

A commitment from
The Children's Plan



Achievement for All: Guidance for Schools



department for
children, schools and families

The National Strategies



National College for
School Leadership

Contents

1. Welcome to Achievement for All	3
2. Planning and Implementing Achievement for All in Schools	8
3. The Achievement for All Gap Analysis	13
4. Roles and Responsibilities of School Staff	15
5. Activities	18
6. Strand One: Assessment, Tracking and Intervention	22
7. Strand Two: Structured Conversation with Parents	32
8. Strand Three: Provision for Developing Wider Outcomes	41
9. Resources and Links for Achievement for All	53

This guidance is designed to apply to a wide range of local authorities and schools in different circumstances. School leaders will need to use their judgement to decide how to apply this guidance to their own schools, pupils and parents in line with the principles of Achievement for All.

1. Welcome to Achievement for All

- 1.1 Our goal is to make this country the best place in the world for all children and young people to grow up. Achievement for All will enable this to become a reality for those children and young people identified with Special Educational Needs and Disabilities (SEND).
- 1.2 Evidence shows that far too many children and young people with SEND are not achieving as well as their peers, relative to their starting points. They are more likely to be excluded, 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 full and successful lives.

What is Achievement for All?

- 1.3 **Achievement for All is an exciting and pioneering project that supports schools and local authorities to provide the very best opportunities to ensure children and young people with SEND fulfil their potential.** It provides local authorities and schools with support and resources from which they can develop sustainable local solutions to meet the needs of this group of children and young people. **Achievement for All brings together current programmes already underway and builds on the good practice that many local authorities and schools already model** as they move towards approaches which focus more on outcomes rather than processes.
- 1.4 Achievement for All does not offer one single solution; rather it aims to support 460 schools, in ten pilot local authorities, to implement and share the best inclusive practice for improving outcomes for children and young people with SEND. Schools taking part in the project will be trailblazers for developing more inclusive places of learning where children and young people with SEND can feel safe, confident and supported in achieving their potential.
- 1.5 Through the project schools will be able to reflect on the effectiveness of existing strategies for children and young people with SEND. Achievement for All provides the capacity to strengthen provision that has the most impact on this group of learners. It will not only result in improved outcomes for children and young people with SEND, but will also bring wider benefits for all learners, and will support schools to narrow attainment gaps for vulnerable groups. Teachers will benefit from the related training and professional development opportunities. For many teachers, the project enables an

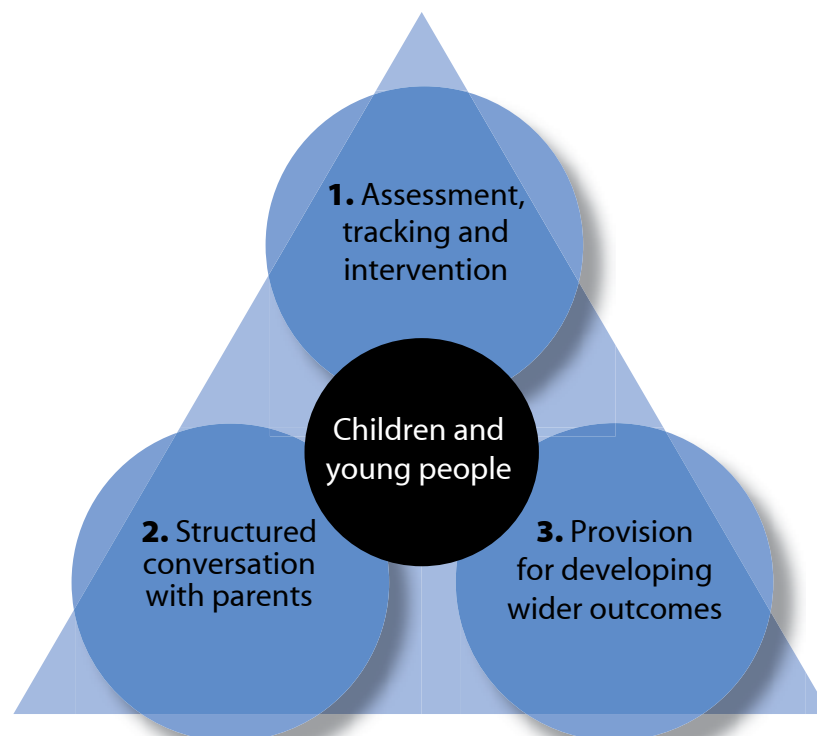
extension of existing good practice. For others, it provides the capacity to support them in developing their classroom practice so they can meet the needs of all children and young people, including those with SEND, more effectively.

- 1.6 The development of new or improved approaches around the three key strands of Achievement for All will support schools as they undertake self-evaluation and review School Development Plans in the context of the revised Ofsted framework¹. The new framework strengthens the focus on parental engagement, the achievement of pupils with SEND and the extent to which these pupils are making progress within the broader outcomes. The increased collaboration encouraged through Achievement for All will support schools to move forward within the context of the “Your Child, Your Schools, Our Future” White Paper², in particular the increasing focus on schools working in partnership with one another.

Achievement for All has three key aims:

- to improve the achievement and progress of children and young people with SEND;
- to improve the engagement of parents of children and young people with SEND with their schools; and
- to improve the wider outcomes of children and young people with SEND.

- 1.7 In order to achieve these aims, there are three main strands to the project:



¹ Framework for the inspection of maintained schools in England from September 2009, Ofsted. Ref: HMI 090019

² Your child, your schools, our future: building a 21st century schools system, DCSF. Ref: Cm 7588

- 1.8 Schools will need to engage in each of these three interdependent strands. Common to each strand are the following **key principles**:
- **children and young people with SEND are at the heart of Achievement for All.** The project is designed to ignite their aspirations, engage them further with their learning and put them on the path to success. **Providing opportunities for children and young people to be listened to**, have their opinions counted and contribute to discussions about their learning is a vital aspect of the project;
 - **positive relationships** between children and young people, their parents³ and the professionals that support them from within and beyond the school will form the foundations upon which to build the project. Therefore, **the effective engagement of parents**, developed and supported through strand two, will be key to the overall success of Achievement for All;
 - the project requires schools to **build on what works well, be innovative and rethink their approaches to supporting and removing barriers** where progress needs to be improved for this group of children and young people. Solutions will not be 'bolt on'. New ways of working in schools and local authorities **need to be sustainable** and provide a legacy well beyond the life of Achievement for All;
 - **accurate identification** of learning needs and early intervention are critical for all children and young people with SEND to ensure their needs are met appropriately and effectively; and
 - for such a significant change to take place, **the engagement of school leaders** will be essential to developing an inclusive ethos. Leaders must be capable of shaping an educational vision that helps every child to achieve the best they can.
- 1.9 The following box shows the key *expected* outcomes of Achievement for All. The evaluation of the project will also highlight any other outcomes that are evidenced.

³ The term parents is used throughout this document to describe parents, carers or the child's significant adult(s)

Key outcomes of Achievement for All

The success of Achievement for All will be shown by:

- children and young people with SEND being more confident learners and having a positive attitude towards their education;
- increased levels of progress relative to their starting points, attainment and overall achievement for children and young people with SEND;
- parents being more engaged in their child's learning, having increased confidence in the education system and better relationships with their child's school;
- teachers having a wider range of successful, inclusive learning and teaching approaches in place and being confident they are meeting the needs of pupils with SEND;
- school leaders feeling confident staff share their commitment to an inclusive ethos; and
- local authorities feeling confident they have provided high quality educational opportunities for children and young people with SEND, have resources that are being used effectively and are directly improving services for children and young people with SEND and their parents.

- 1.10 Achievement for All is designed not only to help schools share and embed great practice but also to enable them to learn from each other's experience and identify ways to strengthen the system as a whole. Working in collaboration with other Achievement for All schools in the local authority will enrich this experience further. The following case study highlights one example of a group of schools working in partnership to improve the outcomes for all their children and young people:

Collaborative working at Hailsham Community College, East Sussex

The college wanted to have a shared Every Child Matters (ECM) agenda across the town and make sure that everyone working with families in Hailsham was accountable for learners' outcomes. All the key partners, including other colleges, health, the local authority and voluntary groups, were brought together to look at the data and establish collaborative work for a shared cause. Several strands of work were jointly agreed including:

- developing a SEND strategy across the town to support learning;
- developing coherent behaviour and attendance policies;
- building community confidence in services to achieve greater community cohesion; and
- improving the ECM outcomes of all children and young people in Hailsham with a focus on those who are gifted and talented.

The group then had the task of turning this vision into a reality. Through engaging the leadership of all of the colleges, involving stakeholders, setting up working groups and setting up an executive board to meet monthly to look at progress and impact, the group started working towards 'A Vision for the Connected Community of Hailsham'.

Now the partnership is able to accurately identify all young people who are at risk of underperformance and tailor programmes to meet their individual needs. The college has also seen rises in achievement for vulnerable groups with the number of them achieving 5 or more GCSEs at A*-C up by 16% in two years. There has also been greater success on the transition of vulnerable learners from Key Stage 2 to Key Stage 3 resulting in improved attendance, fewer exclusions and satisfaction recorded in pupil measures.

The Assistant Principal of Hailsham Community College notes 'We're really pleased with how far we have come in our collaboration and we are going to keep on going forwards. We plan to further develop learner and parent voice across the partnership and develop an 'Early Transition' pilot at Key Stage 2 to 3 to name just two of our future plans'.

2. Planning and Implementing Achievement for All in Schools

- 2.1 Achievement for All will take place in ten local authorities for two years from September 2009. This guidance builds on the Achievement for All Local Authority Prospectus and provides support for schools planning the implementation of Achievement for All.

The 'must-dos' of Achievement for All

Achievement for All enables schools to take a flexible, innovative approach to its implementation. However, in addition to the expectation that schools will follow the key common principles, there are a few 'must-dos' which schools are required to engage in. These are;

- identify an Achievement for All Team or School Project Leader from the Senior Leadership Team and provide them with capacity to coordinate the project;
- carry out a gap analysis to identify strengths and areas for development;
- use the gap analysis evidence to develop an Achievement for All Implementation Plan that is linked to the School Development Plan and builds on other targeted programmes;
- implement the cycle of assessing, tracking progress, identifying gaps, setting targets and implementing provision for each pupil;
- hold a structured conversation with the parent of each targeted pupil in the autumn term and put processes in place to support ongoing communication with parents throughout the year;
- implement two areas from the wider outcomes to focus on for strand three;
- engage in professional development opportunities to support aspects of the strands;
- work in collaboration with the local authority and other schools in the project;
- provide the required evidence to support project evaluation; and
- consider how the positive outcomes of Achievement for All can be sustained in the future.

Why has our school been selected to participate in Achievement for All?

- 2.2 Each local authority in the project was asked to select a group of forty-five schools which reflect the range and proportion of schools in their area. When taken together, these

schools represent the overall local percentage of children and young people identified with SEN. The Local Authority Prospectus gives further details on criteria for selection of schools.

Which of our pupils will be involved?

- 2.3 Participating pupils will be all those identified as having special educational needs at school action, school action plus and those with a statement within Years 1, 5, 7 and 10. 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. These pupils will remain in the project for the two-year duration.
- 2.4 If a pupil 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. In the second year of the project a further cohort of children will begin in Years 1, 5, 7 and 10.

How will our staff be involved in the project?

