COUNTRY POLICY REVIEW AND ANALYSIS

United Kingdom (England)

The European Agency for Special Needs and Inclusive Education (the Agency) is an independent and self-governing organisation. The Agency is co-funded by the ministries of education in its member countries and by the European Commission via an operating grant within the European Union (EU) Erasmus+ education programme (2014-2020).

The views expressed by any individual in this document do not necessarily represent the official views of the Agency, its member countries or the Commission.

Extracts from the document are permitted provided that a clear reference to the source is given. This document should be referenced as follows: European Agency for Special Needs and Inclusive Education, 2016. *Country Policy Review and Analysis: United Kingdom (England)*. Odense, Denmark

The information in this document was current in September 2016.

Please note that legislation may have changed since the analysis grid was completed. Anyone using the grid should contact the Representative Board Member for more details.

Further information about the Country Policy Review and Analysis (CPRA) activities is available on the CPRA web area.

Section 1: Country priorities for education

The text below presents the main country priorities in the field of education, with special attention to the development of inclusive education.

Country priorities
The Department for Education is seeking 'to provide world-class education and care that allows every child and young person to reach his or her potential regardless of background'. We are proposing 5 system goals: 1) A high-quality place for all 2) Safe from harm 3) Education excellence everywhere 4) Employer valued skills 5) Character and resilience

Section 2: Analysis grid

Measure 1: To improve inclusive education and to ensure that good quality education is accessible for all

Agency recommendation	Findings
1.1 There is a clearly stated policy for the promotion of quality in inclusive education. *(Policy aims to widen access to education and to promote full participation and opportunities for all learners vulnerable to exclusion to realise their potential. Policy outlines how education policy-makers need to take responsibility for all learners.)*	1.1.1 The Early Years Foundation Stage (2007) regulates national guidance that promotes the inclusion of young children with SEN and disabilities in mainstream settings (ECI, p. 5). The Early Years Foundation Stage (EYFS) 2007 has been replaced by EYFS 2014 – paragraphs 2.10 and 3.73 for SEN include refs to inclusion. (www.gov.uk/government/publications/early-years-foundation-stage-framework--2) 1.1.2 The Equality Act 2010 removes discrimination, places emphasis on an anticipatory duty and provides a legal framework for redress. All schools are responsible for ensuring that it is applied (ICT4I, p. 1) 1.1.3 The Equality Act 2010 places a duty on schools and Local Authorities (LAs) not to discriminate against pupils with disabilities. The Equality Act 2010 requires public bodies like schools and local authorities to have regard to eliminating discrimination and promoting equality of opportunity between different groups of people (OoP, p. 2) 1.1.4 The latest version of the 0-25 SEND Code of Practice provides statutory guidance; it sets out the law and organisations named in the Children and Families Act 2014 must follow it. See paragraphs 1.26 to 1.38 for headlines on inclusion; paragraphs 5.1, 6.1 setting out Children and Families Act entitlements in relation to educational outcomes; paragraph 5.6 on quality and full participation in early years; 6.2 on quality and full participation in school; 6.8 on schools, equality and inclusion; 7.5 – 7.8 for colleges (www.gov.uk/government/publications/send-code-of-practice-0-to-25) 1.1.5 The Children and Families Act 2014 requires that LAs have a duty to place children and young people with a formal Education, Health and Care (EHC) plan in mainstream schools (OoP, p. 1). Under

Agency recommendation	Findings
	the Children and Families Act 2014, children and young people without EHC plans must be educated in mainstream provision, other than in exceptional circumstances (OoP, p. 6) (Children and Families Act 2014 available at www.legislation.gov.uk/ukpga/2014/6/part/3)
	1.1.6 A new statutory guidance, Supporting Children with Medical Conditions in Schools (September 2014), says that: Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education; governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions; governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents to ensure that the needs of children with medical conditions are effectively supported. (Key points, p. 4)
1.2 Legislation and policy are consistent with the principles of the UNCRC and the UNCRPD. *(Legislation and policy and upholds the right of all learners to full participation in school with their own local peer group.)*	1.2.1 Code of Practice paragraph 1.26 reiterates the importance of UNCRC. e.g. SEND Code of Practice 'A focus on inclusive practice and removing barriers to learning 1.26 As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people'. 1.2.2 Children and Families Act reforms give greater requirements on voice of child/young person and family, putting Article 12 of UNCRC into practice 1.2.3 Government promotes UNCRC Article 23 and Article 42 through campaigns including Anti Bullying (since 2002) and guidance for schools (www.anti-bullyingalliance.org.uk/anti-bullying-week/

Agency recommendation	Findings
	and www.gov.uk/government/publications/preventing-and-tackling-bullying)
1.3 The concept of inclusion is clarified in education policy as an agenda that increases quality and equity for all learners. *(Policy aims to address underachievement of all vulnerable groups including children with disabilities.)*	1.3.1 See comments for Code of Practice in 1.1
1.4 Legislation and policy for inclusive education is cross-sectoral. *(Policy outlines procedures to ensure the efficient co-ordination of services, as well as clearly defining roles and responsibilities.)*	1.4.1 The Children and Families Act 2014 places duties with regard to children and young people with disabilities and SEN on other bodies, including health commissioning bodies (OoP, p. 1) Introduction, paragraph (iv) of Code of Practice includes the full list of cross-sector organisations that are required by law (C&F Act 2014) to follow the guidance. 1.4.2 Paragraph 25 of Children and Families Act 2014 (Joint commissioning) requires local authority to ensure integration of educational provision and training provision with health care provision and social care provision, where it thinks that this would: promote the well-being of children or young people in its area who have special educational needs or a disability; or, improve the quality of special educational provision; made in its area for children or young people who have special educational needs; or, made outside its area for children or young people for whom it is responsible who have special educational needs. (www.gov.uk/schools-colleges-childrens-services/special-educational-needs-disabilities) 1.4.3 The Children Act 2004, placed responsibility on health, education and social care services to co-operate with each other. It promotes better integrated working between health, education and social care services at every level (ECI, pp. 24-25) 1.4.4 Interdisciplinary working is at the heart of the early Support training programme, particularly,

Agency recommendation	Findings
	the Working in partnership through Early Support course (ECI example, p. 51)
1.5 There is a long-term multi-level policy framework for implementing quality inclusive education at national, regional and / or organisational levels.	1.5.1 The whole gist of the Code of practice. Children and Family Act sets a national framework, Code then describes national policy, local area level strategic working, role of individual institutions and then support around an individual child.
1.6 Policy outlines how education policy-makers need to take responsibility for all learners.	1.6.1 The Equality Act 2010 provides guidance on schools' duties from the Department for Education (OoP, p. 2). 1.6.2 See references provided under 1.1 1.6.3 The DfE issues a regular Accountability statement which reinforces the responsibilities through the system from providers to Parliament. www.gov.uk/government/uploads/system/uploads/attachment_data/file/396815/Accountability_Statement_.pdf
1.7 Policy has the goal of supporting all teachers to have positive attitudes towards all learners.	1.7.1 The 2006 House of Commons Select Committee on SEN concluded that teacher training required better preparation. A survey by the Office for Standards in Education (Ofsted, 2008) reported variations in practice across teacher training providers and in inclusion (TE4I, p. 2) 1.7.2 The renewed interest in initial teacher training reflects the government's priority to inclusive education. In 2010, the government published a booklet for schools addressing the issue on narrowing the gap in achievement between pupils with SEN and their peers (TE4I, p. 1) 1.7.3 Attitudes and values are included in the national standards. How well such attitudes are modelled depends not only on what goes on in the university campus but in practice schools (TE4I, p. 3) 1.7.4 The revised Teachers' Standards introduced in September 2012 state that teachers should

