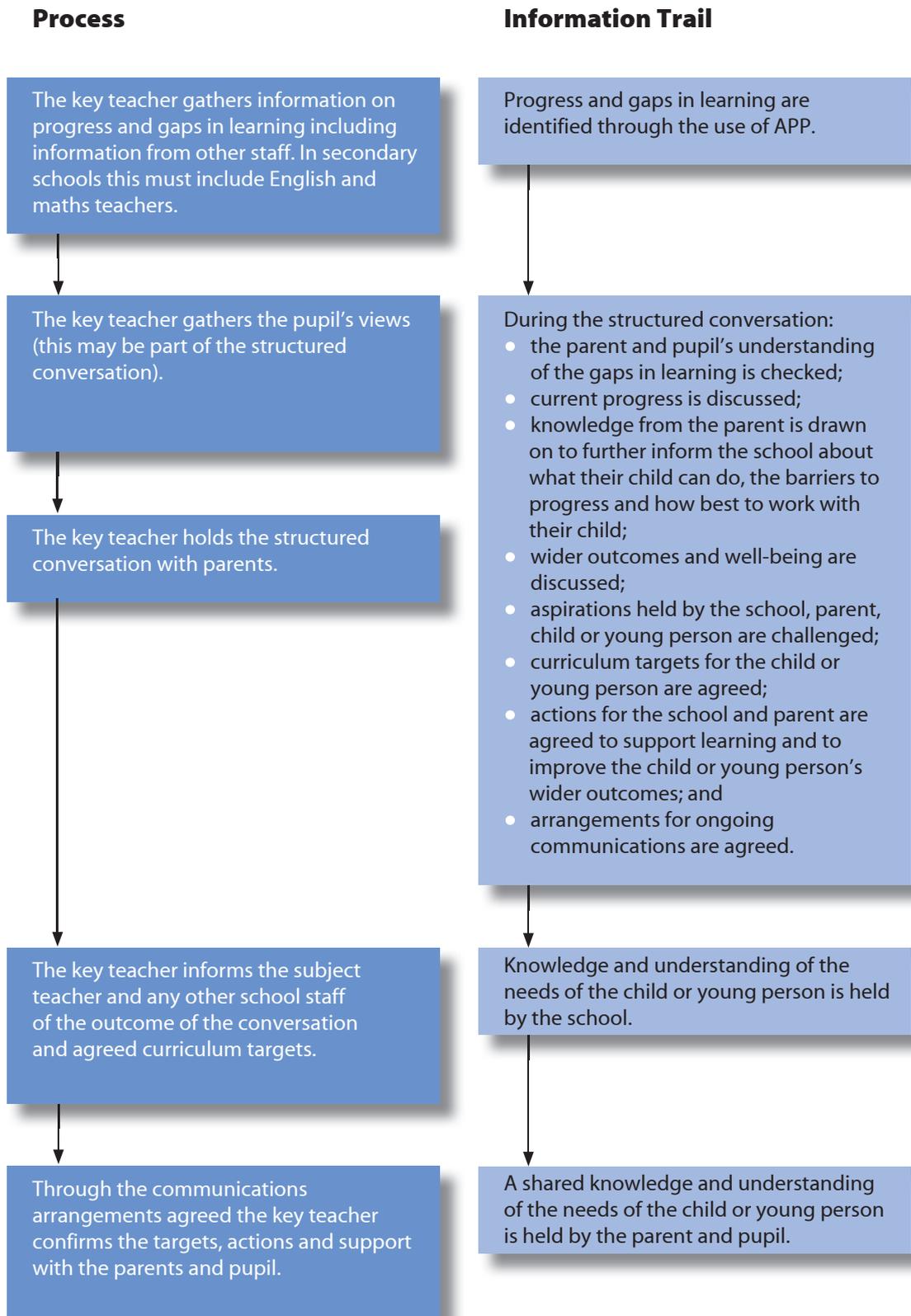
### Who will be involved in the structured conversation?

- 3.36 The structured conversation should be between the parent(s) and a key teacher (see paragraphs 2.18). The school should not bring a lot of people to the meeting as this could be intimidating for the parent and child or young person and stifle the conversation.
- 3.37 Where appropriate, the child or young person themselves should be involved in all or part of the structured conversation. The nature of their participation will depend on their age, level of maturity and level of understanding. Where it is deemed inappropriate for them to be involved in the structured conversation, schools should ensure they have processes in place to provide alternative opportunities for the child or young person to share their views and be listened to. This could, for example, take the form of a pupil 'profile' completed by the child or young person prior to the structured conversation which would then be used to inform the outcomes of the meeting.