- 2.5 The Senior Leadership Team will have overall strategic responsibility for the project. Someone from the Senior Leadership Team may be identified as the Achievement for All School Project Leader. However, there will be a number of other staff in the school who will be directly involved in implementing the project, including class or subject teachers of the target year groups and identified key teachers.
- 2.6 A key teacher will need to be identified for each pupil participating in the project. They are someone who has good knowledge and understanding of the child or young person. Critically, the key teacher should be someone who can influence provision arrangements and someone who 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 act as the key teacher and to meet with parents. In secondary schools it may be the form tutor or it could, for example, be a head of year.
- 2.7 However, everyone in the school will need to be involved in creating and developing an inclusive ethos and environment for children and young people with SEND. There is an expectation that all staff will show a commitment to following the key principles of the project and that, where effective strategies are developed, these will be used to support all pupils across the schools, as appropriate.

What changes will our class or subject teachers need to make to their classroom practice?

- 2.8 Achievement for All focuses on ensuring that effective, inclusive strategies are being consistently applied for children and young people with SEND. Therefore, for many teachers with strong inclusive teaching skills, the project will enable an extension of that good practice. For others, the project will provide the capacity to support them in

developing their classroom practice so they can meet the needs of all learners, including those with SEND, more effectively.

- 2.9 As part of the project, class and subject teachers of the target pupils will be expected to carry out specific tasks such as:
- assessing, tracking and reporting termly progress of each pupil, using Assessing Pupils' Progress (APP) where appropriate;
 - clearly identifying gaps in learning;
 - setting ambitious targets for the pupils; and
 - supporting the planning and implementation of appropriate strategies and interventions.

The key teacher will also hold the structured conversation with parents.

Will this mean more paperwork for teachers?

- 2.10 The project will be an extension of good practice and therefore schools will be able to use systems they already have in place. For example, many schools are already using APP as a tool to assess and track pupil progress. Where schools need to develop more effective systems for tracking, recording or reporting the project will provide the capacity to enable them to do this.

Is there a heavy time commitment needed for the project and, if so, how will we be able to meet it?

- 2.11 Any project which aims to have a significant impact will require some time commitment. Achievement for All provides funding to develop the capacity in schools to lead and implement the project successfully.

How will this funding work?

- 2.12 All schools already receive funding from their local authority to support them in meeting the needs of pupils with SEND. Achievement for All schools will receive additional funding which will provide increased capacity for the project. This funding will be used for:
- developing capacity for the identified school leader(s) to coordinate the project across the school;
 - providing time for key teachers to hold the structured conversation with parents;
 - reviewing the effectiveness of current provision for children and young people with SEND;
 - implementing additional provision such as interventions or extra-curricular activities focused on the target pupils;

- developing capacity for members of staff to engage in the data collection and project evaluation; and
 - providing time and resources for staff to engage in professional development opportunities which will support the project.
- 2.13 The funding must not be used simply to resource more Teaching Assistant time. The funding must be used to embed developments in such a way that they can be continued after the two years of the project.

Will we receive any support to implement the project?

- 2.14 Yes. Senior leaders from your school will be invited to attend one of the local authority Achievement for All leadership conferences being held in September and October 2009. These events aim to secure the positive engagement of schools and provide opportunities for discussion around the key elements of the project. The leadership conferences will be jointly led by the local authority, National College of School Leadership (NCSL) and the National Strategies.
- 2.15 Each local authority has recruited an Achievement for All Project Leader. The local authority Achievement for All Project Leader will provide support and advice in helping you, and the other schools involved, to implement the project. They will also be responsible for monitoring the effectiveness of the project across the local authority, as well as coordinating networks and other professional development events. Collaborative working between schools will be encouraged to enable the sharing of good practice. Each local authority Achievement for All Project Leader will be supported by a Senior Adviser from the National Strategies Achievement for All Team.
- 2.16 Local authorities will be identifying Leading Teachers for Achievement for All to support schools to implement strand one. These teachers will have a strong record as classroom practitioners and will see supporting the work of other colleagues as a key area for their own continuing professional development. They will be working in schools that have the capacity to release them and understand the potential benefits of this outward-facing work.
- 2.17 The National Strategies will be developing an online discussion forum to enable participating schools to network via the web. Further information on the discussion forum will be provided at the leadership events in the autumn term. As stated previously Achievement for All is not about reinventing the wheel, it is about redeploying resources and rethinking approaches. The National Strategies website contains key resources and training materials that will be central to this. In addition to this a dedicated Achievement for All web area will be developed during the autumn term.
- 2.18 Local authorities and National Strategies will be providing a range of professional development opportunities throughout the two years of the project, including cascade training for core elements, e.g. use of APP, engaging with parents, e-learning packages and brokered training which will be determined by local needs.

How will the project be monitored and evaluated?

- 2.19 The project will be evaluated against the identified outcomes for children and young people, parents, teachers, school leaders and local authorities. A range of qualitative and quantitative data will be collected to enable judgements to be made about the impact of the project on pupil progress and achievement across academic and wider outcomes and also the impact on the engagement of parents.
- 2.20 National Strategies will collect termly attainment data for English and mathematics. This will identify the impact of the project on academic progress.
- 2.21 Achievement for All will also have a formal independent evaluation carried out by a team from Manchester University. This will identify the impact on progress across wider outcomes and identify the extent to which the project has succeeded in its overall aims, assessing the effectiveness of the approaches developed through the project for improving the outcomes of pupils with SEND. The Evaluation Team will be collecting a range of qualitative and quantitative data which will reflect:
- changes in parental engagement and confidence;
 - changes in the wider outcomes e.g. attendance, participation in extra-curricular activities; and
 - changes in staff attitude and school ethos.
- 2.22 It is important that Achievement for All schools engage in the data collection and evaluation process with the Evaluation Team and National Strategies. Further information on data collection and evaluation will be provided at the leadership conferences.
- 2.23 The local authority Achievement for All Project Leader and National Strategies Achievement for All Senior Adviser will be carrying out joint visits to schools throughout the project to monitor the progress of Achievement for All.

3. The Achievement for All Gap Analysis

- 3.1 Senior Leadership Teams will be expected to carry out a gap analysis to determine where they are at the beginning of the project and where they want to be at the end of it. The local authority Achievement for All Project Leader will be able to support schools with this process. The gap analysis will support:
- overall planning and implementation of the project;
 - identification of the two areas of focus for strand three;
 - identification of any staff professional development needs;
 - schools in planning effective use of their funding; and
 - monitoring of the project by establishing a baseline.
- 3.2 There is flexibility regarding how the school chooses to carry out the gap analysis, however they will need to analyse the whole range of evidence they currently have as part of their own self-evaluation processes. The following list of prompts will help to provide a focus.
- 3.3 ***For strand one consider:***
- the effectiveness of whole-school implementation of Assessment for Learning strategies and the use of APP;
 - the effectiveness of class/subject teachers in personalising learning and implementing Quality First Teaching;
 - how effective and robust the systems for assessment and tracking pupil progress are for the target year groups;
 - the effectiveness of target-setting processes for children and young people with SEND;
 - the level of understanding regarding progression for children and young people with SEND; and
 - the effectiveness of current additional provision and interventions for children and young people with SEND.
- 3.4 ***For strand two consider:***
- the current breadth of relationships and engagement with parents of children and young people with SEND;
 - the current skill level of key teachers who will carry out the structured conversation with parents;

- the effectiveness of whole-school strategies for enabling ongoing communication and engagement with parents; and
- the effectiveness of strategies for involving pupils with SEND in their learning and listening to their views.

3.5 ***For strand three consider:***

- the evidence regarding whole-school strengths and areas for development in each of the five areas of wider outcomes identified in strand three:
 - Attendance
 - Behaviour
 - Bullying
 - Developing positive relationships with others
 - Participation in extended services provision, including in extra-curricular activities
- the progress children and young people with SEND currently make against these wider outcomes; and
- how effectively the school engages with the local authority and the community to support development of these wider outcomes.

4. Roles and Responsibilities of School Staff

- 4.1 The Senior Leadership Team and governors will need to consider the particular context of their school. Each school will know what works well in their context and will need to build on this for Achievement for All. There needs to be flexibility for this within the individual school plans.
- 4.2 The Senior Leadership Team will have overall responsibility for the strategic planning of Achievement for All. They may choose to designate an individual or team of people from within the Senior Leadership Team to take responsibility for coordinating the project across the school. Therefore, although some schools will choose to delegate the coordination responsibilities to a team rather than an individual, for the purpose of this document the School Achievement for All Project Leader is referred to in the singular.

The Senior Leadership Team and governors will:

- 4.3 *For implementation:*
- show full commitment to implementing the project across the school and share the aims and outcomes of the project with all staff;
 - ensure that Achievement for All is an integral part of the School Development Plan and that the necessary capacity is made available for teachers in terms of time and resources;
 - show commitment to providing professional development opportunities for staff, as appropriate;
 - show commitment to working in partnership with parents and other schools;
 - consider how the funding will be used to support implementation of the project; and
 - designate a member of the Senior Leadership Team as School Achievement for All Project Leader to coordinate the project.
- 4.4 *For ongoing development:*
- monitor and evaluate the ongoing success of the project; and
 - consider implications of the project for the whole school and ways of effectively sustaining good practice after the two years of the project.

The School Achievement for All Project Leader will:

4.5 *For implementation:*

- coordinate the project effectively across the school;
- brief the whole school on the aims, outcomes and implications of the project;
- identify the target pupils;
- work with other senior and middle leaders in the school to consider impact on teaching and learning, and provision; and
- designate who will hold the structured conversation with parents.

4.6 *For ongoing development:*

- plan support for implementation of strand one;
- coordinate the development of structures and processes for ensuring ongoing communication with parents;
- lead on the planning and coordination of activities around strand three of the project;
- lead on the data collection process;
- monitor the ongoing effectiveness of the project;
- work closely with the local authority Achievement for All Project Leader to support and monitor the project;
- attend network meetings and other professional development opportunities provided by the local authority or National Strategies, as appropriate;
- identify and coordinate professional development needs of staff;
- manage the school Achievement for All budget;
- engage in the overall evaluation of the project with the local authority, National Strategies and external evaluation team;
- communicate outcomes of the evaluation to the Senior Leadership Team, staff and parents; and
- with the rest of the Senior Leadership Team, consider impact of the project for the whole school and ways of effectively sustaining good practice after the two years of the project.

The key teacher will:

4.7 *For implementation:*

- take overall responsibility for coordinating and reviewing progress for individual pupils; and
- set the framework for the ongoing communication with parents.

4.8 *For ongoing development:*

- hold structured conversations with parents in the autumn term following the recommended framework in the strand two guidance;
- take responsibility for listening to the views of the pupil;
- following the initial structured conversation, support ongoing communication and engagement with parents; and
- coordinate changes to provision and learning and teaching as a result of the outcomes of the structured conversation with parents and pupils.

Class or subject teachers of Years 1, 5, 7 or 10:4.9 *For implementation:*

- liaise with the Achievement for All School Project Leader to ensure they are clear about the pupils included within the project and who their key teachers are.

4.10 *For ongoing development:*

- liaise with key teachers about the provision for and progress of individual target pupils (where they are not the identified key teacher);
- implement Quality First Teaching and personalised learning approaches in the classroom;
- assess and track pupil progress in English and mathematics on a termly basis, using APP or other form of assessment tool, as appropriate;
- identify gaps in learning and set targets for the pupils;
- support the planning and implementation of appropriate interventions;
- review their provision for pupils as a result of the outcomes of the structured conversation with parents; and
- engage in appropriate professional development to support any of the above.

The Special Educational Needs Coordinator (SENCO) or Inclusion Coordinator will:4.11 *For implementation:*

- support the School Achievement for All Project Leader to identify pupils in the target year groups and support communication with parents.