Agency recommendation	Findings
	demonstrate consistently the positive values, attitudes and behaviour which are expected of pupils.
	1.7.5 Specific references are also made in the Code of Practice (paragraphs 6.3,6.4,6.9,6.36,36-7)
	1.7.6 National professional qualifications for headship, leading inclusion can be found at the Achievement for All study module (www.gov.uk/guidance/study-modules-for-school-leaders-aspiring-to-headship)
1.8 Policy requires learning material to be accessible.	1.8.1 The Equality Act 2010 (auxiliary aids were included in the reasonable adjustments duty in 2012) requires schools and LAs to make the 'reasonable adjustments'; disabled pupils should expect to be similarly equipped (ICT4I, p. 1)
	1.8.2 Schools must ensure that curriculum arrangements, such as policies for homework and school trips, do not discriminate against pupils with disabilities, whether or not they currently have these pupils on roll. Likewise, accessibility plans must allow for the accommodation of such pupils whether or not there is currently a need for environmental amendments (OoP, p. 6)
	1.8.3 References can also be found in chapter 1 and in paragraph 6.9 of the Code of Practice as well as in the document Managing Medical Conditions in School (see 1.1)
1.9 Policy describes an effective framework of support for schools to implement inclusive education. *(Support structures focus on different forms of educational resource centres that are locally organised to offer support to individual or clusters of schools.)*	1.9.1 LAs must … draw up and publish a 'local offer' setting out the education, health, care and other provision which is available to children and young people with disabilities and SEN from their areas. (OoP, p. 1)
	1.9.2 The SEN and Inclusion team at Becta (prior to 2011) and the Special Educational Needs and Disability (SEND) division at the DfE worked to influence initiatives to ensure that the needs of young people with special needs were considered and that projects were as inclusive as possible. (ICT4I example, p. 3)
	1.9.3 Detailed guidance on the framework set out in chapter 6 of Code of Practice – graduated approach of low level support through to highest needs (chapters 6.14-6.35 on identification, 6.36-

Agency recommendation	Findings
	6.43 on provision, 6.44-6.56 on SEN support for low level needs, 6.57 transition, 6.58-6.62 involving specialists, 6.63 assessment for more complex needs, 6.64-6.71 involving parents/children and young people).
1.10 Policies outline a continuum of support for children and young people in schools, to meet the full diversity of learners' needs.	1.10.1 The government wants there to be a range of provision to meet the needs of children with special educational needs, including provision in mainstream schools, in units or resourced provision attached to mainstream schools and in special schools. Schools and local authorities have duties to plan to increase access for pupils with disabilities to school premises and to the curriculum (OoP, p. 6) 1.10.2 The Training and Development Agency for Schools (TDA) has produced extensive materials about programmes and approaches to prepare teachers (TE4I, p. 2) There were online materials developed with TDA as a response to the LAMB (the Lamb Inquiry in 2008) and SALT (Speech and Language Therapy, 2008) reviews into SEN teaching. These have now been handed over to Nasen (National Association for Special Educational Needs) who are keeping them up-to-date. Both reviews had very strong part of evidence base underpinning current SEN reform programme. They can be accessed here: www.nasen.org.uk/blog/2013/10/training-materials-for-sen 1.10.3 Government guidance: 'The lead professional: Integrated working to improve outcomes for children and young people practitioner's guide', Children's Workforce Development Council 2007 (ECI, p 59) 1.10.4 Code of practice paragraph 6.79 on duty for schools to publish a SEN information report.
1.11 Policy outlines strategies for awareness-raising with all stakeholders in inclusive education.	1.11.1 See chapter 4 of Code of Practice – The local offer included in paragraphs 4.8 (children young people and families), 4.14 (schools, colleges, health services and others) and para 4.18 to 4.28. 1.11.2 Also school SEN Info Report in paragraph 6.79. The report is something that schools are required to publish about their policies on SEND.

Agency recommendation	Findings
1.12 Policy outlines the development of the role of special schools as a resource to increase the capability of mainstream schools and improve support for all learners. *(The specialist knowledge and skills of special school / resource centre are maintained and further developed so as to enhance support for learners, such as those with low-incidence disabilities.)*	1.12.1 The government is also supporting clusters of schools, through its teaching schools network, to identify and share expertise and high-quality practice in SEN and disability to raise the quality of provision across the school system (OoP, p. 11) 1.12.2 There are a number of examples of where mainstream and special schools have been co-located to promote contact between the mainstream and special school sectors and to promote the inclusion of children with disabilities and those with SEN (example OoP, p. 7) 1.12.3 See paragraph 1.37 of the Code of Practice 'Special schools (in the maintained, academy, non-maintained and independent sectors), special post-16 institutions and specialist colleges all have an important role in providing for children and young people with SEN and in working collaboratively with mainstream and special settings to develop and share expertise and approaches'.

Measure 1 evaluative comments

_

Measure 2: To support improved co-operation, including greater involvement of parents and local community

Agency recommendation	Findings
2.1 The full involvement of families in all educational processes is outlined in legislation and policy.	2.1.1 LAs must, in consultation with others including children, young people and parents, draw up and publish a 'local offer'. LAs have a duty to provide information, advice and assistance to parents (OoP, p. 1) 2.1.2 Parents of children with EHC plans and young people with EHC plans have the opportunity to request the school or college they want, whether that be a mainstream or special school or college. If

Agency recommendation	Findings
	the LA decides not to make an EHC plan it must inform the parents or the young person of this decision – Special Educational Needs and Disability Code of Practice (OoP, p. 5) 2.1.3 This is stated at paragraph 19 of the Children and Family Act 2014. The code of practice sets out a structure for engaging children and young people at the strategic through to individual level. Paragraphs 1.3 – *Local authorities must ensure that children, young people are involved in discussions and decisions about their individual support and about local provision,* but also paragraph 1.3 through to 1.13 for a summary including supporting participation. Further detail in each chapter including commissioning, local offer, individual support (EHC planning chapter 9) 2.1.4 This is demonstrated also through the guide to code for parents and easy read versions (see earlier link to versions of the code)
2.2 Policy for inclusive education places learners and their families at the centre of all actions.	2.2.1 Local authorities must also arrange mainstream education for children and young people with EHC plans unless that is incompatible with the wishes of the child's parent or of the young person or with the efficient education of other children or young people. (OoP, p. 6) 2.2.2 See above – key underpinning principle of the reformed system of SEND in England
2.3 Sharing information among professionals and families is a policy priority.	2.3.1 The EYFS was first published in 2008, with updated versions issued in 2012 and 2014. The EYFS links with the Healthy Child review carried out by health visitors, so that children get any additional support they need before they start school; and seeks to strengthen partnerships between practitioners and parents/carers, ensuring that the new framework uses clear language. (OoP example, p. 8) 2.3.2 The Code of Practice gives detailed guidance on the sharing of information during the planning and assessment process (Chapter 9 including paragraphs 9.32 to 9.34). Also, Code 1.15/6 and whole of chapter 2 on impartial information advice and support to families 2.3.3 Also 2014 EYFS paragraphs 3.68 to 3.71.

Agency recommendation	Findings
2.4 Policy has the goal of supporting parental interaction and communication with professionals.	2.4.1 The Children and Families Act requires LAs to provide parents and disabled children and young people and those with SEN with information, advice and guidance on special educational needs and disability. (OoP, p. 2) 2.4.2 See Chapter 2 SEND Code
2.5 Schools are expected and supported to involve a wider range of partners and foster formal and informal networks that support their practice.	2.5.1 The *Early Support Service Audit Tool* (2009) promoted the model of service provision being encouraged by the European Agency for Development in Special Needs Education Early Childhood Intervention Project (ECI, p. 43) 2.5.2 More updated information can be found at chapter 6 of the Code of Practice related to engaging professionals and specialist support. Also at paragraph 6.79 penultimate bullet on page 107 e.g. 6.20 Code of Practice …In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

Measure 2 evaluative comments

–

Measure 3: To develop monitoring strategies, establishing a comprehensive accountability and evaluation framework for inclusive education

Agency recommendation	Findings
3.1 Policy describes clear mechanisms to evaluate effectiveness and quality in	3.1.1 Inspection of the quality of provision is the responsibility of an independent body in each nation, as is research, evaluation of initiatives and staff development. Approval of qualifications for use in

