





EVERY CHILD INCLUDED IN EDUCATION **MANIFESTO**

The priorities needed to make social mobility real for all children and their families, and to improve the lives of disadvantaged, vulnerable and underachieving children and young people in England.



// Waking up one day, the word 'achieve' kept coming back to me, I CAN achieve! I was told that there was a possibility of going back to mainstream schools. Up until then I wasn't someone who was nice to know, not someone you would like to meet in the street. I worked hard, doing my work and thinking about exams. The first exam was not what I thought it would be, I passed! Not something I would have thought about a year ago. I know what I want to do now: I am going to Art College. My mum is really proud, and so am I. I want to get a job in graphic design... //

A student describes his experiences in an Achievement for All-partnered Pupil Referral Unit, 2012



INTRODUCTION

The UK education system is struggling to meet the needs of at least one in five children and young people: the disadvantaged, vulnerable and underachieving - 20% of children who are unprepared for their lives post-16, whether in education, training or employment^{1,2,3}.

Every Child Included in Education is a collaborative manifesto that follows the publication of *Born to Fail? Social Mobility: A Working Class View*⁴ authored by Achievement for All Founder and CEO, Professor Sonia Blandford. This argues that if we don't radically re-think our nation's approach to social mobility, millions of children will continue to be lost within our education system, impacting on their work and life chances.

We need to act fast and act now to galvanise society against what is ultimately the greatest social injustice of our time by bringing together all educational provision - private, independent and state - in supporting and delivering change.

Every Child Included in Education is seeking all stakeholders including ministers, commissioners, senior government officials, business, public and third sector leaders to increase collaboration, support and training for all providers and services across the country.

Ultimately, this manifesto seeks to enhance life chances and provide choices for every child regardless of their background, challenge or need.

Achievement for All is collaborating with leaders from business, education (state and independent across all phases and type, including Regional School Commissioners, Opportunity Area Boards, Teaching Schools Alliances and Research Schools), public and third sectors, parents, carers, children and young people, to deliver against five co-developed Every Child Included in Education priorities.

Achievement for All - acknowledges that **Every Child Included in Education** priorities are set within the context of the government's Social Mobility Action Plan⁵. We have created this collaborative campaign to focus activity and embed change over the next two years.

SOCIAL MOBILITY ACTION PLAN

On 14 December 2017, the Education Secretary unveiled the Social Mobility Action Plan, *Unlocking Talent, Fulfilling Potential*, which will deliver targeted action and focus £800 million of government investment where it is needed most.

The plan will focus on places and communities across the country that

have been 'left behind', because they have not yet seen the improvements which have been achieved in other parts of the country:

Ambition 1:

Closing the 'word gap'. Boosting access to high quality early language and literacy, both in the classroom and at home, ensuring more disadvantaged children leave school having mastered the basics of literacy that many take for granted.

Ambition 2:

Closing the attainment gap. Raising standards for every pupil, supporting teachers early in their career as well as getting more great teachers in areas where there remain significant challenges.

Ambition 3:

Real choice at post-16. Creating world-class technical education, backed by a half a billion pounds in investment, and increasing the options for all young people regardless of their background.

Ambition 4:

Rewarding careers for all. Boosting skills and confidence to make the leap from education into work, raising young people's career aspirations. Building a new type of partnership with businesses to improve advice, information and experiences for young people.

EVERY CHILD INCLUDED IN EDUCATION 5 PRIORITIES

1.

Promote kindness and wellbeing in education, business and third sector settings, where every child and young person is included every day. We need to address mental health, character, and resilience through culture and mutuality, celebrating tolerance, patience, friendship, creativity and problem solving.

2.

Further investment across all phases of education, beginning with the early years. This should result in a socially and culturally relevant curriculum, increasing attainment in reading, writing and maths, enhancing life chances and culminating in a meaningful destination for every child.

3.

Greater focus on teachers as professional learners through recruitment, retention, and CPD that includes an enhanced understanding of the way disadvantaged and vulnerable children learn.

4.

Reduce children and young people being excluded in education:

a) increase responsibility for children at risk of exclusion through cross-agency collaboration to reduce exclusions and minimise the number of children and young people at risk, and

b) close the gap for SEND, too often the marginalised and forgotten group.

5.

Increased recognition of parents, carers and wider communities. Parents and carers should be valued as crucial partners in the improvement of learning and life chances for every child.