4.12 *For ongoing development:*

- support the School Achievement for All Project Leader to plan, develop, implement, monitor and review provision for the target pupils.

5. Activities

- 5.1 Achievement for All starts in September 2009 and schools will need to consider their overall project plan from early autumn. The following table outlines the key activities that schools will engage in throughout the project and the dates that these activities should be implemented by, acknowledging that schools will be at different starting points and will identify different areas of priority.

Year 1

Date to be implemented by	Activities for schools	Lead Responsibility
Autumn term 2009		
September	Share aims and outcomes of Achievement for All with all staff	Senior Leadership Team
September	Identify target pupils and key teachers	School Project Leader
September/October	Attend Achievement for All Leadership event	Headteacher School Project Leader
September/October	Carry out gap analysis to identify strengths/areas for development, including focus for strand three	Senior Leadership Team School Project Leader LA Project Leader
September/October	Develop Achievement for All Implementation Plan including use of funding	Senior Leadership Team School Project Leader
September	Prepare and support teachers of target cohort groups to implement project	Senior Leadership Team School Project Leader
September/October (and ongoing)	For strand one assess target pupils and establish tracking systems	School Project Leader Key teachers
October/November	Report baseline data to National Strategies and Evaluation Team	School Project Leader

Date to be implemented by	Activities for schools	Lead Responsibility
November	Carry out initial structured conversations with parents and discuss ongoing communication	Key teachers
November	Set targets for individual pupils from baseline data and conversations with parents	Key teachers
November (and ongoing)	Review teaching and learning and provision for individuals in light of initial target setting	Key teachers Class/subject teachers
Spring term 2010		
January	Use evidence from gap analysis and conversations with parents to refine Implementation Plan for strand three	Senior Leadership Team School Project Leader
January/February	Undertake appropriate professional development identified for strand three	Any staff, as appropriate
January to March	Continue to implement cycle for strand one	Key teachers Class/subject teachers
January to March	Review processes for ongoing communication with parents development and hold next structured conversations with parents, where appropriate	School Project Leader Key teachers
March	Report attainment data for strand one	Key teachers School Project Leader
March	Attend follow-up leadership conference	Headteacher School Project Leader
Summer term 2010		
March to July	Continue to implement cycle for strand one	Key teachers Class/subject teachers
March to July	Continue communication with parents/ hold next structured conversations with parents	School Project Leader Key teachers
March to July	Continue implementation of activities for strand three	School Project Leader

Date to be implemented by	Activities for schools	Lead Responsibility
June/July	Report end-of-year-one data	School Project Leader
July	Use lessons learnt and shared good practice to review Implementation Plan and revise for year two of the project	Senior Leadership Team School Project Leader

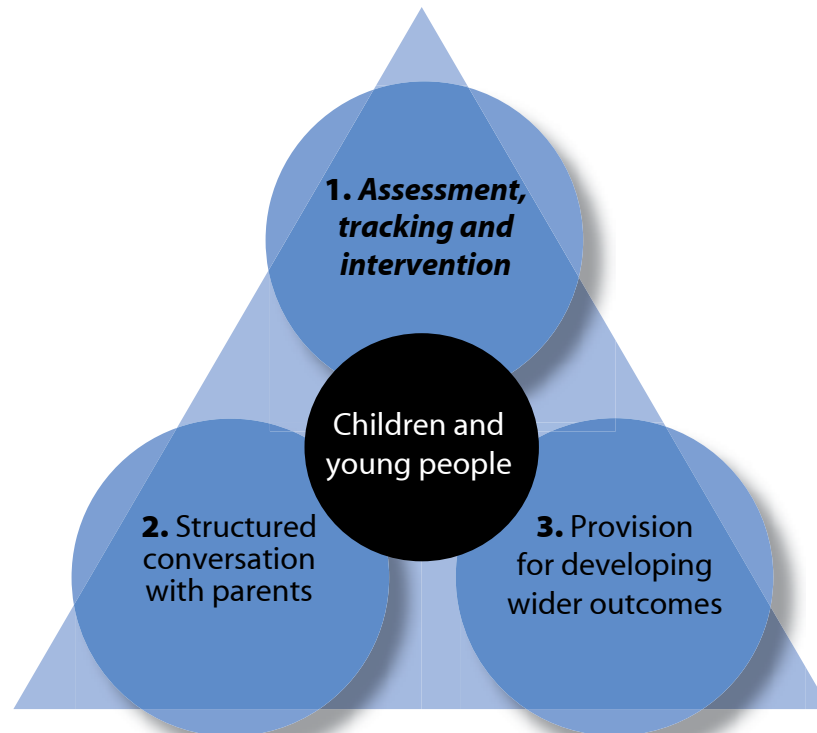
Year 2

5.2 The following activities and timescales for Year 2 of Achievement for All will be reviewed in light of the interim project evaluation.

Date to be implemented by	Activities for schools	Lead Responsibility
Autumn term 2010		
September	Share reviewed Achievement for All Implementation Plan with all staff	Senior Leadership Team
September	Prepare and support teachers of new target cohort groups to implement project	Senior Leadership Team School Project Leader
September	Identify second cohort of target pupils	School Project Leader
October	Establish and report baseline data for new cohort	Key teachers School Project Leader
October (and ongoing)	Undertake any further professional development required, particularly for strand two	Key teachers Any staff, as appropriate
October to December	Continue to implement cycle for strand one	Key teachers Class/subject teachers
October	Carry out structured conversations with parents	Key teachers
October	Set targets for individual pupils from baseline data and conversations with parents	Key teachers
October (and ongoing)	Review teaching and learning and provision for individuals in light of initial target setting	Key teachers
October/November	Report baseline data for new cohort	School Project Leader

Date to be implemented by	Activities for schools	Lead Responsibility
December	Report attainment data for first cohort	Key teachers School Project Leader
Spring term 2011		
January to March	Continue to implement cycle for strand one	Key teachers Class/subject teachers
January to March	Review processes for ongoing communication with parents/hold next structured conversations with parents	Senior Leadership Team School Project Leader Key teachers
January (and ongoing)	Continue to implement and review activities for strand three	School Project Leader
March	Report attainment data for strand one	Key teachers School Project Leader
Summer term 2011		
March to July	Continue to implement cycle for strand one	Key teachers Class/subject teachers
March to July	Continue communication with parents/hold next structured conversations with parents	School Project Leader Key teachers
March to July	Continue implementation of activities for strand three	School Project Leader
June/July	Report end-of-year-two data	School Project Leader
July	Attend Achievement for All conference to share outcomes and evaluation of project	Headteacher School Project Leader
July	Use outcomes of evaluation to develop plan for sustaining developments achieved	Senior Leadership Team Whole school

6. Strand One: Assessment, Tracking and Intervention



- 6.1 Strand one of Achievement for All focuses on improving the achievement and progress of children and young people with SEND through high-quality assessment, tracking and intervention within a context of inclusive Quality First Teaching and Assessment for Learning.
- 6.2 Schools involved in the project will need to 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 sublevels based on APP assessment criteria.

What do we know already about the achievement and progress of children and young people with SEND?

- 6.3 The White Paper *Your child, your schools, our future*⁴ notes that having special educational needs remains strongly linked to poor outcomes and low educational achievement. There are some children and young people with SEND who are making good progress and attaining well. However, there is clear evidence that others are not progressing as well as their peers, or are not achieving their full potential.
- 6.4 The *2020 Vision Report*⁵ published in 2006 notes that widening gaps in attainment often leave children and young people increasingly at risk of being unable to access the curriculum, of losing confidence in their own abilities and of disengaging with school. National data shows that although the gap between those identified as having SEN and their peers is slowly narrowing at Key Stage 2 it is widening at Key Stage 4. Key Stage 4 provisional data for 2008 shows that fewer than 12% of young people with SEN achieved 5 GCSEs at A* to C including English and mathematics, compared to 57% of their peers. It also shows the SEN/non-SEN gap has increased by 1.1% per cent since 2007.

4 *Your child, your school, our future*, DCSF 2009. Ref: Cm 7588

5 *2020 Vision: Report of the teaching and learning in 2020 review group*, DCSF 2006. Ref: 04255-2006DOM-EN

Key outcomes for the strand*Each child or young person will:*

- know and understand their personalised curriculum targets and how they can achieve them;
- make accelerated progress in English and mathematics over the two years of the project relative to their starting point; and
- enjoy and be engaged in their learning

Class/core subject teachers will:

- have a clear understanding of where pupils are in their learning against nationally set criteria (National Curriculum levels or P levels) and know what their potential for achievement is;
- use the assessment evidence and information from discussions with parents to set clear and ambitious targets for each pupil;
- be able to make informed judgements about what good progress is;
- implement effective inclusive Quality First Teaching which meets the needs of all pupils with SEND;
- implement effective time limited interventions to reduce identified gaps in learning for each pupil; and
- regularly evaluate the effectiveness of these interventions on pupil progress.

Schools will:

- have robust systems in place for assessment, tracking and target setting which are proven to be effective for pupils with SEND;
- have a range of effective time limited interventions in place to support identified gaps; and
- have a provision mapping system which drives the evaluation of interventions in order to establish their impact on pupil progress and overall value for money and supports planning for pupil progression.

What do we know about what works well for the achievement and progress of all children and young people?

- 6.5 The Making Good Progress pilot built on existing good practice in Quality First Teaching including an especially strong focus on Assessment for Learning and pupil tracking using the APP assessment criteria. SENCOs who were interviewed as part of an interim evaluation of Making Good Progress⁶ recognised that the APP Assessment Criteria are supportive for learners with SEND. APP improves teachers' understanding of progression

⁶ Evaluation of the Making Good Progress Pilot, DCSF. 2008. Ref: RR065

which is critical when setting curriculum targets and planning provision for children and young people with SEND. Strand one of Achievement for All places emphasis on the use of this approach within Key Stages 1, 2 and 3.

- 6.6 In Key Stage 4 the National Strategies Secondary Frameworks contain key lines of progression and guidance on assessment and tracking which is based on the QCA day-to-day, periodic and transitional assessments. Good tracking systems based on this assessment will ensure that pupil achievement is recognised and recorded.

What will schools need to do differently?

- 6.7 *There will essentially be little that is either new or very different where schools:*
- are applying the principles of Assessment for Learning;
 - are effectively using APP in Key Stages 1, 2 and 3;
 - have effective assessment for learning in Key Stage 4;
 - have robust tracking and target-setting systems which address errors at the point of misconception;
 - are child-focused and support children and young people to articulate their thoughts as they learn, recognise their progress and achievements and contribute to setting their own targets;
 - are using strategies and interventions which complement Quality First Teaching supporting the child's class-based learning; and
 - have evaluated and redeployed resources as a result of that evaluation.
- 6.8 Schools will build upon what they know works well. However, what will be different for Achievement for All is that schools will consider the effectiveness of their assessment and tracking systems, target setting processes and provision for the target pupils. With the focus on these pupils, schools need to consider the following questions:
- Are they making good progress and how do you know?
 - Are expectations high enough and how do you know?
 - Are curricular targets appropriate, do the pupils understand them and do they know how to achieve them?
 - Has the Progression Guidance⁷ and supporting data been used to support target setting and judgements about progress for those pupils working well below age-related expectations?
 - Where pupils are working within P levels how well are assessments moderated and how appropriate are the targets you have set?
 - Have the curriculum targets and information about steps of progression been shared with parents?