### When will the structured conversation be held?

- 3.38 Local authorities should brief project schools about the structured conversation as part of the training event to be held early in the autumn term 2009. Thereafter, schools should seek to hold the initial structured conversations with the parents of all children and young people in the target year groups. This should be done as soon as possible. Schools then need to ensure they have systems in place for following up the initial structured conversation and for providing opportunities for ongoing dialogue with parents. Some schools may choose to hold further structured conversations throughout the year, whilst others will use existing or new processes.
- 3.39 As far as is practical, the structured conversation should be aligned to the normal cycle and timescales for discussions with the parents of all children. Schools should review existing arrangements and adapt or develop them as necessary. Schools should also review how they will coordinate the structured conversation with the school's current target setting processes.

<sup>3</sup> Jim Rose's review of Dyslexia will report in June 2009.



3.40 There is recognition that the structured conversations will require significant time commitments on the part of the schools. It is envisaged that the first conversation will take 30 minutes or longer. Local authorities and schools will need to consider carefully how they deploy their resources to support this strand of the project. Local authorities should allocate some of the Achievement for All funding to support in making time for these conversations.

- 3.41 The forthcoming Achievement for All guidance for schools will provide further information on implementing the framework for the structured conversation.
- 3.42 Some teachers will find a more open style of conversation with parents challenging and because of this they will require additional support in this area. Local authorities will need to consider the provision of multi-agency training and development in this area.
- 3.43 Local authorities will need to:
- brief schools about the structured conversation as part of the autumn term training events;
  - support schools to consider the most effective use of their existing and additional resources to support the practical implications of this strand;
  - plan and implement training for teachers on holding structured conversations and effective listening with parents; and
  - assess the effectiveness of current local authority provision for supporting parents of children and young people with SEND. This may include links with Parent Partnership Services, the voluntary sector and other Children and Young People's Services/ Children's Trust Services.

### Strand 3: Supporting development of wider outcomes

The aim of this strand is to improve the wider outcomes of children and young people with SEND.

- 3.44 The third strand of the Achievement for All Project involves key actions and activities that a school should develop in order to improve wider outcomes for pupils with SEND. 'Wider outcomes' refers to the development of those personal skills, characteristics and attributes that will enable children and young people to enjoy their childhood and to make positive and fulfilling contributions to society.

Evidence shows that there are many barriers to children and young people with SEND achieving wider outcomes. For example:

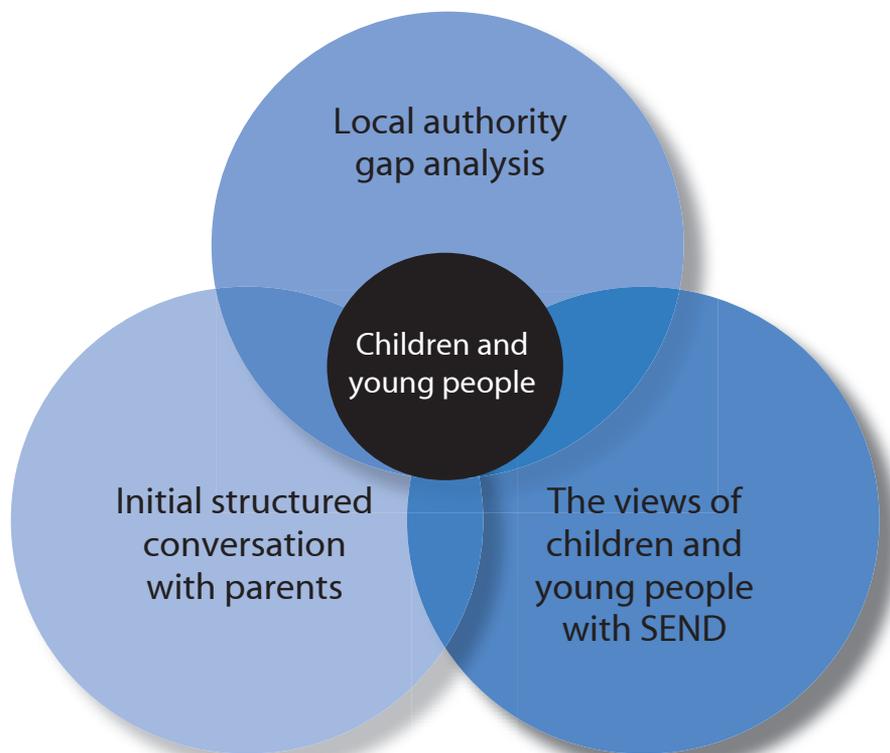
- 47% of primary and 42% of secondary persistent absentees are recorded as having SEND in 2006–07, this is more than double the rate observed across the school population;
- approximately 60% of all exclusions involve children and young people with SEND; and
- 8 out of 10 children and young people with SEND have been bullied and 6 out of 10 have been physically hurt (Mencap, 2007).