EVERY CHILD INCLUDED IN EDUCATION - SUPPORTERS





The campaign is also being supported by leading individuals including:

Brian Lamb OBE

Lord Lucas

Lord Ramsbotham GCB CBE

Professor Philip Garner

Rt Hon Baroness Hughes of Stretford

Rt Hon Baroness Stowell of Beeston MBE

Rt Hon Lord Knight of Weymouth

The Earl of Listowel

The Rt Rev'd Dr David Walker, Bishop of Manchester

The Rt Rev'd Paul Butler, Lord Bishop of Durham

We would also like to extend our thanks to the following organisations for their valuable input into the consultation process and continued engagement in our work:

Catholic Education Service (CES)

Chartered College of Teaching

Economic Policy Institute (EPI)

I CAN

LKMco

NAHT Edge

New Schools Network

Social Mobility Commission

The Church of England Foundation for Educational Leadership

The Key

ABOUT ACHIEVEMENT FOR ALL

Achievement for All is a leading not-for-profit organisation that works in partnership with early years settings, schools and colleges, improving outcomes for all children and young people vulnerable to underachievement regardless of background, challenge or need.

Since 2011, we have engaged with over 5,000 early years, school and post-16 settings, delivering an evidence-based framework and practice that empowers learning for every child, engaging with leaders and teachers, parents and carers. We transform lives through coaching, professional support and online resources co-delivered with a national network of leaders and educational experts from business, public and third sectors.

Achievement for All is evidence based, as demonstrated by government and external evaluations:

- National two-year evaluation Achievement for All pilot by the University of Manchester, commissioned by the Department for Education (DfE, 2011)⁶

- National early years evaluation, commissioned by Esmée Fairbairn Foundation, (2016), overseen by senior experts from National Children's Bureau and The Open University, validated by PwC⁷
- National evaluation of Special Educational Needs Coordinator Award by Achievement for All and Plymouth University, commissioned by the DfE (2017)⁸
- National five-year Achieving Schools Social Impact Assessment study, carried out by PwC⁹
- National two-year post-16 evaluation by CUREE, commissioned by the Blagrove Foundation, (2018)¹⁰
- National two-year Key Stage 2 study by University of Manchester¹¹, commissioned by the Education Endowment Foundation (EEF) (2016-2018)
- National three-year early years study by Achievement for All, commissioned by Esmée Fairbairn Foundation¹² and externally evaluated by Plymouth University.

Fundamental to each Achievement for All programme is our focus on building core strengths in every child:

- Aspiration - I can, resilience, confidence and ambition needed to learn and grow
- Access - I do, independence and self-development that encourages responsibility for progress
- Attainment - I have, success that will take every child to where they want to go
- Achievement - I am, inner strength that builds from resilience, responsibility, success and self-belief.

These core strengths result in a confidence and desire to engage with the educational journey in every child.

Working to improve achievement for every child is not an impossible goal. Since 2011, our independently evaluated programmes have reached 3.86 million people in England and Wales, impacting on one million children in over 5,000 settings, schools and colleges¹³.

We have witnessed incredible results within our community of settings, schools and colleges.

In partnership with education, business, public and third sector practitioners and experts we aim to reach a further one million children across the UK.

Achievement for All uses an evidence-based framework that has reached over 100,000 children and young people experiencing challenges, needs and disadvantage, improving outcomes in reading, writing and maths up to 50% higher than the expected outcomes for all children.

In 2016, an independent assessment on the Achieving Schools programme by PwC¹⁴ found:

- An increase in the progress of targeted children and young people in reading, writing and mathematics raised to a standard above the national expected level (by up to 50%)
- 97% of school leaders reported a positive impact on the development of teaching and learning
- 75% of children and young people reported an increase in confidence in their own ability to achieve.



BACKGROUND

Every child deserves to achieve regardless of their background, challenge or need. Yet the UK education system, businesses and communities are struggling to meet the needs of at least one in five children: the disadvantaged, vulnerable and underachieving.

Every year in the UK, at least 34% of children do not achieve a good grade in their GCSEs.¹⁵ In an average secondary school, this missing third can translate to 100 pupils each year, whose choices for life beyond school are significantly reduced as a result.

Children and young people experiencing disadvantage lack confidence, find learning challenging, develop differently to others, and participate less in society. The impact on their lives can be severe, with long-lasting effects on their wellbeing, relationships and future job prospects, as well as the wider community.

It is time to include every child, to be inclusive across all education, business and third sectors, and to encourage achievement for all.

According to the Education Policy Institute (EPI, 2017)¹⁶, the most disadvantaged children in England (i.e. those who have been eligible for free school meals for at least 80% of their time in school) are, on average, more than two full years of learning behind non-disadvantaged children by the end of secondary school.