Agency recommendation	Findings
inclusive education.	publicly funded provision is the responsibility of an 'accrediting body' for each nation, although those for England, Wales and Northern Ireland work closely on accreditation issues. (VET, p. 6) 3.1.2 Work in schools is inspected by the Office for Standards in Education, Children's Services and Skills (OfSTED). (ECI, p. 11) 3.1.3 The SEND Local and National Accountability Framework (published 23 March 2015) provides a framework to: monitor improved outcomes and experiences for children, young people and their families; show how the SEND system is performing; hold partners to account; and, support self-improvement (www.gov.uk/government/publications/send-supporting-local-and-national-accountability)
3.2 Monitoring procedures ensure that inequalities in access to educational resources at regional or organisational levels are addressed.	3.2.1 The SEN and Disability Code of Practice: 0 to 25 years gives detailed guidance on effective processes for identifying and assessing pupils with special educational needs (…) It recommends that schools, colleges and LAs adopt a graduated response, documented at each stage and using a range of strategies and means of support for pupils with learning difficulties based on an assess-plan-do-review cycle, involving specialist external support, where necessary. The *Code of Practice* sets out detailed guidance as to the procedures following a decision to undertake a formal multi-agency education, health and care assessment for a child or young person. This includes time scales for taking action. (OoP, p. 4) 3.2.2 The Special Educational Needs and Disability Code of Practice: 0 to 25 years recommends that schools, colleges and Las adopt a graduated response, documented at each stage and using a range of strategies and means of support for pupils with learning difficulties based on an asses-plan-do-review cycle, involving specialist external support, where necessary. All EHC plans (and remaining statements) must be reviewed annually. (OoP, pp. 4-5) 3.2.3 Schools must prepare Accessibility Plans, showing how they will improve access to education for disabled pupils. Guidance on schools' duties under the Equality Act is available from the Department

Agency recommendation	Findings
	for Education. The Equality and Human Rights Commission also provides technical guidance on schools' and colleges' duties under the Equality Act. (OoP, p. 2) 3.2.4 The Office for Standards in Education, Children's Services and Skills (Ofsted) is responsible for inspecting standards and quality (VET, p. 13) The inspection framework is regularly reviewed and updated. The latest guidance for inspecting schools under the new common inspection framework from September 2015 can be found at: www.gov.uk/government/publications/school-inspection-handbook-from-september-2015 - history (last updated 24 September 2015). 3.2.5 See 3.1.3, section 4 of the above accountability framework document sets out plans for independent inspection.
3.3 Accountability measures that impact upon educational professionals' work reflect the importance of wider learner achievements.	3.3.1 See 3.1.3: wider outcomes can be found in the accountability framework document, table 1 in page 6 for a summary of proposed measures.
3.4 Policy outlines common standards for service and provision evaluation for use across health, education and social services.	3.4.1 See 3.1.3, page 7 paragraph 2 of the document for cross-sector sharing
3.5 Policy outlines how to involve families in the process of evaluating quality of services.	3.5.1 See 3.1.3, Measuring success in above document – key role for user experience. Table1, page 6 first column sets out measures of user experience. Also, page 7 for plans for survey and current work on user experience. 3.5.2 Code of Practice paragraphs 3.18 and 3.19 states about involving families in effective commissioning; also paragraphs 4.8 to 4.13 refers engaging families in local offer to improve local service provision.

Agency recommendation	Findings
3.6 Policy describes mechanisms to evaluate demand for services.	3.6.1 The quality of special education is included within wider quality assurance mechanisms rather than being a discrete issue. Schools are subject to inspection by the responsible government department Ofsted… The quality of education for all pupils, including, specifically, those with special educational needs, is part of the inspection framework. Similarly, Ofsted inspects SEN provision as part of the whole Further Education and Skills Framework. (OoP, p. 10) 3.6.2 The joint commissioning arrangements and consultation on development of local offer (chapter 3 and 4 of Code of practice) sets out a clear process for understanding what services local people want and how this forms local offer. Also, Commissioning for greater choice and control including personal budgets (paragraph 3.38)
3.7 Policy supports opportunities for school teams to evaluate their practice through involvement in research and development activities.	3.7.1 *The promotion of ICT research and development requiring a multi-stakeholder approach:* parents have been instrumental in developing software; many companies now involve users in R&D; there has been interest from .biz, e.g. Business Case for accessible online products; development of the BS 8878 web accessibility code of practice. (ICT4I example, p. 6)

Measure 3 evaluative comments

Department also consulted on data descriptors; it shows how Department is planning to use data to evaluate effectiveness and quality of education provision. (www.gov.uk/government/consultations/special-educational-needs-and-disability-data-descriptors)

Measure 4: To improve the cost-effectiveness of the education system, combining efficiency, effectiveness, equity and inclusion

Agency recommendation	Findings
4.1 National level inclusive education strategies are linked to long-term financial	4.1.1 Local authorities receive their schools' funding through a dedicated schools grant (DSG), a ring-fenced grant paid by the Department for Education. (OoP, p. 3)

Agency recommendation	Findings
support.	4.1.2 Special schools and units get GBP 10,000 per place and school sixth forms and colleges get slightly more. The local authority provides top-up funding for pupils and students with high needs, in special schools and specialist colleges as well as mainstream schools and colleges, to meet the costs of additional support in excess of these thresholds. This high-needs funding system extends to students up to the age of 24. (OoP, p. 3)
	4.1.3 The government has recently conducted the fourth round of the National Scholarship Fund for Teachers which provides part-funding for teachers to undertake specialist postgraduate SEND qualifications individually or in collaborative groups. Some 645 awards have been offered to teachers through this round of the fund. (OoP, p. 11)
	4.1.4 All mainstream schools are required to appoint a qualified teacher to the role of SENCO. After funding 12,000 SENCOs since 2009, the masters-level National SENCO Award has been successfully handed over to the school-led sector to fund, accredit, award and lead (OoP, p. 11)
	4.1.5 The Pupil Premium, introduced in 2011, is in addition to main school funding and is intended to address underlying inequalities between children from social and economic disadvantaged backgrounds and better-off peers. Schools are expected to use the funding for resources including ICT, targeted at pupils in the bottom 20% of achievement levels. (ICT4I example, p. 1)
	4.1.6 More clear description of how funding works can be found at Code of Practice paragraphs 5.59 (early years), 6.95-6.99 (schools) and 7.28-7.35 (colleges).
	4.1.7 The Department is currently looking at how its high-needs funding systems supports the reformed system for SEN. A research report has now been published (assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416347/Accountability_Publication.pdf)
4.2 Funding policies and structures provide flexible resourcing systems that	4.2.1 It is for each local authority to distribute funding – in consultation with a local schools forum – to its schools, using its locally agreed formula. It is up to schools' governing bodies to decide how to

Agency recommendation	Findings
promote inclusion.	spend their available resources. The local formula can use any number of 13 formula factors, including proxies of special educational needs (SEN) such as low prior attainment (…) Local authorities, in consultation with their schools forums, decide how much money will be retained centrally within their schools' budget for expenditure on items such as independent special school fees, SEN support services and money for individual pupils with high-level needs. Local authorities also decide how much will be delegated to schools, and this includes a budget that schools can use to provide additional support to children with SEN. Most schools are given enough funding to provide additional SEN support that costs up to GBP 6,000 per year, and local authorities can give them extra funding if they have a disproportionate number of pupils with SEN. It is for governors and head teachers to decide how their school's delegated funding will be used to provide additional SEN support for their pupils. (OoP, p. 3)
	4.2.2 Special schools, alongside mainstream schools, have been given the right to become academies, which means they are no longer under the control of a local authority and they have more freedom about what is taught in the curriculum and the rates they pay teachers. Parents, community organisations and others have also been given the right to set up free schools, including special free schools. (OoP, p. 3)
	4.2.3 The Academies Act 2010 shifts funding directly from the government to academy schools rather than via LAs and, along with other measures, proposes more freedom and autonomy of action. (ICT4I, p. 1)
	4.2.4 National Government sets standards and provides guidance. Local government funds and organises services in a way that is practical for them. Funding formulae that determine local allocations of central funding take demographic factors into account. (ECI, p. 31)
	4.2.5 Local authorities, in consultation with their schools forums, decide how much money will be retained centrally within their schools' budget for expenditure on items such as independent special school fees, SEN support services and money for individual pupils with high-level needs. Local