⁷ Progression Guidance 2009–10. Ref: DCSF 00553-2009

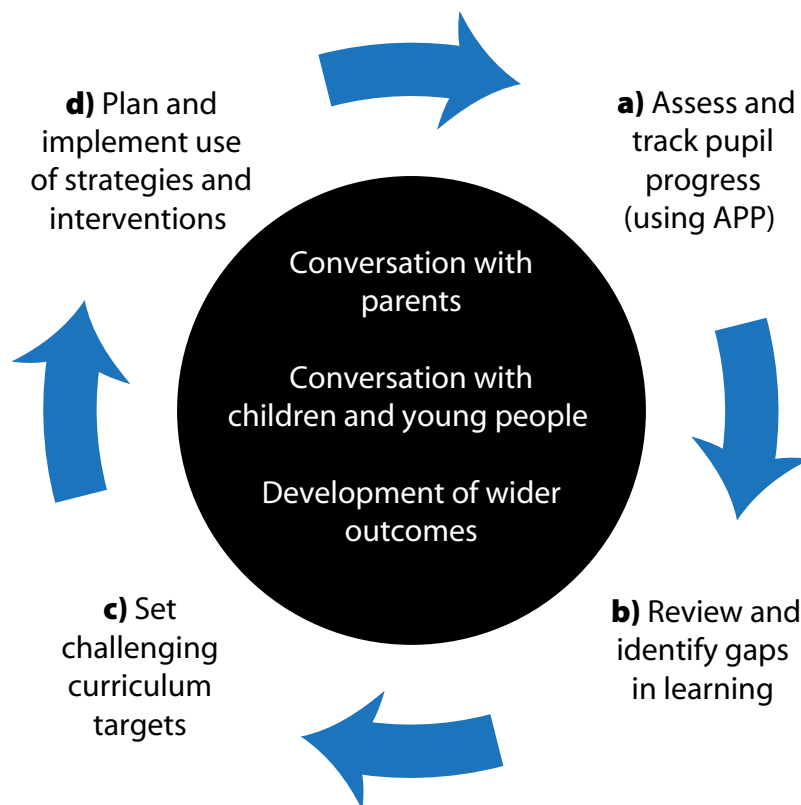
- Is planning differentiated well enough for pupils to be actively engaged, enjoy and make progress towards their targets in their lessons?

6.9 It is critical that links are established with the parental conversation in strand two and with the wider outcomes focus in strand three. The three strands are interdependent and it is the effectiveness of this linkage that will make the difference for all the targeted children and young people.

What will schools need to do?

6.10 Schools need to implement the cycle below. This is clearly not new and good schools already use this structure effectively. However, in Achievement for All schools will need to ask robust questions of this process with regard its efficacy and impact for those targeted children and young people with SEND.

Strand one cycle:



a) Assess and track pupil progress using APP

6.11 For the pupils in Years 1, 5 and 7, class or core subject teachers will need to use APP to assess and track the progress of each pupil against National Curriculum levels or P levels. APP provides a more finely-grained assessment within a NC level (low/secure/high) which broadly equates to sublevels (c/b/a). This data will be the subject of termly reporting. Schools can access a range of materials for supporting APP from the National Strategies website (see resources and links section).

- 6.12 The process of assessing and tracking pupils is more complex at Key Stage 4 and so there is more flexibility around the framework that schools will be expected to use for their Year 10 students in the project. However, the principles of effective Assessment for Learning should be applied across all Key Stages.
- 6.13 Where pupils are studying for English and mathematics GCSEs, their progress towards these should be assessed and tracked. Both current working grade and predicted grade should be recorded. Many schools have found they can continue to use APP criteria through Key Stage 4 as well, although National Curriculum levels do not equate to GCSE grades. Where they are following alternative routes such as the Diploma, Apprenticeships or the Foundation Learning Tier, their progress in English and mathematics should be tracked.

b) Review and identify gaps in learning

- 6.14 For each child or young person in the project, the key teacher must review the evidence gathered and identify specific gaps in learning.
- 6.15 Evidence gathered from assessment, tracking and the structured conversation with parents will be used to help key teachers to identify where the pupil is struggling. There should be a focus on identifying gaps in the development of overarching skills, knowledge and understanding, and particularly within English and mathematics.
- 6.16 Many pupils with SEND, including some of those in special schools, are able to reach national expected levels. For the majority of those who do not, National Curriculum levels and sub-levels still offer a suitable framework for assessment, planning and the evaluation of attainment and progress.
- 6.17 The national expectation is that children and young people should achieve at least two levels of progress within Key Stages 1 and 2 and at least 3 levels of progress from the end of Key Stage 2 to the end of Key Stage 4. The same aspiration should be applied to pupils in the pilot. However, we recognise that there will be exceptions, for instance where pupils have significant learning difficulties or disabilities. For some children and young people, for example those who might have required 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.
- 6.18 Schools will be expected to use the Progression Guidance and the related e-learning professional development module, published by the National Strategies. The Progression Guidance 2009-10 clarifies expectations for those pupils with SEND working at 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. This will support target judgements about progress and target setting for any children and young people who are working well below age-related expectations.

c) Set challenging curriculum targets

- 6.19 Ofsted⁸ is clear about the importance of expectations in improving progress and outcomes:

Expectations of the success that pupils with SEN can have, remain at the heart of the matter. Many of those in mainstream schools could do better, provided that the curriculum, teaching and other support were better adapted to their needs and greater rigour was applied to setting and pursuing targets for achievement. Until more is expected from the lowest-attaining pupils, improvement in provision for pupils with SEN and in the standards they reach will continue to be slow.

- 6.20 Within the new Ofsted Framework there is a strengthened focus on the progress pupils with SEND make relative to their starting point. There is also an increased expectation that schools will be effectively addressing any identified areas of underachievement for pupils with SEND.
- 6.21 In order to achieve good progress, numerical levels need to be translated into curriculum targets. For each child or young person, the key teacher must set and review curriculum targets on at least a termly basis. These targets must include skills, knowledge or understanding within English and mathematics and be reviewed with the relevant subject teachers where appropriate.
- 6.22 The target setting and review processes should include parents and children and young people e.g. through the structured conversation (see strand two) or other discussions used to inform the structured conversation. It is critical that the targets are shared and set in consultation with the child or young person and their parents. The child or young person must have a full understanding of what they can achieve and what steps they need to take to fulfil their potential. The information should also be shared with other members of staff and other professionals where appropriate.

d) Plan and implement use of strategies and interventions

- 6.23 Once the targets have been set, key teachers will need to plan and coordinate appropriate strategies and interventions for each pupil, according to their identified gaps in learning. These need to be considered in the context of Quality First Teaching, for example:
- adjusting curriculum planning to address similar gaps in learning across the class;
 - constructing learning sequences and 'scaffolding' learning;
 - guided group work;
 - peer support; or
 - support from an additional adult.

⁸ SEN and disability: towards inclusive schools, Ofsted 2004. Ref: 2276

- 6.24 In addition to Quality First Teaching, all children and young people identified with SEND should already be receiving provision which is additional and different to that normally available. School leaders will need to critically evaluate the impact of current provision on the outcomes for learners and consider its potential effectiveness on meeting the new targets for individuals. Where provision is not meeting the needs of children and young people with SEND, Achievement for All provides the opportunity for schools to be creative and innovative in developing effective evidence based strategies and interventions.
- 6.25 Provision mapping should be used to support the review and evaluation of strategies and interventions. Schools should use the 'Waves of Intervention' model to support their planning of provision (see resources and links for further information) within the context of Quality First Teaching.
- 6.26 Evidence has shown that there are a wide range of additional strategies and interventions available that are particularly effective for children and young people with SEND. Schools will need to carefully consider which of these will be the most appropriate for meeting the identified needs of the target pupils. The resources and links section gives examples of some of the interventions available from the National Strategies website.
- 6.27 A particularly successful aspect of the Making Good Progress pilot has been the provision of ten hours of one-to-one tuition for pupils falling behind in English or mathematics. One-to-one tuition will not be appropriate for all children and young people participating in Achievement for All but where it is thought to be appropriate it can be accessed through the funded places already allocated to schools and local authorities.
- 6.28 Where schools engage with a range of strategies and interventions for pupils with SEND and outcomes for these learners do not improve, it will be appropriate for them to seek specialist external advice. For children and young people with a statement of special educational need, the provision in the statement must continue to be met, however the project provides an opportunity to work with the pupil, parent and local authority to review whether it is sufficiently outcome focused.

Implementing the whole cycle

- 6.29 The following case study highlights the impact on an individual pupil of effective assessment, tracking and intervention in a school that has been part of the Making Good Progress pilot:

Assessment, tracking and intervention at Savile Park Primary School, Halifax

David had been identified at school action plus for severe Behaviour, Emotional and Social Difficulties (BESD). Along with violent and aggressive behaviours he also had frequent bouts of depression with threats of suicide. He was bullying and dominating with peers and had extremely low self esteem. All previous interventions had been centred on BESD including for example, use of learning mentor, art therapist, social groups, and behaviour management strategies but without success.

David had been assessed at level 1 in English at the end of Key Stage 1. At the end of Year 5 staff predicted that he would not be able to demonstrate any progress by the end of Year 6. Teachers felt that David was underachieving considerably.

At this point David began one-to-one tuition with a very experienced teacher. APP analysis was used with him to discuss the work to be targeted. The work set was not only centred around David's academic needs, but also his personal interests. The flexibility of the provision meant if frustration was setting in it was easy to change the activity and return to the first one later. APP sheets were used to discuss and show the strengths David had and then where to work next.

The work has led to a significant increase in David's self confidence. His behaviour has improved slightly and he has avoided exclusion. Most dramatic though, was the academic progress. David, from having level 1 in each subject at the end of Key Stage 1 and no evidence of progress in Year 5, achieved a 4b in writing and a 5c in reading. The school recognises that there were many other interventions that also had an impact on David's progress, but that careful assessment and tracking using APP, one-to-one tuition and involving David in setting his own targets were hugely effective strategies.

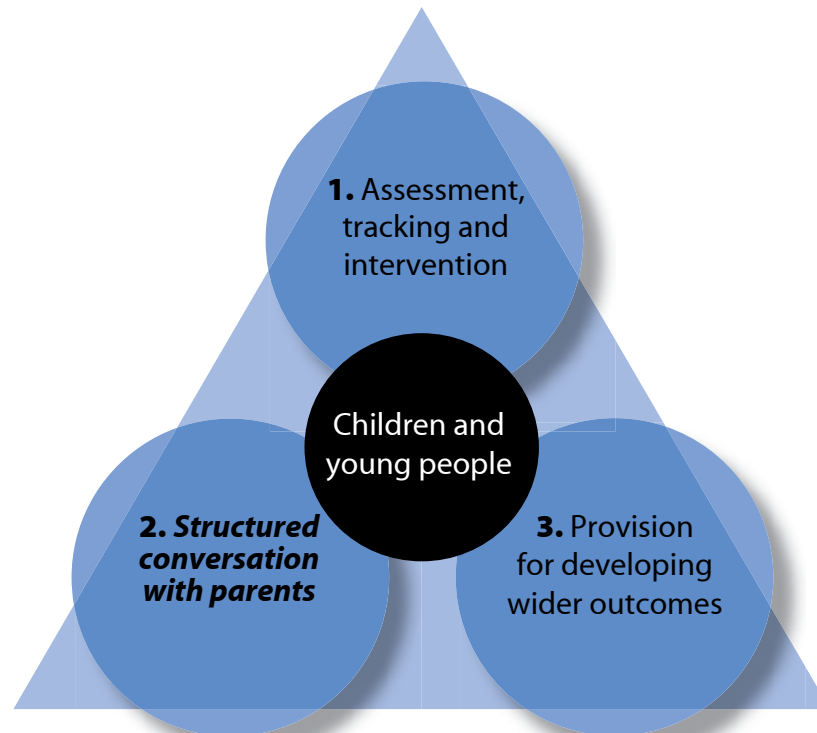
- 6.30 It is important that the cycle of assessment, review, tracking progress, setting targets and planning strategies and interventions in the classroom feeds into the whole-school improvement cycle and that targeted pupils are included in pupil progress reviews, SIP conversations and performance management dialogues as a matter of course.