Regional disadvantage is also in evidence: the National Literacy Trust¹⁷ has reported that children born into communities with the most serious literacy challenges – who are more likely to live in deprived areas, do worse at school, be less financially well-off and have poorer health – have some of the lowest life expectancies in England.

Despite continued investment and targeted intervention programmes by the government, the EPI asserts that, at the current rate of progress, it will take a full 50 years to reach an equitable education system where every disadvantaged child will not fall behind during formal education.

This is compounded by the shocking fact that 2.5 million children live in poverty.¹⁸

What's more, the Social Mobility Commission's 2017 '*Time for Change*' report,¹⁹ has underlined that the social mobility problem is worsening for an entire generation of children and young people.

All early years settings, schools and colleges have the power to close these gaps, ensuring that every child is included. But they cannot do it alone. In response, we are challenging this position with education, business, public and third sector partners, inviting you all to support by helping early years settings, schools, and colleges to aspire, to increase aspiration, access and attainment, and for every child to achieve.

Every Child Included in Education is a collaborative manifesto that challenges parliamentarians, funders and decision-makers in education, business, and the third sector, to change their approach and improve outcomes of every child in every phase of education, in the workplace and in life.

New thinking and new action is needed now.

The Every Child Included in Education campaign, led by Achievement for All in collaboration with a wide range of partners and supporters, challenges the prevailing situation in which our education system is struggling to meet the needs of at least one in five of our children and young people – the vulnerable, disadvantaged and underachieving.

The two-year campaign seeks to improve practice by bringing together expertise, a shared vision, and a genuine commitment to change.

By working together, political, business, education, public, private and community sectors can deliver our collective priorities. Success will be transformational, improving outcomes and life chances for every child, as well as the lives of the people around them.

#everychildincluded



PRIORITY ONE

PROMOTE KINDNESS AND WELLBEING

Promoting a culture of kindness, empathy and tolerance in education settings, at home, in the workplace and the community addresses mental health, enhancing learning, participation and commitment to society^{20,21}. Developing every child's wellbeing, plus their social, emotional and mental health, supports them to grow into resilient, confident and independent individuals.

In its recent Education and Skills survey (2017)²², the Confederation of Business Industry (CBI) underlined the personal skills needed for children when transitioning to employment,

repeated in a speech by CBI President Paul Drechsler (2018).²³

This is an inclusive approach to education - one that provides opportunities and resources for all children and their families to achieve and thrive no matter what their background or circumstance.

Bringing together policy-makers, parents, school leaders and learners, we will examine which teaching approaches can be most effective in raising attainment, through projects such as the Europe-wide *Raising the Achievement of All Learners in Inclusive Education* project²⁴, which recognises the high cost of school failure and inequity for individuals.

TO DELIVER KINDNESS AND WELLBEING WE MUST:

- **Ensure kindness and wellbeing are embedded in the early years, school and post-16 culture and curriculum.** Recognition and progress achievements should not only encapsulate exam and grade achievements but also mutuality, empathy, tolerance, friendship, creativity and problem solving. This is obvious, simple, plus socially and culturally sound – so why don't we do it?
- **Recognise that education professionals need support, training and access to expert advice,** not only in meeting every

child's learning needs, but also their social, emotional and mental wellbeing. Early years, school and post-16 settings can't do this alone.

Specialist initiatives such as the Children Looked After Coaching Programme, a bespoke coaching project designed specifically to bring the expertise of Achievement for All and virtual schools together, offering carefully targeted help, improving wellbeing and attainment for those in care. This initiative is based on findings from the London Fostering Achievement programme.

Springwell Special Academy was recently highlighted²⁵ for its work to approach every child with “unconditional positive regard” – or in Executive Principal's Whitaker's words, they “batter the children with kindness”.

Springwell is a special school for nearly 100 children, aged five to 16, with a range of social, mental and emotional health (SMEH) issues. Many have diagnosed anger-management problems, a lot are from “broken homes” or have attachment disorders. A large number of the pupils have suffered abuse, neglect or poverty before they arrive at Springwell. All have been deemed unsuitable for mainstream education.

At Springwell, children are rewarded for the smallest things - like being kind to fellow pupils - and not punished for bad behaviour.





- **Increase awareness of the social and emotional difficulties experienced by children looked-after**, supporting their development by bringing foster carers, adopters, social workers and educational professionals together.
- **Provide access to a multi-layered service for every child**, supporting their social, emotional and mental health needs with training and partnerships with experts. Also recognising the critical role of specialist services working together to support early years, school and post-16 settings, children and their families.