Agency recommendation	Findings
	authorities also decide how much will be delegated to schools, and this includes a budget that schools can use to provide additional support to children with SEN. (OoP, p. 3)

4.2.6 Funding for Early Years settings is distributed by central government to local areas on a formula basis but allocation for SEN & Disability is not ring-fenced. (ECI, p. 5)

4.2.7 Decisions about how funding is deployed, and therefore how much is used for ECI services, are taken locally. In some areas, voluntary organisations are contracted, or commissioned, by the local authority and/or health service to provide some elements of an ECI service. For example, in Leicester City, a local voluntary organisation is paid to provide a key worker service for families (including children under five, using Early Support). (ECI example, p. 41) |
| 4.3 There are long-term funding commitments to support collaborative initiatives between various school-based, resource centre and research teams. | 4.3.1 Decisions about how funding is deployed, and therefore how much is used for services, are taken locally by schools forums. In some areas, voluntary organisations are contracted, or commissioned, by the local authority and/or health service to provide services. |
| 4.4 Policy outlines mechanisms for systematic data collection on expenditure and implementation that informs cost-effectiveness issues. | 4.4.1 Department for education collect annual data on SEN expenditure by local authorities as part of wider (S251) expenditure collection– see here for how it is collected and links to previous years' stats.

www.gov.uk/government/publications/section-251-budget-2014-to-2015 |

Measure 4 evaluative comments

–

Measure 5: To increase participation in good quality inclusive early childhood education and care and enrolment rates in pre-school education

Agency recommendation	Findings
5.1 Policy clearly respects the rights and the needs of children and their families.	5.1.1 ECI services in England are an integral part of universal services provided for children under five. Universal services: Child Health Promotion Programme. (ECI, p. 26) 5.1.2 The Special Educational Needs Code of Practice (2001) regulates (…) the inclusion of children under five with special educational needs or disability in 'mainstream' early years and childcare settings or schools. (ECI, p. 26). 5.1.3 The Childcare Act 2006 requires local authorities to pay particular attention to the needs of families with disabled children when addressing their duty to secure sufficient childcare in their areas. (ECI, p. 28). 5.1.4 Local authorities have a duty to arrange sufficient childcare, as far as is reasonably practicable, for working parents, or parents who are studying for training for employment, for children aged 0–14 (or up to 18 for disabled children). Local authorities also have a duty to provide information, advice and assistance to parents. (OoP, p. 2) 5.1.5 In the final term of the year in which a child reaches age five, and no later than 30 June in that term, the Early Years Foundation Stage Profile (EYFSP) must be completed. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. The EYFSP will no longer be compulsory in September 2016. (OoP, p. 8) 5.1.6 Information can also be found at paragraph 19 of Children and Families Act and Key principles in Chapter 1 of Code of Practice.
5.2 Support is available for families to recognise and understand the needs of their child.	5.2.1 Clear references at chapter 2 of Code of Practice for engaging families. Details can be found in chapter 5 e.g. paragraphs 5.12, 5.14/5, 5.23, 5.26

Agency recommendation	Findings
(Support focuses upon and what is in the child's best interests.)	
5.3 Policy outlines how ECI services should be provided for children and families as early as possible and as quickly as possible, following identification of need.	5.3.1 Description at chapter 5 of Code of Practice for assessment in health check at age 2. Early Years Foundation and ongoing monitoring paragraph 5.36 onwards describes SEN support and need for early intervention.
5.4 Policy states that in risk situations, the child's rights should come first.	5.4.1 See Code of Practice cross-reference to section 3 of the Early Years Foundation (2014).
5.5 Policy measures and guidelines clearly define quality standards for early childhood services and provision.	5.5.1 The Early Years Foundation Stage (EYFS), published in 2007, sets national standards for learning, development and care for all children from birth to five. (ECI, p. 27) 5.5.2 Working standards, developed to improve the quality of screening and enable women to exercise informed choice about screening procedures for Down's syndrome published in 2007. (ECI, p. 32) 5.5.3 All policy and measures have been updated in the EYFS 2014.
5.6 Early childhood guidance is developed jointly by departments of health, education and social services.	5.6.1 The context set by the Children Act 2004, (…) places on health, education and social care services to co-operate with each other and the emerging ability of Children's Trusts to fund integrated services in different ways are particularly important for ECI services, as are the broader development of lead professional or key worker functions and the development of a common assessment framework. (ECI, p. 25) 5.6.2 SEND Code of Practice is a cross-departmental product (DfE – cover education and children's social care, Department of Health – children's health).

Agency recommendation	Findings
5.7 Policy for early childhood services supports cross sectoral, multi-disciplinary working at regional and local levels.	5.7.1 See Code of Practice as described previously. Chapter 5 is all about early years provisions.
5.8 Policy ensures there are pre-school places offered to children coming from ECI services/provision.	5.8.1 In January 2009, a total of 1,155,500 three- and four-year-olds were benefiting from some free early education. The number of three-year-olds represents 92% of the population. The number of four-year-olds represents 98% of the four-year-old population. (ECI, p. 29) 5.8.2 All mainstream early years and childcare settings are required and encouraged to include children with special educational needs and disability and the number of three- and four-year-olds generally receiving free education in England has been expanding. (ECI, p. 51) 5.8.3 See 2010-2015 Early Years Policy Statement in: www.gov.uk/government/publications/2010-to-2015-government-policy-childcare-and-early-education/2010-to-2015-government-policy-childcare-and-early-education
5.9 Policy outlines how cost-free services/provision are made available for families.	5.9.1 See 2010-2015 Early Years Policy Statement www.gov.uk/government/publications/2010-to-2015-government-policy-childcare-and-early-education/2010-to-2015-government-policy-childcare-and-early-education The Government has introduced a Childcare Bill into Parliament; policy statements for information on extension of free childcare provision can be found at page 5, also an introduction for a useful summary of position (Childcare Bill – policy statement).
5.10 Policy ensures the same quality of service irrespective of differences in geographical location. *(Such as isolated or rural areas).*	5.10.1 See 5.9, paragraphs 10 till 12 of the policy statement for the new Bill.

Measure 5 evaluative comments

_

Measure 6: To improve student-focused measures such as mentoring, personalised learning approaches and improved guidance

Agency recommendation	Findings
6.1 High expectations for all learners' achievements underpin policy for inclusive education.	6.1.1 See Children and Family Act in relation to best possible educational outcomes (paragraph 5.1 in Code of Practice)6.1.2 There is a statutory requirement for all pupils to be assessed at the end of Key Stage 1 (ages 5–7), Key Stage 2 (7–11) and Key Stage 4 (14–16). There is no longer a statutory assessment at the end of Key Stage 3 (ages 11–14). (OoP, p. 8) 6.1.3 Students are expected to study towards achieving English and Maths GCSE grades A*–C if they do not already have those qualifications, or to take stepping stone qualifications which will help them work towards this achievement. Work-related learning or work experience is also an expected part of all study programmes. (OoP, p. 9) 6.1.4 The current Qualified Teacher Standards (TDA, 2005 REF) currently contain 2 that relate specifically to students with special educational needs disabilities … General standards that bear on learning to teach students with special educational needs insofar as teaching these students depends on and is an extension of general teaching. These are about having high expectations. (TE4I, pp. 1-2) 6.1.5 The Qualified Teacher Standards have been replaced by the Teachers' Standards which came into force on 1 September 2012. Standard 5 relates to pupils with special educational needs. '5. Adapt teaching to respond to the strengths and needs of all pupils • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and