Training and professional development

- 6.31 There is a wealth of training already available for schools to support work in this strand. Many schools will have accessed training through the work of the Making Good Progress pilots and additionally from the National Strategies and National Strategies consultants.
- 6.32 The Progression Guidance 2009-10 electronic Professional Development module (ePD) will be a particularly useful resource for use within strand one. This will be available on the SEN area of the National Strategies website from September 2009.
- 6.33 Specific training will also be available through the Achievement for All programme which will build on existing skills and expertise but with a more specific focus on the effectiveness for the targeted children and young people and on the links with the other two strands. Support will be available from the National Strategies Achievement for All Team and regional consultants for both the planning and delivery of this training.

- 6.34 Support will also be available from the Leading Teachers for Achievement for All. This will focus on supporting the development of Quality First Teaching, personalised learning and Assessment for Learning, including the use of APP. The local authority Achievement for All Project Leader will ensure that each school has the necessary information on what support will be available from the Leading Teachers for Achievement for All.

7. Strand Two: Structured Conversation with Parents



- 7.1 This section of the guidance is intended to provide an understanding of strand two of Achievement for All, along with a framework that will enable schools to reflect and think constructively about how the parents of children and young people with SEND may be most effectively engaged in their child's learning, as well as developing positive relationships with their child's school.
- 7.2 Parental engagement is at the heart of the strategy for Achievement for All. It is critical to the successful implementation of all three strands of the project. We know from research evidence, that the engagement of parents with their children's learning is essential if positive outcomes are to be achieved. Pupils with parents that are regularly engaged in their learning are more likely to attend school regularly, achieve better outcomes and have better social skills (Henderson and Mapp 2002)⁹.

⁹ A New Generation of Evidence: The Family is Critical to Student Achievement. Anne Henderson and Karen Mapp, 2002

What do we already know about parental engagement?

- 7.3 A recent study commissioned by the Specialist Schools and Academies Trust (Harris and Goodall, 2007)¹⁰ found that the engagement of parents with the process of learning is critical. The involvement of parents in the activities and life of the school is not sufficient in itself. Parents who are engaged with their child's learning become a part of the educational process. They support learning at home, have higher aspirations and expectations and facilitate opportunities for further learning and wider experience.
- 7.4 Harris and Goodall also noted that parents described as 'hard to reach' often felt that communication with schools was one way. These parents were often unable to respond, and felt that the views they have of how their child's learning might be improved held little weight.
- 7.5 Evidence presented for the current inquiry into the confidence of parents of children and young people with SEND,¹¹ has shown that dialogue between home and school relating to expectations, progress and outcomes is often limited. In a recent letter to the Secretary of State for Children, Schools and Families, Brian Lamb 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."*
- 7.6 The new Ofsted framework 2009 also gives greater priority to gathering and analysing the views of parents and pupils, including:
- higher expectations and a new judgement about the effectiveness of the school's engagement with parents;
 - parents' views helping to inform inspection selection; and
 - surveys introduced between inspections to gather parents' and pupils' views about the school and about the wider outcomes.
- 7.7 Strand two sets out to develop an 'open' or listening dialogue with parents. However this is unlikely to be sufficient without additional whole-school actions that focus on how the school engages with the community it serves and communicates with its parents and pupils. Harris and Goodall noted that, to be successful, parental engagement has to be a priority for schools and not a 'bolt on' extra. It should be embedded in teaching and learning policies with parents being viewed as an integral part of the learning process.

¹⁰ *Engaging Parents in Raising Achievement: Do parents know they matter?* Alma Harris and Dr Janet Goodall, 2007

¹¹ *Lamb Inquiry: Report to the Secretary of State on the Lamb Inquiry Review of SEN and Disability Information, Brian Lamb 2009*

Key outcomes for the strand*Each child or young person will:*

- feel confident their parents are engaged in and are making a contribution to their learning; and
- be given opportunities to express their views and concerns and be confident these will be acted upon.

Each parent will:

- feel more confident to engage with their child's school;
- be given opportunities to contribute to their child's learning, express their views and concerns and be confident these will be acted upon;
- develop appropriately challenging expectations of what their child can achieve; and
- feel confident that the education system is supporting their child effectively.

Schools will:

- be more effective at listening to parents and pupils' views and taking them into account;
- provide better information to parents about their child's learning;
- implement the structured conversation with parents and develop effective ways to communicate with parents on an ongoing basis; and
- use the outcomes of conversation with parents and pupils to improve the learning and teaching for individual targeted pupils.

What will schools need to do?

- 7.8 A key aspect of improving parental engagement is the concept of a structured conversation and ongoing communication between parent, young person and key teacher. In most cases the key teacher will be the child's class teacher or form tutor. Achievement for All provides a framework to support structured conversation to take place effectively. The framework for structured conversation is provided in the following section.
- 7.9 Many schools involved in the project will already have well-developed arrangements for meeting with parents. These should continue provided that they address the key elements of the project and broadly follow the framework for the structured conversation. As far as is practical, meetings should be aligned to the normal cycle and timescales for discussions with the parents of all children but should also allow opportunities for parents to initiate a conversation when they have concerns or when they feel that things are not going well. Schools should therefore 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.

- 7.10 Schools will also need to consider the most effective way of involving and engaging children and young people in discussions about their learning. It may be appropriate for the pupil to be invited to participate in the structured conversation itself. If not, alternative opportunities should be provided and schools may consider reviewing their current arrangements for ensuring this happens effectively. Implementing strategies such as supporting the child to develop a pen portrait or 'passport' will provide a tangible focus for these discussions.
- 7.11 For this strand, schools will need to:
- review strategies for communication and engagement with parents, focusing on engaging parents with their child's learning;
 - ensure key teachers feel confident to hold the structured conversation (training will be available through Achievement for All from October);
 - hold structured conversations with parents using the framework outlined in this document;
 - consider the most effective way to engage the child or young person in the discussion about their learning;
 - ensure the outcomes of a structured conversation influence provision for the pupil;
 - ensure the outcomes of a structured conversation feed into developments in strands two and three;
 - establish ongoing communication with parents throughout the year; and
 - take action where engagement with parents for the structured conversation or other form of communication has not been possible.
- 7.12 This activity should help schools, and groups of schools, to review and improve communication and engagement with parents of children and young people with SEND.

The framework for the structured conversation

- 7.13 The structured conversation should be held between the parent¹² and key teacher. Where appropriate, the pupil may also be part of this conversation, dependent on age, maturity and level of understanding. There is an expectation, for example, that the majority of young people in Year 10 will be directly involved in the structured conversation. If not directly involved, there should be an opportunity for the child or young person to make their views known.
- 7.14 It will be important to be sensitive to the inclusion of other personnel at the meeting as the parent or the child may be intimidated and inhibited by the presence of others.
- 7.15 The purposes of the conversation are to:

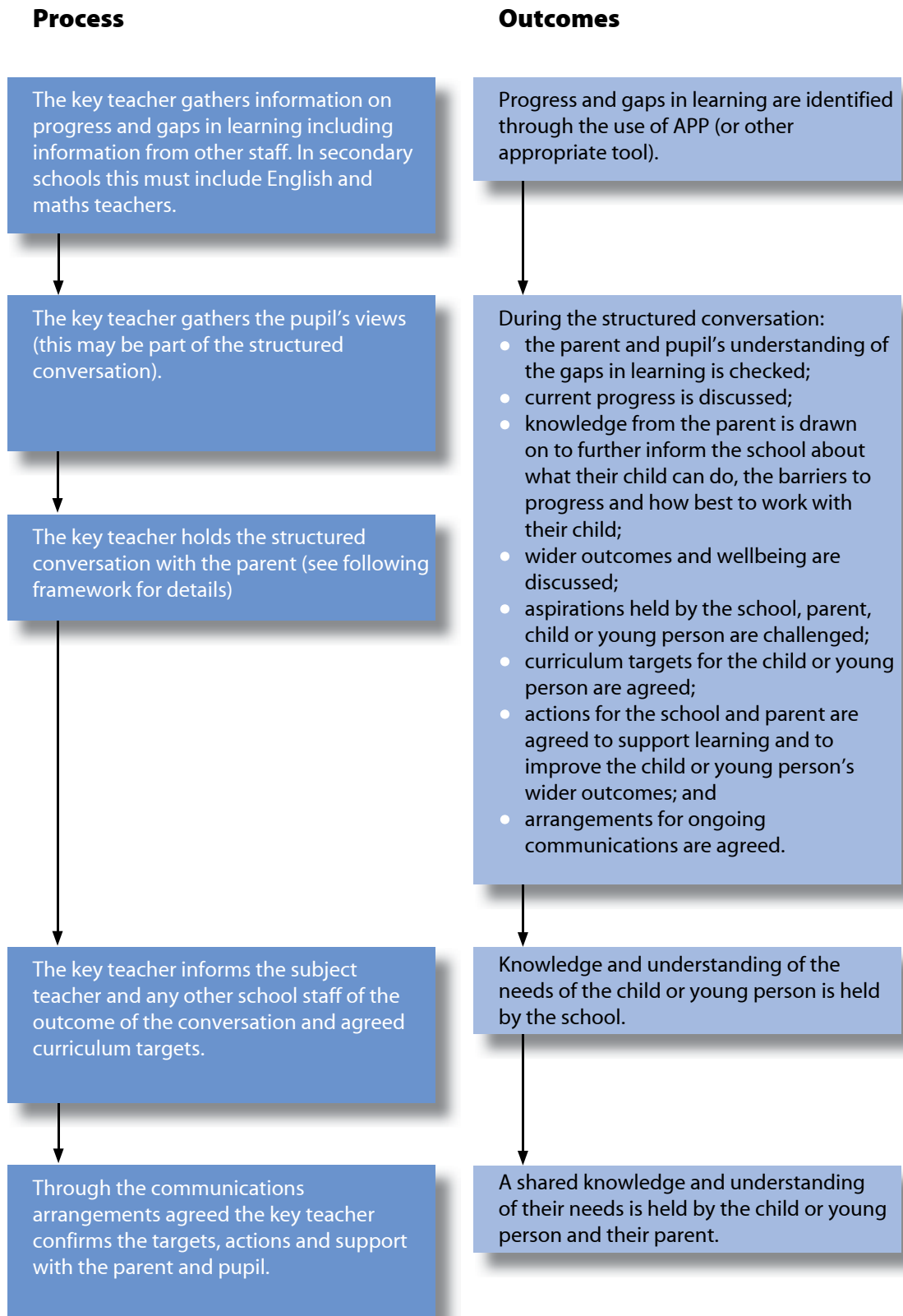
¹² Where reference is made to the 'parent', this includes one or more of the child's parents, carers or significant adults

- establish the beginnings of an effective relationship between the key teacher and the parent;
- establish a culture of listening rather than telling;
- allow the parent to share their knowledge of and aspirations for their child;
- provide the parent with up-to-date information about their child's current level of progress and wider achievements in school;
- share concerns about the pupil's development;
- set targets for improvement in learning and wider outcomes;
- determine activities which will contribute to the achievement of the targets;
- identify the responsibilities of the parent, the pupil and the school, including the contribution of extended services;
- clarify the most effective means of communication between meetings; and
- recognise and celebrate achievement.