- 3.45 Strand 3 of the project focuses on the development of actions which will tackle some of these issues and improve the wider outcomes for children and young people with SEND. Schools will choose to focus on two of the following areas:
- A.** improving attendance;
  - B.** improving behaviour;
  - C.** eliminating bullying;
  - D.** developing positive relationships with others; or
  - E.** increasing participation in extended services provision, including extra-curricular activities.
- 3.46 As highlighted above, these areas are often identified as key barriers to learning for pupils with SEND. With help from the local authority, schools will need to choose two of the five areas to develop specifically for pupils with SEND.

### Gap analysis

- 3.47 Local authorities will already be aware of areas which require strengthening within their schools such as high levels of absences or access to the full extended services offer. Local authorities will work with their schools to carry out a gap analysis to identify areas of strength and weakness across project schools to establish a benchmark for the project, enable them to confirm their view of schools and the difficulties some encounter, and provide information to allocate funding (see paragraph 2.36).

- 3.48 It will be the responsibility of the local authority project leader to share the overall outcomes of the analyses with schools and provide a steer for making decisions, where appropriate.
- 3.49 We want all school leaders involved in the project to reflect on how inclusive all their practices and behaviours are in relation to the five areas. But we think it reasonable for two priority areas to be identified where they want to significantly improve the wider outcomes for this group of children and young people.
- 3.50 Whilst schools will be asked to prioritise two of the areas only, the strategies they choose to implement are also likely to impact on other areas, for example, a focus on attendance may reveal issues around bullying or friendship groups.
- 3.51 We also want local authorities to ensure that children, young people and their parents influence how the focus on wider outcomes is prioritised. The structured conversation (see strand 2) will provide one opportunity to gather information which will help schools and local authorities refine their thinking. It will also be the opportunity to identify a personalised package to remove barriers to learning for individuals alongside the school's main focus.



- 3.52 A few example strategies are given below for each area. However, it is worth noting that use of the Social and Emotional Aspects of Learning (SEAL) programme will support schools to achieve outcomes across any of the five areas. SEAL offers a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance and emotional well-being.

## A) Improving attendance

- 3.53 Some aspects of SEND manifest themselves through disaffection. In particular, children and young people with behavioural, emotional and social difficulties or pupils who are finding it difficult to achieve can often become disaffected and this can lead to poor attendance. A school should choose to focus on this area if evidence shows, for example:
- the attendance rate of the identified cohorts of children and young people with SEND is below average;
  - the representation of children and young people with SEND within the overall absentee rate of the school is high; and
  - practitioners are not intervening early enough where the attendance rate of individuals is lowering.
- 3.54 Examples of actions the school may choose to implement include:
- **ensuring that the curriculum is relevant and accessible** in order to prevent disaffection through children and young people feeling they cannot succeed at school;
  - **providing some off-site access to education** for young people who have concerns about being on-site;
  - **ensuring continued access to education** for children and young people who are absent due to long periods of illness; and
  - **agreeing attendance targets and supporting strategies** for individuals as part of the structured conversation with parents.
- 3.55 Following actions, the school should be able to demonstrate that:
- the level of attendance of this group has improved (which in turn will improve the overall level of attendance);
  - for individual pupils causing concern, their attendance is improving over time; and
  - practitioners are intervening early where a pupil with SEND is starting to attend less frequently than they used to.