Agency recommendation	Findings
	how best to overcome these
	• demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
	• have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them'.
6.2 Policy outlines that learners' voices should be listened to in decision-making that affects them.	6.2.1 Local authorities must also make disagreement resolution services and mediation available to parents and young people. (OoP, p. 2)
	6.2.2 If the LA decides not to make an EHC plan, it must inform the parents or the young person of this decision. Parents and young people have a legal right to appeal to the First-tier Tribunal if they do not agree with the final EHC plan or if the LA decides not to carry out an assessment or make an EHC plan. (OoP, p. 5).
	6.2.3 Most updated information in paragraph 19 of Children and Family Act, chapter 1 of Code of Practice, and detail in chapters 6,7,8 (e.g. paragraphs 6.79, 3rd bullet, 6.81, 8.15)
	e.g. paragraphs 6.79 3rd bullet
	'arrangements for consulting parents of children with SEN and involving them in their child's education'
	e.g. 6.81,
	Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on

Agency recommendation	Findings
	where the local authority's Local Offer is published
	e.g. 8.15
	Local authorities, schools, colleges, health services and other agencies should continue to involve parents in discussions about the young person's future. In focusing discussions around the individual young person, they should support that young person to communicate their needs and aspirations and to make decisions which are most likely to lead to good outcomes for them, involving the family in most cases. A decision by a young person in respect of an EHC plan will typically involve discussion with their family and others, but the final decision rests with the young person.
6.3 Teaching, support and guidance has the goal of empowering all learners.	6.3.1 The programmes of study within the new National Curriculum set out the expectations for pupils at the end of each key stage and schools are free to develop a curriculum relevant to their pupils that teaches this content. This must include an assessment system that enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents. Schools will continue to benchmark pupils' performance through statutory end-of-key-stage assessments, including National Curriculum tests. (OoP, p. 8)
	6.3.2 The Equality and Human Rights Commission provides technical guidance on schools' and colleges' duties under the Equality Act. (OoP, p. 2)
	6.3.3 Standards that bear on learning to teach students with special educational …. are about having high expectations, respectful and supportive teaching relationships. (TE4I, p. 1)
	6.3.4 The Teachers Standards 2012 require that trainees have a clear understanding of the needs of all pupils, including those with SEN and are required to be able to use and evaluate distinctive teaching approaches to engage and support them. (Teachers Standard Information document)
	6.3.5 Updated information can be found at Code of Practice chapter 6, paragraphs 6.1, 6.4, 6.12, 6.19, 6.36-7

Agency recommendation	Findings
	e.g. 6.1. All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to: • achieve their best • become confident individuals living fulfilling lives, and • make a successful transition into adulthood, whether into employment, further or higher education or training. e.g. 6.4. The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCO, should identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. Many aspects of this whole school approach have been piloted by Achievement for All – for further details and links to other sources of training and support materials, see Annex 2: Improving practice and staff training in education settings. e.g. 6.12 Curriculum. All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum. e.g. 6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN. While informally gathering evidence

Agency recommendation	Findings
	(including the views of the pupil and their parents) schools should not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.
	e.g. 6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
	e.g. 6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
6.4 Appropriate educational support is available as necessary and is fit for purpose in meeting personal learning needs.	6.4.1 See graduated response set out in chapter 6 of Code of Practice and requirements to set out provision in local offer and school SEN Information report.
	e.g. 6.44, Code of Practice
	Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.
6.5 The learning process is based on flexible curricula based on learner centred approaches and the development and	6.5.1 Under the terms of the Education Act 2002, all pupils at state-funded schools have a right of access to a broad and balanced curriculum and all local authority schools (including special schools) are required to deliver the National Curriculum, which is sufficiently flexible to accommodate different

Agency recommendation	Findings
implementation of individual learning plans as necessary.	paces and styles of learning. (OoP, p. 6)
	6.5.2 For students with learning difficulties or disabilities, these principles apply up to the age of 25. (OoP, p. 9)
	6.5.3 As part of the review, the National Curriculum inclusion statement has been revised to reaffirm schools' duties under equalities legislation. It sets out that teachers must determine the support and teaching interventions their pupils need to participate fully in all parts of the school curriculum, including the National Curriculum. The statement also gives teachers and teaching staff the freedom to teach the National Curriculum in line with pupils' specific and individual needs and make reasonable adjustments where necessary. Timetables can also be adjusted under the Equality Act 2010 to allow for the inclusion of children with disabilities. (OoP, p. 8)
	6.5.4 A series of 'preparatory' stages, known as the P scales, has been developed to lead up to the National Curriculum for pupils with learning difficulties who make slower than normal progress and whose progress would otherwise not be captured by the staged approach appropriate for other pupils. (OoP, p. 9)
	6.5.5 Vocational Qualifications (VQ): a flexible, responsive and easily understood VQ system to meet individual and employment needs should be in place by 2010, with a unit-based credit framework by 2007. (VET example, p. 7)
	6.5.6 *ICT as a tool for promoting equity in educational opportunities:* increased opportunities for differentiation of learning resources and activities; ICT has been embedded into the mainstream curriculum; personalised learning has become easier to achieve. (ICT4I example, p. 4)
	6.5.7 Tutors are expected to differentiate the curriculum to take account of the individual learning needs of all students in the group. Additional adaptations can be made for young people with specific needs. (...) For young people with severe learning disabilities, there are some specific programmes. Some programmes are assessed throughout with no examination component while others have a

Agency recommendation	Findings
	mixture of ongoing assessment, assignments and examination. (VET example, p. 9)
	6.5.8 The WORK programme mainly targets people on non-disability welfare benefits, but does cater for people with SEN who are less disabled. England's national strategy to introduce personalisation of services has meant that more people are able to use a personal or individual budget to buy their own support for employment, by, for example, employing their own skilled job coach or by commissioning support from a voluntary or private sector provider. (VET example, p. 12)
	6.5.9 See 6.12 Code of Practice – which cross-references to the National Curriculum Inclusion Statement – section 4 of this document.
	www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1 to 4
	e.g. 6.12, Code of Practice
	All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

Measure 6 evaluative comments

–

Measure 7: To improve the school ethos (such as the creation of supportive learning environments, adapting learning environments to specific learning needs)

Agency recommendation	Findings
7.1 Policy supports school leaders to value diversity among staff as well as learners, encourage collegiality and support innovation.	7.1.1 Information on National Professional Qualification for School leadership – modules, can be found at: www.gov.uk/guidance/study-modules-for-school-leaders-aspiring-to-headship
7.2 Policy outlines the responsibility of school leaders to effectively communicate their vision for inclusive education to the school teaching team and wider school community.	7.2.1 See 6.3-6.6, 6.79 and 6.84-6.94 of Code of Practice
7.3 Policy aims to ensure the recruitment of teaching staff from diverse backgrounds, including those with disabilities.	7.3.1 All recruitment in England is subject to the Equality Act 2010 which places a duty not to discriminate on the grounds of disability.
7.4 Policy supports schools to ensure teaching staff are able to meet diverse learning needs. *(Teaching staff have competence and expertise to develop individual plans, implement learner-centred approaches and support learners in personalised learning.)*	7.4.1 Guidance on schools' duties under the Equality Act is available from the Department of Education. The Equality and Human Rights Commission also provides technical guidance on schools' and colleges' duties under the Equality Act. (OoP, p. 2) 7.4.2 Standards include having a range of assessment approaches (Q12). (TE4I, p. 1) 7.4.3 An assessment system that enables schools to check what pupils have learned and whether they are on track to meet expectations at the end of the key stage, and to report regularly to parents. (OoP, p. 8) 7.4.4 The Standards are now the Teachers' Standards 2012. They include standards on assessing pupils