7.16 The key teacher will need to establish an open and trusting relationship with the parent and be recognised as the main point of contact. Schools will need to be flexible in their approach to communicating with the parent, taking into consideration:

- the level of previous engagement of the parent; where the parent is reluctant to engage in the structured conversation alternative methods of communication will need to be established; and
- the current relationship between the parent, the school and the child or young person; where a positive relationship has yet to be established, alternative methods of communication may be considered before the structured conversation is introduced.

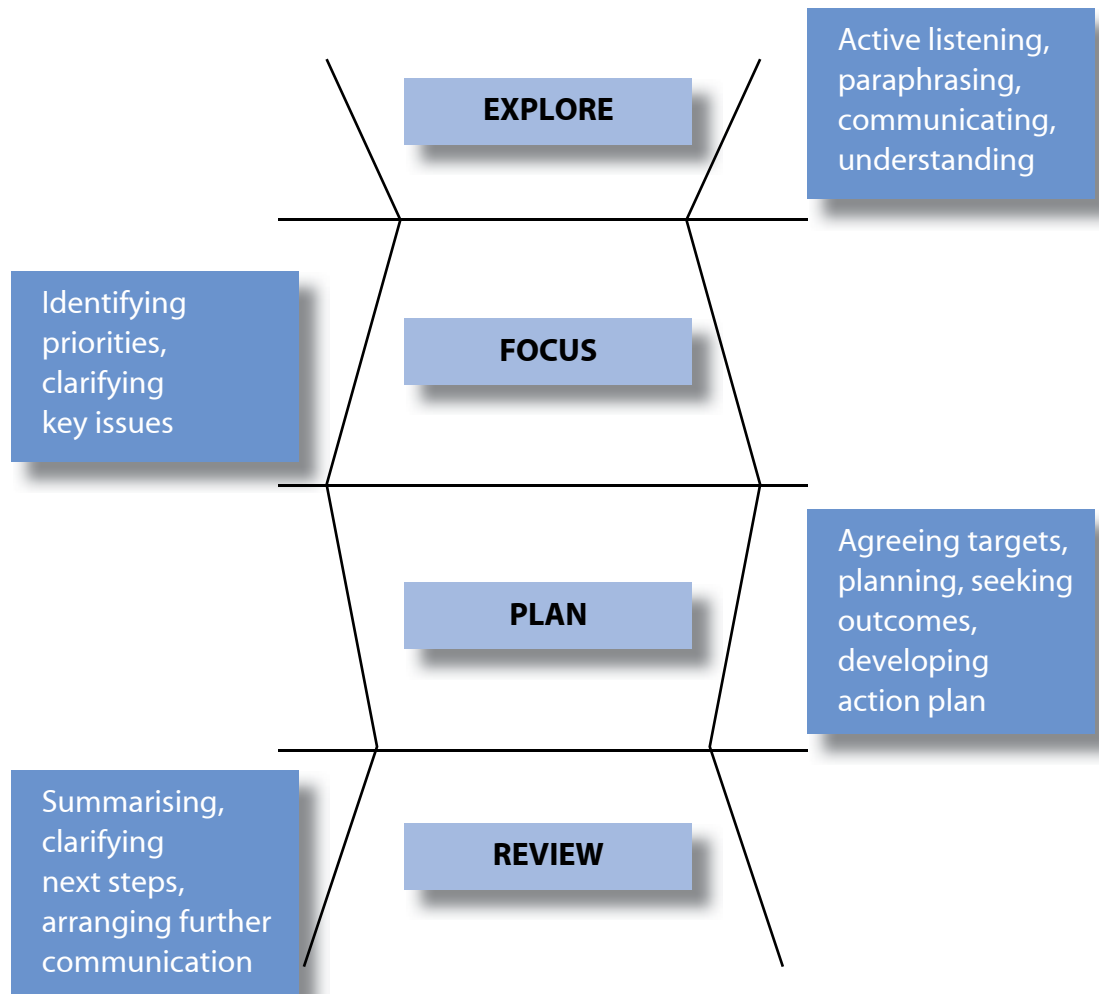
7.17 The following diagram outlines the process around the structured conversation that will ensure secure knowledge and understanding of the needs of the child or young person by the parent and all key staff.



7.18 During the structured conversation, the following model can be used to ensure that the opportunity for dialogue with a parent is used to its greatest effect.

Framework for a structured conversation

7.19 It is anticipated that the conversation will be structured around the following four stages; each stage intended either to widen the conversation so that all general issues may be properly understood or begin to narrow it to focus on key points for understanding and action and objective setting:



Explore

7.20 This stage is concerned with asking the parent the questions that will develop understanding both of the pupil but also of the parent's hopes and aspirations for their child. The key teacher may ask:

- What are the needs of the child or young person?
- What provision is currently in place for them?
- What has worked well in the past?
- What have been the barriers to achievement?
- What does the parent want for their child and believe is attainable in the best possible circumstances?

- 7.21 The skills required at this stage are those of an active listener and intelligent questioner. The key teacher must try to understand how the parent may be feeling, for some parents this may be the first time they have been part of a conversation like this and they could be quite anxious about it. Questions should be open rather than closed that questions that require only yes/no responses.

Focus

- 7.22 This is a stage concerned with being explicit about the nature of aspiration and need. The skills required are concerned with being able to identify key priorities, clarify key issues and their impact on progress.
- 7.23 The key teacher should always be prepared to ask the follow up question e.g. if a parent is asking for particular provision the key teacher should ask 'Why do you think that would work?' By exploring issues openly with the parent, by asking open, follow up questions this will allow the parent to explore what they really want which is sometimes not what they asked for at the beginning of the conversation.

Plan

- 7.24 Having identified key issues, this stage is concerned with the actions that need to be carried out to address them. It is important at this time that the parent has as much opportunity as possible to say what they may do to support progress. It is also important that the parent and teacher set and agree challenging but achievable targets. These should be framed in language which is clearly understood by both parties and, most importantly, by the pupil. They will provide a framework against which progress can be measured. The processes and activities which will help to secure achievement of the targets should be discussed and ideally should include responsibilities for the parent, the teacher, the pupil and the school.
- 7.25 A plan should be produced as a result of this conversation. The plan should;
- not be complex or too detailed ;
 - avoid jargon;
 - include long-term and short-term goals; and
 - replace current IEPs, if appropriate.
- 7.26 The school should ensure that a copy is maintained within the school and one is provided for the parent. Where the pupil is not present at the discussion the parent and the school will wish to agree how they will each engage and motivate the child or young person to 'own' the targets and work towards their achievement. Furthermore, for pupils with statements, annual reviews could be aligned with the conversations with parents.

Review

- 7.27 This stage of the meeting provides an opportunity to summarise the key points of the discussion, to clarify the next steps and arrange dates for further meetings or alternative communication. This stage is also the time to check out the perceptions of all participants about how well the meeting has gone and the extent to which it has met the expectations of all involved. It is important that key teachers gain as much insight as possible into how the parent or pupil feels about the meeting; it may be that this is not easy to do straight away but that a follow-up phone call or email might be more productive.
- 7.28 The key teacher could ask the parent and child or young person:
- How well has the meeting gone?
 - Is there anything else you want to add?
 - Have we missed anything?
 - Have we listened to you well enough and do you think we have understood and appreciated the issues?
 - Can we summarise exactly what we decided?
 - Can we agree when we are next meeting and ways to keep in touch in between?

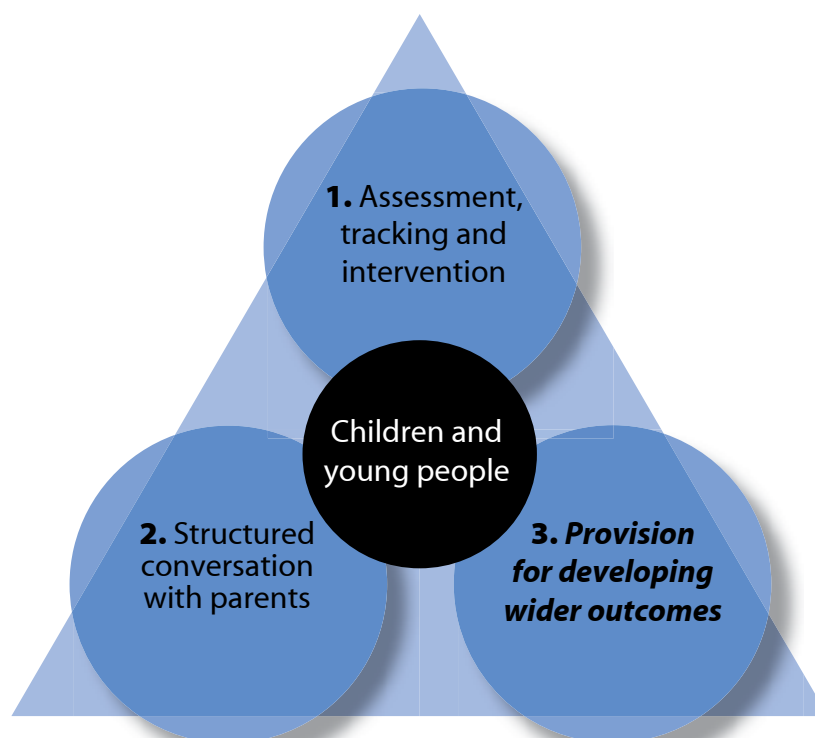
Frequency of the structured conversation

- 7.29 The first structured conversation needs to take place as early as possible in the autumn term (by the end of October). It is likely to be between thirty minutes to an hour in length. Preferably, the structured conversation will be held three times a year. However, schools also need to agree ongoing communication systems with parents which are flexible and meet the needs of all involved. If this works well, a second or third formal structured conversation may not be necessary.

Training and professional development

- 7.30 Training will be required for school staff to increase their skills and confidence to engage with parents in this open dialogue which may be quite different from the contact with parents they have been accustomed to. Also there may be Newly Qualified Teachers (NQTs) who are teaching targeted year groups, many of whom may find the first meetings with parents particularly challenging. The majority of new teachers will not have had any training in this area and some may lack the necessary confidence and experience. To support this, schools will need to review their approaches to communication and engagement generally to ensure that there are many opportunities for open dialogue, they will also need to identify where any additional support for teachers is needed.
- 7.31 Training resources for this strand will be available through Achievement for All.

8. Strand Three: Provision for Developing Wider Outcomes



- 8.1 Strand three of Achievement for All focuses on effective practice to improve wider outcomes for children and young people with SEND. This will involve key actions to support development of personal skills, characteristics and attributes that will enable children and young people with SEND to enjoy their childhood and make positive contributions to society. It aims to tackle some of the areas that these children, young people and their families most frequently worry about by building on research that has been successful in helping these children and young people to achieve.
- 8.2 Strand three includes five areas of focus from which schools are expected to choose one or two as priorities (see 8.6). Where schools are securing effective practice in these areas overall progress and achievement for these pupils tends to be better.
- 8.3 Successful implementation of strand three will help schools to provide evidence in support of their Self-Evaluation Form (SEF) regarding the new well-being indicators within the revised Ofsted framework (September 2009). This new framework has an increased focus not only on pupil well-being but also on safeguarding arrangements and partnerships with other services, organisations and providers. In addition, this strand of Achievement for All will support schools in reviewing their Disability Equality Scheme (DES) and in providing the core offer of extended services by 2010.