## B) Improving behaviour

- 3.56 If the needs of children and young people with SEND are not addressed early enough, frustration and poor behaviour can result. A school should choose to focus on this area if evidence shows, for example:
- a significant percentage of children and young people with SEND are being excluded;
  - the representation of children and young people with SEND within the overall exclusion rate of the school is high; and
  - the number of behavioural incidents involving children and young people with SEND is high.

3.57 Examples of actions the school may choose to implement include:

- **providing continuous professional development (CPD) for staff on managing behaviour** of pupils who have difficulties;
- **developing a 'Team Around the Child' approach** to multi-agency partnership working to support those with behavioural difficulties;
- **using the SEAL programme** to develop appropriate behaviours; and
- **developing the role of Parent Support Advisors** to provide support for parents of pupils with SEND.

3.58 Following actions, the school should be able to demonstrate that:

- there has been a decrease in the number of exclusions involving children and young people with SEND;
- the number of reported behavioural incidents involving children and young people with SEND has decreased; and
- pupils with identified SEND are able to manage their own behaviour more effectively.

## C) Eliminating bullying

3.59 Whilst all children and young people are potentially vulnerable to bullying, reports from the Children's Commissioner, the National Autistic Society and Mencap show that those with SEND are more likely to be bullied than their peers. A school should choose to focus on this area if evidence shows, for example:

- a significant percentage of children and young people with SEND are experiencing bullying of any form;
- children and young people with SEND are engaging in forms of bullying themselves; and
- children and young people with SEND or their parents are reluctant to report incidents of bullying when they occur.

3.60 Strategies schools may consider include:

- **engaging children and young people** with SEND in the process of developing the school anti-bullying policy;
- **providing opportunities to discuss prejudice** and challenge negative attitudes e.g. films, drama, themed assemblies;
- **providing a wider range of and more accessible ways** for children and young people with SEND and their parents to report bullying incidents; and
- **providing additional training for peer mediators** to support those with SEND.

3.61 By focusing on this aspect schools will be able to:

- decrease the actual number of incidents of bullying involving children and young people with SEND; and

- encourage reporting of bullying incidents if they occur in order that the issues can be resolved.

## D) Developing positive relationships with others

- 3.62 Acceptance into a family, school, workplace, social circle or local community requires individuals to form positive relationships with others. Developing positive relationships involves learning a range of social and emotional skills that some children and young people with SEND can find difficult. A school should choose to focus on this area if evidence shows for example:
- children and young people with SEND have difficulty in making friendships;
  - children and young people with SEND do not relate easily to their peers or adults; and
  - other children and young people in the school lack an understanding about the needs of pupils with SEND and the challenges they face.
- 3.63 Strategies schools may consider include:
- **using the SEAL programme** to develop social skills and empathy;
  - **extending the use of peer and/or personal mentors** to support these pupils;
  - reviewing the participation of children and young people with SEND **in school councils**; and
  - **implementing strategies such as 'Circle of Friends'** to support individuals.
- 3.64 By focusing on this aspect schools will be able to:
- develop an ethos of support and friendship for vulnerable children across the school;
  - improve the relationships between individual children and young people with SEND and their peers; and
  - improve the relationships between individual children and young people with SEND and adults.

## E) Increasing participation in extended services provision, including in extra-curricular activities.

- 3.65 Extended services are central to the delivery of the Children's Plan and are core to the strategy to improve wider outcomes and to narrow gaps in attainment. Research from the Universities of Manchester and Newcastle, as well as from Ofsted and MORI, has shown that there can be many benefits in terms of improved motivation, attendance, self-confidence, attitudes to learning and achievement. However, there is also evidence that children and young people with SEND can be less likely to access extended services than their peers. A school should choose to focus on this area if evidence shows, for example:
- pupils with SEND are not participating in extra-curricular activities; and
  - pupils with SEND and their parents are not accessing other extended services such as breakfast or after school clubs, child care, parenting support and specialist services.

3.66 Strategies schools may consider include:

- **reviewing the access and transport arrangements** for extra-curricular activities on offer;
- **reviewing the links with the Children and Young People’s Service/Children’s Trust** and other schools and services with a view to improving the range of and access to specialist and targeted services available to children with SEND and their families
- **reviewing the range of specialist services** on offer across a collaborative of schools;
- **providing specialised support groups for parents** of children and young people with SEND; and
- **use of the structured conversation** with parents and children and young people to identify clubs, activities, services or financial support that might be helpful for them to access.