Agency recommendation	Findings
	(standard 6) and adapting teaching to respond to the strength and needs of all pupils.
	e.g. Standard 6. Make accurate and productive use of assessment
	- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements - make use of formative and summative assessment to secure pupils' progress - use relevant data to monitor progress, set targets, and plan subsequent lessons - give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
	7.4.5 See also role of SENCO in 6.84-6.94 Code of Practice
	e.g. 6.89, Code of Practice. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
7.5 The school ethos and culture is guided by school strategic plans that have high expectations for the academic and social achievements of all learners.	7.5.1 See Code of Practice on high level statement, paragraphs 6.1, 6.2, 6.8 and 6.79 7.5.2 Standards are about having high expectations, respectful and supportive teaching relationships (Q1). (TE4I example, p. 1)
7.6 School strategic plans describe how universal design for learning approaches are used to provide individualised learning tools and opportunities.	7.6.1 The Equality Act 2010 places a duty on schools and LAs not to discriminate against pupils with disabilities: they must not treat them less favourably and must take reasonable steps to avoid putting these pupils at a substantial disadvantage, including providing auxiliary aids and services as part of the reasonable adjustments duty. Schools must prepare Accessibility Plans, showing how they will improve access to education for disabled pupils. (OoP, p. 2) 7.6.2 Schools and local authorities have duties to plan to increase access for pupils with disabilities to school premises and to the curriculum (…) accessibility plans must allow for the accommodation of

Agency recommendation	Findings
	such pupils whether or not there is currently a need for environmental amendments. (OoP, p. 6)
	7.6.3 More information can be found in paragraph 6.79, School SEN Information Report in Code of Practice
	e.g. 6.79, Code of Practice
	The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 …
7.7 School strategic plans stipulate that all learners are entitled to be active participants in the life of the school and community.	7.7.1 See 7.6.3
7.8 School strategic plans have clear statements on the value of diversity.	7.8.1 See 7.6.3
7.9 School strategic plans describe mechanisms for shared leadership, teamwork and collaborative problem solving.	7.9.1 See 7.6.3

Measure 7 evaluative comments

The recruitment of teaching staff is the responsibility of individual schools and local authorities but they are subject to the Equality Act 2010.

Measure 8: To reduce the negative effects of early tracking (the early streaming of pupils by ability into different types of provision or schools) and to reduce the extensive use of grade retention[1]

Agency recommendation	Findings
8.1 Legislation across relevant public sectors has the goal of ensuring educational services enhance developments and processes working towards equity in inclusive education.	8.1.1 The Equality Act 2010 removes discrimination, places emphasis on an anticipatory duty, and also provides a legal framework for redress. (ICT4I, p. 1)
	8.1.2 The Equality Act 2010 places a duty on schools and LAs not to discriminate against pupils with disabilities. (OoP, p. 2)
	8.1.3 All schools are required to provide careers education and advice and guidance to all young people. For those who need support to move into adulthood with employment, there is a specific service called Connexions. (VET, p. 12)
	8.1.4 Raise attainment and widen participation, especially among disadvantaged and disaffected young learners, the government is reforming 14 to 19 provisions (…) Reduce NEET. (VET, p. 5)
8.2 Policy outlines how support structures that impact upon inclusive education are diverse and easily available. *(Support structures prevent early tracking*	8.2.1 Schools and local authorities have duties to plan to increase access for pupils with disabilities to school premises and to the curriculum. (OoP, p. 6)

---

[1] Early tracking means the early streaming of pupils by abilities into different types of provision or school; this includes placing children into separate schools.

The extensive use of grade retention means holding students back to repeat school years, instead of providing flexible individual support.

Agency recommendation	Findings
and streaming of pupils at an early age).	
8.3 Assessment mechanisms are in place to identify the support needs of learners at an early stage.	8.3.1 The SEN and Disability Code of Practice: 0 to 25 years gives detailed guidance on effective processes for identifying and assessing pupils with special educational needs. It has separate sections on provision in the different phases of education, providing impartial information, advice and support for children, young people and parents working together across education, health and care for joint outcomes and developing a 'Local Offer' of services. (OoP, p. 4)
	8.3.2 The Children and Families Act 2014 places a general duty on local authorities to identify children and young people with disabilities and SEN in their areas. It also requires LAs to undertake a multi-professional, formal education, health and care assessment of a child or young person in its area if they believe that the child or young person has special educational needs. (OoP, p. 4)
8.4 Data is available relating to learners' rights to age appropriate education.	–

Measure 8 evaluative comments

–

Measure 9: To support improvement in schools with lower educational outcomes

Agency recommendation	Findings
9.1 Clear mechanisms exist to identify schools with lower educational outcomes.[2]	9.1.1 A new system will be introduced from 2016, including publication of data on school website (Progress 8 school performance measure, special references in pages 7-8 on floor standards) www.gov.uk/government/uploads/system/uploads/attachment_data/file/415486/Progress_8_school_performance_measure.pdf
9.2 Policy outlines how methods of assessment, inspections and other accountability measures contribute to school improvement processes. *(Accountability measures support inclusive practice and inform further improvement of provision for all learners.)*	9.2.1 A summary of policies on inspection of schools and colleges can be found at: www.gov.uk/government/publications/2010-to-2015-government-policy-inspections-of-schools-colleges-and-childrens-services/2010-to-2015-government-policy-inspections-of-schools-colleges-and-childrens-services
9.3 Policy aims to increase the capacity of all schools to meet a greater diversity of needs and support learners within their local communities. *(Schools are supported to use innovative teaching methods, practical learning approaches and individual plans, focusing on learners' capabilities.)*	9.3.1 The government has strengthened its emphasis on narrowing the gap in achievement between pupils with SEN and their peers in recent years and in 2010 published a booklet for schools specifically addressing this issue (*Breaking the link between special educational needs and low* attainment ISBN 978-1-84775-691-6). (TE4I, p. 1) 9.3.2 Local authorities, in consultation with their schools forums, decide how much money will be retained centrally within their schools' budget for expenditure on items such as independent special school fees, SEN support services and money for individual pupils with high-level needs. Local authorities also decide how much will be delegated to schools, and this includes a budget that schools

---

[2] This recommendation does not directly come from the Agency work covered in the CPRA activities. A number of project recommendations have implicitly, but not explicitly referred to this issue. However, the piloting work and detailed discussions with PG countries showed it is necessary to have this explicit recommendation linked to this measure.

Agency recommendation	Findings
	can use to provide additional support to children with SEN.
	The local authority provides top-up funding for pupils and students with high needs, in special schools and specialist colleges as well as mainstream schools and colleges, to meet the costs of additional support in excess of these thresholds. This high-needs funding system extends to students up to the age of 24. (OoP, p. 3)
	9.3.3 The local formula can use any number of 13 formula factors, including proxies of special educational needs (SEN) such as low prior attainment. The DSG provides most funding for special educational needs provision in schools. (OoP, p. 3)
	9.3.4 Schools are increasingly working together in clusters on professional development with support from the TDA and National College for Leadership of Schools and Children's Services. (TE4I, p. 2)
	9.3.5 The document 2010 to 2015 government policy on education for disadvantaged children summarises policy setting out background, actions and impact of support for disadvantaged children (www.gov.uk/government/publications/2010-to-2015-government-policy-education-of-disadvantaged-children/2010-to-2015-government-policy-education-of-disadvantaged-children)
9.4 Policy outlines clear incentives for schools to take all learners from their local community.	–
9.5 Policy requires school strategic plans to outline preventive educational action against dropouts. *(Including necessary measures so that learners who become disengaged find new educational alternatives.)*	–

Measure 9 evaluative comments

–

Measure 10: To improve the quality of school staff, focusing on the quality of teachers, quality in continuing professional d evelopment, developing teacher competences and reinforcing school leadership

Agency recommendation	Findings
10.1 Policy outlines how all school staff develops the skills to meet the diverse needs of all learners. *(Appropriate training and professional development is provided to all school staff including teachers, support and administrative staff, counsellors, etc.).*	10.1.1 There are national standards for newly qualified teachers and these include specific references to pupils with SEN. (TE4I example, p. 1) 10.1.2 Revised Teachers' Standards were introduced on 1 September 2012. They apply to the vast majority of teachers regardless of their career stage and are used to underpin teacher training and guide teachers' ongoing professional development at all stages of their career. Under the 2012 appraisal regulations, the Teachers' Standards must be used by maintained schools in England to assess teachers' performance.
10.2 Policy supports the development of high quality and appropriately trained teacher educators. *(With improvements in recruitment, induction and continuing professional development.)*	10.2.1 The 2011 strategy *Training the next generation of outstanding teachers* prioritises the quality both of applicants (through incentives) and the quality of provision (through a combination of controlled place allocations and inspection). The quality of applicants (as measured by degree class) has steadily improved with 73% of trainees now holding a 2:1 or above. 98% of accredited ITT providers are now good or outstanding as judged by Ofsted.
10.3 Policy supports flexible training opportunities in initial and continuing professional development, for all teachers.	10.3.1 The government (…) has published materials on its online portal, Govuk, which have been developed with and are maintained by a leading UK SEN association, Nasen. They consist of five specialist modules (autism spectrum disorders; dyslexia/specific learning difficulties; speech language and communication difficulties; behavioural, emotional and social difficulties; and moderate learning difficulties), a resource library for teaching pupils with SEND in mainstream schools and a set of