- 8.4 Since *Every Child Matters* was published in 2003, there has been major change in the way services work together locally to secure children's well-being. As universal services, schools have a vital role to play in identifying where children and families need extra support and responding appropriately. Working in effective partnership with other services, including the voluntary sector, is key to providing the holistic support that some families require during and beyond this project.
- 8.5 Schools will find the Social and Emotional Aspects of Learning (SEAL) Programme key to their work within strand three. SEAL aims to provide an explicit, structured whole-curriculum framework that supports schools in teaching social and emotional skills. Evaluations show many of the approaches used in SEAL have been found to be particularly successful with children and young people with SEND.

What do we know about the wider outcomes for children and young people with SEND?

National data shows:

- 47% of primary and 42% of secondary persistent absentees are recorded as having been identified with SEND in 2006-07; this is more than double the rate observed across the schools populations;
- approximately 60% of all exclusions involve children and young people identified with SEND;
- 8 out of 10 children and young people identified with SEND have been bullied and 6 out of 10 have been physically hurt (Mencap 2007); and
- children and young people identified with SEND are less likely to access extra-curricular activities and extended services.

- 8.6 Evidence from children and young people with SEND and their parents show that they frequently express concern about a number of common factors that influence overall well-being. These factors, which have a significant impact on overall learning and achievement, have been translated into the five areas of focus for strand three:
- a) Improving attendance
 - b) Improving behaviour
 - c) Eliminating bullying
 - d) Developing positive relationships with others
 - e) Increasing participation in extended services provision, including extra-curricular activities

Key outcomes for the strand:

Each targeted child or young person will:

- know what the intended outcomes are for them in this particular strand and how they can achieve these;
- know and understand how improvements in this strand will support improvements in other aspects of learning; and
- make significant improvements in the priority area identified.

Staff supporting implementation of the strand will:

- have a clear understanding of how the identified priorities can be used to support individual children and young people with SEND to improve wider outcomes;
- support the implementation of effective actions to develop the priority areas;
- review the effectiveness of the actions on agreed outcomes for the targeted children and young people with SEND;

The Senior Leadership Team will:

- review the impact of actions taken on improvements for the wellbeing of all children and young people and on improvements within the culture of the school as a whole.

What will schools need to do?

- 8.7 A whole-school approach will need to be taken to the planning and implementation of strand three. School leaders will need to reflect on the inclusive nature of their school in relation to the five aspects of this strand. They will need to look carefully at existing practice and opportunities for children and young people with SEND and use evidence from their gap analysis to identify two areas for development.
- 8.8 Children and young people and their parents should also influence how the two areas for focus on wider outcomes are prioritised. The structured conversation will help with this. The structured conversation will also provide the opportunity to personalise the strand three priorities for individuals.
- 8.9 While schools are required to prioritise only two areas, these are likely to impact on the other areas. For example, increasing pupils' access to extended services may support improvements in behaviour and developing positive relationships.

Once the one or two areas of focus have been chosen, schools will need to:

- identify actions and appropriate personnel to implement the chosen areas of focus;
- review and refine their Achievement for All implementation plan;
- gather baseline data around the areas for targeted children and young people and agree intended outcomes;
- implement the plan; and
- monitor and evaluate the impact of the strategies on the well-being of the targeted pupils, other pupils and the whole-school culture.

Areas of focus for strand three

8.10 The following provides information on each of the five areas of focus for strand three. Each section provides:

- a few questions for school leaders to consider as part of their overall gap analysis;
- key indicators for choosing to prioritise the area of focus; and
- examples of actions the school may choose to implement. This is not an exhaustive list but aims to provide a starting point.

a) Attendance

8.11 The *Guidance on the Attendance of Pupils with Special Educational Needs* (2009)¹³ highlights data from the 2006-7 schools census which shows a disproportionate number of pupils identified with SEND with persistent absence from schools. This is the case in both mainstream and special schools. The rate of persistent absence for this group of pupils is more than double the rate observed across the whole school population. Schools need to be considering how to narrow the gap in attendance between those identified with SEND and their peers because, quite simply, if pupils don't attend school, they don't make progress.

8.12 *Consider:*

- What does your analysis tell you about the attendance and punctuality of children and young people with SEND?
- What action have you taken and how effective is this?

8.13 *A school may choose to prioritise this area if evidence shows:*

- 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; or

¹³ *Guidance on the Attendance of Pupils with SEN 2009*, DCSF. Ref: 00068-2009PDF-EN-01

- practitioners are not intervening early enough where the attendance rate of individuals is falling.

8.14 *Examples of actions the school may choose to implement for targeted pupils:*

- ensure the curriculum is relevant and accessible in order to prevent disaffection through children and young people feeling they cannot succeed;
- use the Social and Emotional Aspects of Learning (SEAL) programme to offer strategies to improve motivation and learning;
- employ dedicated members of staff to focus on improving attendance, for example a Parent Support Advisor (PSA) or Learning Mentor;
- use data to identify the days or periods when attendance or punctuality is lowest. Talk to the children and young people to find out reasons and take action accordingly;
- provide some off-site access to education for those children and young people who have concerns about being on site;
- ensure continued access to education for children and young people who are absent for long periods due to illness;
- agree attendance targets and supporting strategies for individuals as part of the structured conversation with parents;
- increase the range of before- and after- school activities to appeal to specific pupils to encourage them to attend; and
- establish attendance panels made up of other key agencies to discuss the difficulties with targeted children and young people.

Following actions on this area, the school should be able to demonstrate one or more of the following:

- the level of attendance for targeted pupils and the group as a whole has improved;
- attendance is improving over time for specific individuals causing concern;
- intervention is happening earlier where a pupil with SEND begins to show attendance issues; and
- improved outcomes for targeted individuals

b) Improving behaviour

- 8.15 Sir Alan Steer, in his report on behaviour (February 2009)¹⁴ notes that the links between behavioural standards and SEND are 'intricate and profound'. Where the needs of pupils are not addressed at an early stage, frustration and alienation can result in poor behaviour. Early identification is therefore crucial. Steer also notes that 'learning, teaching

¹⁴ *Learning Behaviour: the report of the Practitioners' Group on School Behaviour and Discipline*. Sir Alan Steer, 2009. Ref: 1950-2005DOC-EN

and behaviour are inseparable issues' and it is therefore through learning and teaching that solutions to difficulties in behaviour often need to be sought.

8.16 There are many examples of schools applying outstanding practice to support the behavioural needs of children and young people with SEND but applying this consistently both within and across schools remains a challenge. There is clear evidence that children and young people with SEND are more likely to be excluded from school than their peers. Schools may therefore need to consider the effectiveness of behaviour policy and practice at both whole-school and individual pupil level.

8.17 *Consider:*

- How do whole-school behaviour policy and practice impact on children and young people with SEND?
- Do children and young people with SEND feature more frequently in the school's behaviour log; fixed-term and permanent exclusions?
- Is behaviour affecting the progress of children and young people with SEND?

8.18 *A school may choose to prioritise this area if evidence shows:*

- the representation of children and young people with SEND within the overall exclusion rate is high;
- the number of incidents involving the behaviour of children and young people with SEND is high;
- a high number of pupils with SEND are unable to manage their own behaviour effectively; or
- there is a high number of behaviour incidents which result in the learning needs of children and young people with SEND not being met.

8.19 *Examples of actions the school may choose to implement for targeted pupils:*

- use the SEAL programme to focus on development of appropriate behaviours;
- provide continuous professional development for all staff on managing behaviour for children and young people who have difficulties;
- develop a Team around the Child approach to multi-agency partnership working to support those with behavioural difficulties;
- as part of the new Pupil Guarantee, ensure that all pupils with SEND know what behaviour is expected of them and have the opportunity to contribute to discussions about behaviour;
- develop a visual code of conduct, focusing on positive behaviours, which is clearly understood and consistently applied; and
- use data to identify the days, periods, lessons or staff where behaviour incidents occur most frequently and plan a way to address these.

Following actions, the school should be able to demonstrate one or more of the following:

- a decrease in the number of exclusions involving children and young people with SEND;
- a reduction in the number of behavioural incidents involving children and young people with SEND;
- pupils with SEND are able to manage their behaviour more effectively;
- intervention for children and young people with behaviour difficulties is planned and implemented earlier; and
- outcomes are improved for targeted individuals.

c) Eliminating bullying

8.20 Bullying is one of the most damaging forms of discrimination and many children and young people with SEND suffer from this sort of discrimination based on their needs. Reports from the Children’s Commissioner, the National Autistic Society and Mencap all show that children with SEND are more likely to be bullied than their peers. The guidance *Bullying involving Children with Special Educational Needs and Disabilities (2008)*¹⁵ notes that the challenges can be increased where children with SEND may not recognise that they are being bullied or that their own behaviour may be seen by someone else as bullying. In addition, where children and young people have cognitive, language or social needs, they may have difficulties in reporting bullying to others.

8.21 *Consider:*

- How often are children and young people with SEND involved in bullying incidents, either as bully or victim?
- How effective are your policies for ensuring children and young people with SEND and their families are able to report bullying issues?
- How efficiently and effectively are reported incidents being followed up?

8.22 *A school may choose to prioritise this area if evidence shows:*

- a significant percentage of children and young people with SEND are experiencing bullying either as bully or victim;
- children and young people with SEND or their parents are reluctant or unable to report incidents of bullying when they occur; or
- children and young people with SEND or their parents have expressed concerns that reported incidents of bullying have not been addressed.

¹⁵ *Bullying involving Children with Special Educational Needs and Disabilities 2008*, DCSF. Ref: 00372-2008

8.23 *Examples of actions the school may choose to implement for targeted pupils:*

- involve children and young people with SEND in developing or reviewing the school's anti-bullying policy;
- provide additional training for peer mentors to support those with SEND;
- ensure children and young people with SEND and their parents have a common understanding of what bullying is, know what to do, and who to go to when bullying occurs;
- provide a range of opportunities and approaches for children and young people with SEND to report issues of bullying, including communication support; and
- provide opportunities to discuss prejudice and challenge negative attitudes e.g. through films, drama, themed assemblies.

Following actions the school should be able to demonstrate one or more of the following;

- children and young people with SEND have a clear understanding of the school's anti-bullying policy and their role within it;
- a decrease in the number of incidents of bullying involving children and young people with SEND;
- an improved response to reporting incidents of bullying in order to resolve issues; and
- improved outcomes for targeted individuals.

8.24 The following case study highlights the effective use of peer mentoring in one school to support its anti-bullying policy:

Peer mentoring at Canon Maggs C of E Junior School, Bedfordshire

Pupils at Canon Maggs C of E Junior School in Bedfordshire are trained as peer mentors to support others when issues of bullying arise. The school works with Childline in Partnership (CHIPS), to develop its anti-bullying programme. Pupils are trained by the local CHIPS coordinator to listen, show assertiveness and to understand the issues around confidentiality. Through role play, they learn techniques to deal with bullies or those who are being bullied and practice mentoring skills such as careful listening. They are also trained to deal with some of the sensitivities around those children who have particular needs.

Training is targeted at pupils in Years 5 and 6 and applications are high. Pupils make a written application and those with SEND are supported carefully in this process. Many pupils with SEND have been successfully trained to be mentors.

Although the school does not have a particular issue with bullying, they feel this scheme helps to raise the profile of the anti-bullying policy as well as helping all pupils, including those with SEND, to understand how issues can be resolved if and when they occur.

Both pupils and teachers are involved in evaluating the project. All pupils benefit from the scheme, but those with SEND respond particularly positively. Pupils explain that having the opportunity to talk to one of their peers, who understands the situation, makes them feel better and gives them confidence.

d) Developing positive relationships with others

8.25 Every Child Matters emphasises the importance of all children and young people enjoying school. Discussions with children and young people show that a key influencing factor of school enjoyment is the extent to which they develop positive relationships with others, particularly their peers. Children and young people with SEND often find it more difficult to form positive relationships; they may lack the social, cognitive or language skills required or they may suffer from discrimination related to their needs.