Early years, school and post-16 settings need improved and quicker access to support services like speech and language therapists, educational psychologists, wellbeing and mental health specialists. This must extend into the workplace, with needs recognised and supported by all sectors, particularly in education and training contexts. HeadStart, the Children and Adult Mental Health Service where education and youth services understand the scale of the challenge. There are crunch points in services and we need more co-operation to enhance and increase capacity and expertise.

Achievement for All's Achieving Wellbeing programme offers education settings a comprehensive set of complementary strategies and approaches, unlocking academic achievement and accelerating progress by improving emotional wellbeing and mental health. This programme develops professional understanding of the impact of attachment, childhood trauma and neglect, building core strength and resilience within cohorts of identified learners.

73%

Leading national children's mental health charity Place2Be have found that 73% of the children they reach who have severe difficulties improve after counselling. For every pound spent on this early intervention, there is a return of £6 in savings to society²⁶.





PRIORITY TWO

FURTHER INVESTMENT IN ALL PHASES OF EDUCATION

The Institute for Fiscal Studies²⁷ provided an illuminating analysis on government investment in education:

Education spending is the second-largest area of public service spending in the UK, representing about 4.5% of national income in 2015–16.

We need a continued focus from policy-makers and decision-makers to ensure that every child's needs are met as early as possible to avoid education gaps worsening as a child moves from early years to school.

As a child moves through their educational journey, transition points between all phases of education have been demonstrated to have a negative impact on learning, with an associated lack of trust and experience being prevalent among leaders and teachers. Best practice in recording, reporting and sharing of curriculum knowledge for every child would be transformative in improving outcomes, engaging parents and carers, and developing pedagogy. We have much to learn from middle schools in this regard.

The challenges of cross phase, multi-agency and community working are self-evident: if we are

to include every child, **we all need to care**²⁸. There is innovative work taking place in the sector in this area including the work of organisations such as children's communication charity I CAN, the Early Intervention Foundation, and coalitions such as Read On. Get On. and the Fair Education Alliance.

START WITH EARLY YEARS

There is no doubt that the first years of a child's life have a lasting impact on their life chances. By the age of five, large gaps in development have opened between children from low-income families and their better-off peers.²⁹

More worrying still is that this is evident at just three years of age, with a gap for cognitive outcomes of 23% between the richest and poorest children, rising to 27% by the age of five.³⁰ Since the 1990s there has been disjointed investment aimed at improving early years provision. Whilst recognising increased investment for two-year olds, the reality is that funding for early years provision remains less than half than that for primary schools.³¹

We need to acknowledge the gap that exists in the early years, and collaborate across health, education and care to improve access to learning at the earliest stage of a

Achievement for All's Achieving Early programme works with teachers and setting leaders to help children thrive and develop. Using tailor-made plans, professional coaching and expert techniques, we can dramatically improve the outcomes of all those involved in early years education. A report on the programme's pilot⁷ identified:

- 100% of practitioners reporting higher levels of confidence in working with parents
- Speech, language and communication assessments at age-expected levels rising from a baseline of 23% to 69% by the end of the programme
- Personal, social and emotional assessments at age-expected levels rising from 23% to 73%
- The quality of provision being reflected positively in OFSTED judgements.

childhood if we are to improve life chances for all children. Evidence shows us that despite government intervention and investment in the early years sector, too many children from areas of high deprivation are still starting school below age-related expectations compared to their wealthier peers.³²

At the end of the early years Foundation Stage (EYFS) children are assessed and are expected to have reached a 'Good Level of Development' (GLD). In 2017 there was a 17% gap between children eligible for free school meals and their better off peers and this has not significantly altered over the last five years. This has a significant impact

on their chances of success in school as disadvantaged pupils who start behind their peers do not achieve as well as their more advantaged peers.³³

Statistics on early child outcomes show that poorer children systematically do worse on both cognitive and behavioural outcomes at both age three and age five.³⁴

£1

Research³⁵ indicates that for every £1 spent on early years education, £7 must be spent to have the same impact in adolescence.

'If the gap isn't closed, the costs to our nation will run into the billions'. The Sutton Trust³⁶ estimates that the UK's economy would see cumulative losses of up to £1.3 trillion in GDP [gross domestic product] over the next 40 years if the country fails to bring the educational outcomes of children from poorer homes up to the UK average"

Public Health England³⁷ stated that the return on investment in early years initiatives is greater than many other economic development options:

- Every **£1** invested in quality early care and education **saves** taxpayers up to **£13** in future costs
- For every **£1** spent on early years' education, **£7** has to be spent to have the same impact in adolescence
- The average **economic benefit** of early education programmes for low income 3 and 4-year-olds is nearly **2.5** times the investment
- Critically, if all low-income children received high-quality early education the gap in achievement could be closed by as much as **20-50%**.