Agency recommendation	Findings
(Schools and teacher education institutions will work together to ensure good models in practice schools and appropriate placements for teaching practice.)	complex needs training materials. (OoP, p. 11) 10.3.2 Qualified teachers must undertake an additional, post-graduate training course to practice as a Teacher of the Deaf, Teacher of the Visually Impaired or Teacher of the Multi-sensory impaired. (ECI, p. 11) 10.3.3 Training courses for learning-support/resource teachers to post-graduate diploma level (and which can usually continue to Master's degree level) are provided in universities and colleges of education and are funded by the Department of Education and Science. (ECI, p. 17)
10.4 All teaching staff are supported and develop a clear understanding of effective learning strategies. *(Such as learning to learn and active learning approaches.)*	10.4.1 The government has sharpened the focus on meeting the needs of pupils with special educational needs and disabilities within the standards for qualified teacher status. (OoP, p. 11) 10.4.2 There is no prescribed curriculum for ITT but ITT courses are designed to enable teacher trainees to demonstrate that they meet all of the Teachers' Standards introduced 1 September 2012. Standard 5 Adapt teaching to respond to the strengths and needs of all pupils. As part of this, they must have a clear understanding of the needs of all pupils, including those with special needs and those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. They must also have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. 10.4.3 The Carter Review of ITT, published on 19 January 2015, recommended the development of an advisory framework of ITT core content, to include content on SEND.
10.5 Policy supports schools to develop strategic plans of staff training in inclusive education.	10.5.1 See Code of Practice paragraphs 6.3, 6.4, 6.87 and 6.89

Agency recommendation	Findings
10.6 Policy outlines the specialised training pathways for specialists who support school communities to implement inclusive education.	10.6.1 The *2020 Children and Young People's Workforce Strategy* (2008) prioritises training to *'support children who are particularly vulnerable, including those who are disabled'* and training to help professionals work in partnership with one another and with parents. (ECI, p. 48) 10.6.2 A training programme has been developed to address some of the workforce development issues associated with national 'roll out' of the Early Support programme. The training was designed to encourage parents and carers to attend and participate in training sessions alongside professionals from a range of agencies. (ECI, p. 40) 10.6.3 See also pathway for SENCO information on Code of Practice, paragraphs 6.85-6.
10.7 Policy supports research into the effectiveness of different routes into teaching. *(Including course organisation, content and pedagogy to best develop the competence of teachers to meet the diverse needs of all learners.)*	10.7.1 Andrew Carter's review of ITT and the Government response, both published on 19 January, look specifically at the quality and content of ITT across all training routes and make recommendations about how the system could be improved.

Measure 10 evaluative comments

Head teachers and teachers are free to choose professional development activities without prescription from central government. It is for school leaders to determine with their teachers what forms of professional development would be most effective in their particular circumstances, and to fund this from their delegated budgets. The government is supporting schools to lead on the creation of high-quality training opportunities for teachers through the national network of teaching schools.

Measure 11: To improve transition from education to work by increasing the coherence between employment incentives, education and VET; improving the quality and accessibility of apprenticeships; promoting cross-sector co-operation; simplifying the systems of qualifications

Agency recommendation	Findings
11.1 Policy ensures that VET programmes should address labour market skill requirements.	11.1.1 Since 2002, with the introduction of the UK-wide Sector Skills Councils (SSCs), followed by creation of the UK Commission for Employment and Skills (UKCES) in 2008, the government has aimed to enhance employer understanding of their future labour market and skills requirements leading to improved employability and skills demand and supply. (VET, p. 7)

11.1.2 At regional level employers, education and training providers and government agencies come together to develop co-ordinated approaches to skills issues through Regional Skills Partnerships, and at local level Local Aim Higher Partnerships bring together partners to develop and co-ordinate initiatives to widen participation in higher education, including vocational routes. (VET, p. 7)

11.1.3 Vocational Qualifications (VQ): a flexible, responsive and easily understood VQ system to meet individual and employment needs should be in place by 2010, with a unit-based credit framework by 2007. (VET, p. 7)

11.1.4 Reforms were introduced following Alison Wolf's review of vocational education in 2011. As a result, key stage 4 students can now build a high-quality programme of study including a combination of GCSEs and technical awards, which enable students to keep their options open to follow any path post 16. The Wolf report 'review of vocational education' can be found at: www.gov.uk/government/publications/review-of-vocational-education-the-wolf-report

11.1.5 Reforms have also been made to school performance tables to report only those non-GCSE / practical qualifications that are of demonstrably high quality and promote progression into work or further study. The department has to date published four lists of approved qualifications, counting in performance tables in 2015, 2016 and 2017.

Performance tables 2015 eligible qualifications – key stage 4: www.gov.uk/government/publications/key-stage-4-performance-tables-2015-14-to-16-qualifications |

Agency recommendation	Findings
	Performance tables 2016 eligible qualifications – key stage 4: www.gov.uk/government/uploads/system/uploads/attachment_data/file/381337/2016_KS4_list.pdf
	Performance tables 2017 eligible qualifications – key stage 4: www.gov.uk/government/uploads/system/uploads/attachment_data/file/448760/Technical_Awards_2017_list_July_2015.pdf
11.2 Policy aims at matching labour market skill requirements and learners' skills, wishes and expectations.	11.2.1 Regional and local bodies advise on the provision of learning opportunities to meet local needs, within the overall national policy and funding arrangements, but individual colleges have considerable autonomy. (VET, p. 7)
11.3 Policy outlines the development of partnerships and networking structures. *(Partnerships with a pool of local employers to ensure close co-operation with regard to learners' supervised practical training and finding employment after graduation.)*	11.3.1 At regional level employers, education and training providers and government agencies come together to develop co-ordinated approaches to skills issues through Regional Skills Partnerships, and at local level Local Aim Higher Partnerships bring together partners to develop and co-ordinate initiatives to widen participation in higher education, including vocational routes. (VET, p. 7)
11.4 Policy outlines how transition from education to employment is supported by adequate provision.	11.4.1 For those who need support to move into adulthood with employment, there is a specific service called Connexions. The national Connexions service was devolved to local authorities in 2008. This service has a duty to support young people to stay in education, employment or training beyond the age of 16. The social system of 'job support' provides funding for the creation of jobs for persons with disabilities. (VET, p. 12) 11.4.2 There is also a statutory requirement for schools to include work-related learning within the curriculum for all students in years 10 and 11 (ages 14 to 16). (VET, p. 7)