3.67 By focusing on this aspect schools will be able to:

- improve equality of opportunity for children and young people and their parents to engage with extended services;
- support the development of inclusive schools; and
- improve the engagement of schools with their communities.

3.68 The government expects schools to place an increasing emphasis on children and young people’s wider well-being and this is strengthened in the new Ofsted framework. Schools should reflect on their practice and behaviour around well-being to inform whole school development as part of their self evaluation process. They will also need to consider links with implementing aspects of their Disability Equality Schemes (DES) which, in turn, will support local authorities to monitor the quality of DES’ in their local schools and settings.

3.69 The local authority will need to:

- carry out the initial gap analysis of schools and provide advice based on the outcomes;
- use the outcomes of the gap analysis to allocate resources to schools accordingly;
- support schools to identify strategies and opportunities to implement their chosen areas, i.e. identifying and disseminating existing good practice;
- provide appropriate CPD opportunities for schools; and
- review the existing local authority provision for access to extended services for children and young people with SEND.

## 4. Resources and links

### 4.1 Introduction

- a) The Children's Plan  
<http://www.dcsf.gov.uk/childrensplan/>
- b) Children's Plan progress report  
<http://www.dcsf.gov.uk/oneyearon/>
- c) The 21st Century School's White Paper will be published in June 2009 and will be available from the DCSF website  
[www.dcsf.gov.uk](http://www.dcsf.gov.uk)

### 4.2 Planning and implementing the project

- a) National Strategies  
<http://www.nationalstrategies.co.uk/Home.aspx>
- b) NCSL  
<http://www.ncsl.org.uk/>

### 4.3 Resources and links to support strand 1: assessment, tracking and intervention

- a) Assessing Pupil Progress (APP)
  - <http://nationalstrategies.standards.dcsf.gov.uk/node/158443>
    - Reading, Writing, Mathematics (primary)  
<http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment/assessingpupilsprogressapp>
    - English, Maths, Science and ICT (secondary)  
<http://nationalstrategies.standards.dcsf.gov.uk/secondary/assessment/assessingpupilsprogressapp>
- b) SEN Progression Guidance  
<http://nationalstrategies.standards.dcsf.gov.uk/node/116684>
- c) Renewed Primary and Secondary Frameworks
  - Primary  
<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>
  - secondary  
<http://nationalstrategies.standards.dcsf.gov.uk/secondary/secondaryframeworks>

- d) The Inclusion Development Programme  
<http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:46335>
- e) Audit Commission/National Strategies Value for Money Resource Pack for Schools (2008).  
<http://nationalstrategies.standards.dcsf.gov.uk/node/116688>
- f) Personalised learning  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=downloadoptions&PageMode=publications&ProductId=DFES-04022-2006&>

#### **4.4 Resources and links to support strand 2: the structured conversation with parents**

- a) A guide to SEN for parents and carers  
<http://www.teachernet.gov.uk/docbank/index.cfm?id=3755>
- b) A guide to provide practical guidance on how to include disabled children and young people in decision-making about their own lives  
[http://sites.childrengsociety.org.uk/disabilitytoolkit/DAP\\_Professional\\_Guidance.pdf](http://sites.childrengsociety.org.uk/disabilitytoolkit/DAP_Professional_Guidance.pdf)
- c) Every Parent Matters  
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents/everyparentmatters/>

#### **4.5 Resources and links to support strand 3: Provision for developing wider outcomes**

- a) Social and Emotional Aspects of Learning (SEAL)  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES%2f0110%2f2005&>
- b) Every Child Matters  
<http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DfES+0240+2004&>
- c) The education of children and young people with BESD as a special educational need  
[http://www.warrington.gov.uk/images/-%20BESD%20Guidance%20May%202008\\_tcm15-27602.pdf](http://www.warrington.gov.uk/images/-%20BESD%20Guidance%20May%202008_tcm15-27602.pdf)
- d) The extra mile  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00501-2009&>
- e) Safe to learn: embedding anti-bullying work in schools  
<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>
- f) Guidance on the attendance of pupils with SEN (2009)  
<http://nationalstrategies.standards.dcsf.gov.uk/node/153943>

- g) Extending inclusion: access for disabled children and young people to extended schools and children's centres: a development manual  
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00186-2008>







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