8.26 *Consider:*

- How well do children and young people with SEND form positive relationships?
- Are children and young people with SEND explicitly taught the skills to develop positive relationships with others?
- How effective is your support network for children and young people with SEND?

8.27 *A school may choose to prioritise this area if evidence shows:*

- children and young people with SEND have difficulty in forming relationships with peers or adults; or
- other children and young people in the school lack an understanding about the needs of pupils with SEND and the challenges they face.

8.28 *Examples of actions the school may choose to implement for targeted pupils:*

- use the SEAL programme to develop social skills and empathy;
- extend the use of peer or personal mentors to support these pupils;
- review the participation of children and young people with SEND in school councils;
- establish whole-school activities to encourage the development of friendships, such as playground buddies;
- identify those children and young people who find social times difficult and consider alternative provision or support;
- offer targeted pupils assertiveness training; and
- implement strategies such as 'Circle of Friends' to support individuals.

Following actions, the school should be able to demonstrate one or more of the following;

- an ethos of support and friendship for vulnerable children and young people across the school;
- improved relationships between individual children and young people with SEND and their peers;
- improved relationships between individual children and young people with SEND and adults; or
- improved outcomes for targeted individuals.

e) **Increasing participation in extended services provision, including extra-curricular activities**

- 8.29 By 2010 all schools are required to provide the core offer of extended services. Those services include a varied range of activities such as study support, access to childcare, parenting and family support, swift and easy access to specialist health and social care services such as speech and language therapy and community use of facilities including adult and family learning and ICT.
- 8.30 Most schools are now offering a wide range of extended services based on a strategically planned and focused partnership approach that is impacting positively on outcomes for children and young people and their families.
- 8.31 However, evidence shows that children and young people with SEND and their families are not accessing or participating in extended services provision that would be of benefit to them. The Ofsted report¹⁶ which looked at the impact of children's centres and extended schools, for example, noted that settings did not do enough to reach out to particularly vulnerable individuals or families. This includes child care, parenting support and, in particular, extra-curricular activities. Schools will need to consider how extended

¹⁶ *How well are they doing? The impact of children's centres and extended schools* 2008, Ofsted. Ref: HMI 070021

services activities could be targeted at this particular group of children and their families and to consider creative ways of overcoming potential barriers to access and participation.

8.32 *Consider:*

- Does your extended services provision support the particular needs of this group and is it easily accessible?
- How effectively do you use extended services and partnership working to raise the achievement and improve wider outcomes for children and young people with SEND?
- Does your extended services provision facilitate children and young people with SEND to contribute to the wider community?

8.33 *A school may choose to prioritise this area if evidence shows:*

- pupils with SEND are not participating in extra-curricular activities;
- pupils with SEND and their parents are not accessing other extended services, such as breakfast or after-school clubs, parenting support and specialist services; or
- extended services activities do not include specific, targeted activities for children and young people with SEND to support them in achieving wider outcomes.

8.34 *Examples of actions the school may choose to implement for targeted pupils:*

- review links with Children and Young People's Services/Children's Trust and other services to improve the range of specialist and targeted services;
- review the range of specialist services on offer across a cluster of schools and how these can support targeted individuals and groups;
- engage the private and voluntary sector in supporting development opportunities;
- include a commitment in school policies to ensure pupils with SEND are able to access extended services provision and extra-curricular activities;
- review the access and transport arrangements for extra-curricular activities on offer;
- provide specialist support groups for parents of children and young people with SEND;
- use the structured conversation to identify clubs, activities, services or financial support that might be helpful for children and young people with SEND and their families to access; and
- establish regular, varied and accessible methods of consulting with families and children to ascertain ongoing needs.

Following actions, the school should be able to demonstrate one or more of the following;

- greater equality of opportunity for children and young people and their families to engage in extended services;
- an increased range of accessible services targeted at the needs of children and young people with SEND and their families;
- children and young people with SEND engaged positively with their community; and
- improved outcomes for targeted individuals.

8.35 While schools are required to prioritise only two areas for strand three, these are likely to impact on all five of the areas. The following case study highlights the effective use of extended services to target attendance and behaviour in pupils with SEND.

Using extended services to improve attendance at Marsden Community Primary School, Lancashire

Extended services are well developed within this school which has a high proportion of pupils with SEND. Data is used effectively to identify and target pupils with SEND to encourage their attendance at specific activities to support their needs, for example improving health (sporting activities), literacy (focused activities) and attendance (breakfast club).

The school has a well established multi-agency team which meets half-termly. The team is made up of the Headteacher, Extended Services' Manager, Social Inclusion Manager, Learning Mentor, SENCO, School Nurse and Education Welfare Officer. Pupils are referred to this meeting by class teachers, who record briefly the issues and expected outcomes from the interventions. The team prioritises the referrals and discusses the issues. Together they decide the most appropriate interventions and devise an action plan, overseen by the most appropriate member of the team.

Often pupils with attendance or behaviour issues are supported through extended services. The Breakfast Club is used to target pupils who need to improve their attendance and punctuality. The club provides a healthy breakfast, followed by opportunities to play board games, use the ICT suite or to receive support with their homework.

The impact is carefully tracked for all those who take part. A recent Ofsted inspection said, 'The extended provision . . . plays a major role in enriching the curriculum and linking the school with the community. Evaluation of the impact of this provision is excellent. The school has clear evidence that pupils who are involved in one or more of the extended services have improved their attendance and attainment.' More specifically, it said of the breakfast club 'this effective provision has also helped the school to improve attendance and punctuality.'

9. Resources and Links for Achievement for All

9.1 Key documents and links

- Assessment for Learning (Primary):
<http://nationalstrategies.standards.dcsf.gov.uk/search/primary/results/nav:46215>
- Assessment for Learning (Secondary):
http://nationalstrategies.standards.dcsf.gov.uk/search/secondary/results/nav%3A50007+facets%3A24403?solsort=nav_idx_score_50007%20desc,_type%20asc
- Assessing Pupils' Progress (Primary)
<http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment/assessingpupilsprogressapp>
- Assessing Pupils' Progress (secondary):
<http://nationalstrategies.standards.dcsf.gov.uk/secondary/assessment/assessingpupilsprogressapp>
- Audit Commission/National Strategies Value for Money Resource Pack for Schools (2008): <http://nationalstrategies.standards.dcsf.gov.uk/node/116688>
- Framework for the inspection of maintained schools in England from September 2009:
<http://www.ofsted.gov.uk/>
- The Inclusion Development Programme:
<http://nationalstrategies.standards.dcsf.gov.uk/search/inclusion/results/nav:46335>
- National Strategies website:
www.nationalstrategies.org.uk
- One-to-one tuition:
<http://nationalstrategies.standards.dcsf.gov.uk/node/163887>
- Social and Emotional Aspects of Learning (SEAL)
<http://nationalstrategies.standards.dcsf.gov.uk/primary/publications/banda/seal/>
- SEN Progression Guidance:
<http://nationalstrategies.standards.dcsf.gov.uk/node/116684>

9.2 Leadership of Teaching and Learning

- Effective leadership: ensuring the progress of pupils with SEN and/or disabilities:
http://nationalstrategies.standards.dcsf.gov.uk/node/97796?uc=force_uj
- Leading on intervention:
<http://nationalstrategies.standards.dcsf.gov.uk/node/41830>

- Maximising progress: ensuring the attainment of pupils with SEN:
<http://nationalstrategies.standards.dcsf.gov.uk/node/97233>
- Renewed primary framework:
<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>
- Renewed secondary framework:
<http://nationalstrategies.standards.dcsf.gov.uk/secondary/secondaryframeworks>
- Pedagogy and Personalisation:
<http://nationalstrategies.standards.dcsf.gov.uk/node/85123>
- Personalised learning – a practical guide:
www.standards.dcsf.gov.uk/new/published/personalisedguide
- Provision mapping:
www.nationalstrategies.standards.dcsf.gov.uk/node/41691
- SEN/LDD Teaching and Learning:
<http://nationalstrategies.standards.dcsf.gov.uk/node/116687>

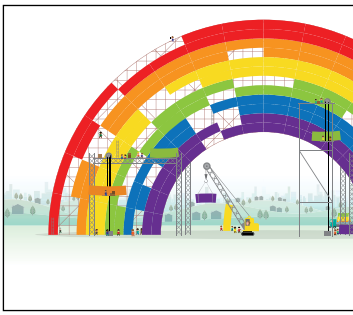
9.3 **Interventions**

- What works for pupils with literacy difficulties:
<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00688-2007>
- Every Child a Reader/Every Child Counts:
www.everychildachancetrust.org/uk
- Every Child a Writer:
<http://nationalstrategies.standards.dcsf.gov.uk/node/113680>
- Every Child a Talker:
www.nationalstrategies.standards.dcsf.gov.uk/node/153355
- Core Plus:
<http://nationalstrategies.standards.dcsf.gov.uk/node/148801>
- Study Plus:
www.nationalstrategies.standards.dcsf.gov.uk/secondary/intervention/studyplus

9.4 **Wider Outcomes**

- Bullying involving Children with Special Educational Needs and Disabilities
www.teachernet.gov.uk/_doc/12626/7655-dcfs-anti-bullying.pdf
- Evaluation of the Full Service Extended Schools Initiative: Final Report 2007
www.dfespublications.gov.uk/research/data/uploadfiles/RR852
- Every Child Matters DfES (2004) Change for Children (London, DfES)
www.everychildmatters.gov.uk

- Extending inclusion: Access for disabled children and young people to extended services and children's centres – a developmental manual. Philippa Stobbs www.ncb.org.uk
- Guidance on the Attendance of Pupils with SEN:
www.nationalstrategies.standards.dcsf.gov.uk/node/153943
- Implementing the Disability Discrimination Act (DDA) in schools and early years settings:
www.teachernet.gov.uk/wholeschool/disability/disabilityandthedda/ddapart0/
- The Extra Mile (Primary) Achieving success with pupils from deprived communities:
www.teachernet.gov.uk
- Lamb Inquiry: special educational needs and parental confidence: Report to the Secretary of State on the Lamb Inquiry Review of SEN and Disability Information.
www.dcsf.gov.uk/lambinquiry/.
- Learning Behaviour: the report of the Practitioners' Group on School Behaviour and Discipline. Sir Alan Steer.
http://www.dcsf.gov.uk/behaviourandattendance/about/learning_behaviour.cfm



You can download this publication or order copies online at www.teachernet.gov.uk/publications

Search using ref: DCSF-00782-2009

Copies of this publication can be obtained from:

DCSF Publications
PO Box 5050
Sherwood Park
Annesley
Nottingham NG15 0DJ
Tel: 0845 60 222 60
Fax: 0845 60 333 60
Textphone: 0845 60 555 60

Please quote the ref: 00782-2009BKT-EN

ISBN: 978-1-84775-507-0

PPPDS/D16(8415)/0909/172

© Crown copyright 2009

The text in this document (excluding the Royal Arms and other departmental or agency logos) may be reproduced free of charge in any format or medium providing it is reproduced accurately and not used in a misleading context.

The material must be acknowledged as Crown copyright and the title of the document specified. Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned.

For any other use of this material please contact the Office of Public Sector Information, Information Policy Team, Kew, Richmond, Surrey TW9 4DU or e-mail: licensing@opsi.gsi.gov.uk.