Agency recommendation	Findings
	11.4.3 The funding per student formula ensures that students are offered high quality and meaningful work experience as part of their post-16 education that is both stretching and related to their career paths and realistically based on their prior attainment at age 16. There is <u>no requirement</u> for schools to provide work-related learning – including periods of work experience – to pupils aged 14-16 as part of the secondary curriculum. (www.gov.uk/guidance/16-to-19-funding-study-programmes-work-experience)
	11.4.4 For young people with Education, Health and Care plans there is a duty on schools to include a focus on preparing for adulthood (including employment aspirations) from age 14 (SEND Code of Practice: www.gov.uk/government/publications/send-code-of-practice-0-to-25).
11.5 Policy supports the availability of meaningful VET options for learners to choose from.	11.5.1 IVET system options for SEN learners: lower and upper secondary levels, apprenticeship training and other youth programmes. In England, and Wales, all of the above are in place. Separate special educational settings for young people over the age of 16 are either in the sixth forms of special schools or from age 18 in specialist colleges. Both the public and private sectors provide special schools. Specialist colleges are, on the whole, provided by the private sector. Some education and training takes place in the voluntary sector and in social care day services. (VET, p. 9)
	11.5.2 Qualifications are at different levels – foundation, level 1, level 2, level 3 and level 4. Within each level there are a number of qualifications, set by sector skills bodies and accrediting bodies. Curricula composition varies depending on the awarding body, the sector skills council, etc. (VET, p. 9)
	11.5.3 Students should be on worthwhile study programmes, which may include traineeships or supported internships (for the most complex needs), underpinned by high expectations which will help them to progress. (OoP, p. 10)
	11.5.4 Since August 2013, all funded provision for students aged 16-19 has to meet study programme principles. Study programmes consist of qualification and non–qualification activity for students aged 16 to 19. Every student's study programme is tailored to his or her prior attainment and career aspirations. As a part of their study programme, students are expected to: spend most of their time

Agency recommendation	Findings
	taking one or more substantial qualifications, or doing substantial work experience; take part in non-qualification activity such as tutorials, work experience and/or other work-related learning; and continue to study English and maths if they did not achieve a GCSE grade A*-C in these subjects by the age of 16. Traineeships for 16–19-year-olds are a strand of 16-19 study programmes targeting students who are committed to securing an Apprenticeship or other employment. The core content of traineeships is a high-quality work placement, work preparation training and English and maths. Providers and employers have the freedom to bring these elements together in the best way to engage and support individual trainees. The study programme principles are intended to enable all students to take a programme that helps them progress to their next stage whether it be employment, training, an Apprenticeship or further study including entry into higher education.
11.6 Policy supports the availability of supervised practical training.	11.6.1 The Government has a specific Work Programme to provide additional support but often people with the most significant disabilities need inter-agency support led by supported employment agencies who have the specific expertise and who can provide, for example, job coaching and training is systematic instruction. (VET, p. 12) 11.6.2 In both England and Wales, supported employment services have a role in supporting disabled people into employment. Schools and colleges are responsible for providing the curriculum and information advice and guidance. (VET, p. 13) 11.6.3 In August 2013 Traineeships were introduced, delivered by education and training providers for young people aged 16-24 (and for young people with a Learning Difficulty Assessment (LDA) or Education, Health and Care Plan (EHCP) up to academic age 25). Traineeships are an education and training programme involving work experience which aims to help young people prepare for an apprenticeship or other sustainable employment. Traineeships last a maximum of six months though may be shorter. From the 2015/16 academic year, we are strengthening the focus on positive outcomes, giving

Agency recommendation	Findings
	providers greater flexibility to deliver work preparation training and bringing greater consistency to the offer for 16 to 18 and 19- to 24-year-olds, which includes enabling 19- to 24-year-olds qualified to a full level 2 to access traineeships from January 2015. Full details can be found in the Government response to the Traineeships Funding Consultation, published on 18 November 2014 and available at: tinyurl.com/m4bhglv
11.7 Policy outlines how sustainable employment opportunities are supported through the availability of appropriate, on-going support.	11.7.1 Young people in transition are all expected to receive advice and guidance through facilities made available at the place of learning. (VET, p. 8) 11.7.2 The Government has made information about qualifications more transparent by requiring every approved qualification taught from September 2015 to have a published Purpose Statement. This explains who the qualification is aimed at, the skills and knowledge that will be acquired, and the value of the qualification for progression to the next stage of education or training, and will be used by schools, students and parents when selecting options for key stage 4 studies. 11.7.3 Code of practice paragraphs 8.33-8.40 concern pathways to employment including apprenticeships, traineeships & supported internships. The supported internships scheme helps young people aged 16 to 24 with complex learning difficulties or disabilities to find work. The scheme is run by further education (FE) colleges who work with employers to: find a job that suits the abilities of each intern; create a unique study programme so all interns can learn the necessary skills to do the job. Study programmes include on-the-job training with expert coaches responsible for supporting both interns and their employers. Programmes can also give interns the opportunity to take courses to develop other relevant skills, such as effective communication or understanding money. As of September 2013, all FE colleges, sixth forms and independent specialist providers can offer supported internships as part of their learning programme for SEN students. Further information at www.gov.uk/government/publications/supported-internships-for-young-

Agency recommendation	Findings
	people-with-learning-difficulties
11.8 Policy outlines how VET programmes are reviewed periodically. *(Both internally and/or externally in order to adapt to current and future skill needs.)*	11.8.1 Regional and local bodies advise on the provision of learning opportunities to meet local needs, within the overall national policy and funding arrangements, but individual colleges have considerable autonomy. (VET, p. 6) 11.8.2 The Office for Standards in Education, Children's Services and Skills (Ofsted) is responsible for inspecting standards and quality. Schools also receive support for maintaining standards and quality from local authorities. In Wales, Estyn provides the same functions. (VET, p. 13) 11.8.3 Following a review of vocational education, the government introduced study programmes for post-16 students from August 2013. (OoP, p. 9) 11.8.4 Since September 2014, OfSTED inspections have been refocused to judge explicitly how well all post-16 providers have responded to meeting the study programme principles introduced in August 2013.

Measure 11 evaluative comments

The Department's first priority is providing funding for a high-quality study programme for every 16–19-year-old who wants one, especially 16-year-olds (some young people with SEN who have statutory plans may remain in education or training to 25). The 16-19 funding formula introduced in the academic year 2013/14 moved from funding per qualification to funding per student. This allows schools and colleges the flexibility to offer students the programmes that best suit them, at A level and across all other post-16 study areas.

The 2017 performance tables will include 2 categories of technical qualifications for 16–19-year-olds – technical certificates and Tech Levels, which include qualifications recognised by employers as providing young people with the knowledge and skills to enter a specific occupation. Maths and English are also central to employability. To give every student the best chance of achieving GCSE grade C or above in English and maths, in 2014 the Government introduced a funding condition to require all 16–19-year-olds without GCSE English and/or maths A*-C to continue studying these subjects. A small number of students with multiple and complex needs may not be able to study approved English and maths qualifications. These students can be exempt from studying qualifications but appropriate literacy and numeracy should still be included in their study programme.

Further guidance can be found at: www.gov.uk/16-to-19-funding-maths-and-english-condition-of-funding - recording-and-monitoring-of-exemptions

Measure 12: To improve educational and career guidance across all phases of inclusive education

Agency recommendation	Findings
12.1 Policy outlines the mechanisms for ensuring effective transition across educational sectors and phases. *(There are well-organised transition processes among services to ensure continuity in the support required when learners move from one form of provision to another.)*	12.1.1 The Government has announced the creation of a new careers and enterprise company for young people. The core purpose of the company will be to broker relationships between employers on the one hand, and schools and colleges on the other, in order to ensure that young people aged 12-18 get the inspiration and guidance they need for success in working life. The new organisation is expected to develop its first programmes in time to support schools with careers activity next academic year (starting September 2015). (www.gov.uk/government/news/new-careers-and-enterprise-company-for-schools)
12.2 Policy outlines how career counsellors/officers support learners and employers regarding employment possibilities. *(Support is provided with job applications, inform and support employers and facilitate contact between both parties.)*	12.2.1 All schools are required to provide careers education and advice and guidance to all young people. (VET, p. 12) 12.2.2 The Education Act 2011 places a duty on schools to secure independent careers guidance for all 13- to 18-year-olds. Statutory guidance underpinning the duty has been published by the Department for Education. This is clear that every school should engage fully with their local employer and professional community to ensure real-world connections with employers lie at the heart of the careers strategy. Different interventions will work for different schools and pupils but, in practice, this could include mentoring and coaching, workplace visits, careers fairs and help with basic career management skills like CV writing, CV building, job searches and job interviews. 12.2.3 See also Code of Practice paragraphs 8.29 to 8.31

Measure 12 evaluative comments

–