Evidence of a widening gap over time indicates that waiting until children start school to access professionals with the knowledge and training needed to address their cognitive development is leaving it far too late.

Despite research showing that those children who attend nursery with a highly qualified member of staff are most likely to reach the expected level of development by the time that they reach school, many settings still do not have a member of staff with early years Teacher Status.³⁸

Charities such as the Youth Sports Trust make an enormous difference to the wider outcomes of all children and young people. Sporting activities can improve physical and mental health, boost the development of social skills and assist with the learning of movement and coordination.

In 2015/16, the Youth Sports Trust³⁹ found that 93% of the young people on its alumni panel believed that participation had increased or greatly increased their life skills.

TACKLE SCHOOL FUNDING

Funding is needed in schools to address the need for a relevant curriculum for every child.

It is recognised widely that the current national curriculum in England and its pedagogy is founded on the knowledge and learning experienced predominately by the middle class, driven by a desire for all children to attend university.

As a result, many aspects of the curriculum lack social and cultural relevance for the most disadvantaged children and families creating barriers to learning. In a context where spending on primary and secondary schools has been reduced²³, children need greater investment if they are to be developed for their future lives and employment.

Teachers know the power of aspiration and how a culture of high expectations for every child, every day and every lesson in every week, can make a real difference when rooted in local culture and heritage. Investment in a locally relevant curriculum will improve outcomes in reading, writing and maths.

Given the right support, schools and settings can find innovative ways to break the links between disadvantage

and underachievement, improving the life chances for every child. A report on the teaching of maths by the Fair Educational Alliance, Achievement for All and KPMG⁴⁰ highlighted the significant proportion of children from disadvantaged families who leave primary school without the basic maths skills to succeed at secondary school.

Recent DfE figures show that in 2017, almost 40% of disadvantaged children did not reach the expected standard in maths by age 11 (DfE, 2018).⁴¹ That is 37% who did not make the expected standard in comparison to 20% of all other (i.e. non-disadvantaged) pupils of the same age.

Enabling Enterprise has developed a Skills Builder framework of eight skills that have been shown to unlock leaning. These eight skills are built from an early age, with regular lessons, teacher support and employer engagement. In primary schools alone, their impact to date has been dramatic, and has raised the proportion of disadvantaged students reaching age-related expectations in these skills from 18% to 59%.⁴²

£9,063

In a setting with 15 eligible children, early years Pupil Premium income is £4,531.50. Doubling the money would increase this to £9,063.

Pupil Premium funding provides a starting point to further extend activity beyond the classroom. Current provision is largely focused on supplementing teaching assistants. High impact in the most inclusive schools demonstrates how the Pupil

Premium supplements cultural and social activity, which is evaluated against improved outcomes in academic and behavioural progress. Evidence shows the benefits to children and young people's social and emotional development⁴³.

Evaluations show that extending funding with specific reporting requirements on supplementing cultural and social activity would increase impact on the most vulnerable and disadvantaged children. As a result of the success of Achievement for All's own Pupil Premium Reviews. The Pupil Premium Focus Review has now been launched to help schools understand the potential impact of effective spending on the most vulnerable children.

Our Achieving Further programme empowers college and post-16 staff to improve young people's independence, social and employability skills leading to better qualifications and employment outcomes. It has been specially adapted to benefit all vulnerable learners – including those with SEND, learners in care, disengaged students and those living in poverty.

In the sixth-form college of Richard Collyer's, Horsham, involvement with Achieving Further saw the A*-C results of GCSE resits rise by an impressive 26% from 2014 to 2016, taking the college well above national levels⁴⁴.

INCREASE POST-16 PROVISION FUNDING

Increased funding for post-16 provision is needed to address changes in policy and legislation that have resulted in increased numbers in a now compulsory stage of education or training.

16–18 education has been the big loser from education spending changes over the last 25 years.... Spend per student is similar to that of 30 years previously⁴⁵

Practice has failed to follow policy; there has been an insignificant impact on outcomes for children continuing to fail GCSE English and maths, and a lack of provision for young adults with lower level qualifications. Investment has been directed towards the

focus that social mobility requires every child to attend university with university funding being set at FE.

The introduction of Technical and Professional levels in post-16 education is to be welcomed, as is the introduction of the skills plan.⁴⁶ Funding and staff training now need to follow.

In stark contrast to post-16 funding, the available resources in HE have increased by 50% since the 1990s.⁴⁷

Apprenticeships provide a solution. But many children are unable to access them (FE Week, 2017)⁴⁸. If BTEC qualifications were accepted as demonstrable evidence of applied English and maths there would be improved outcomes for every child, particularly in areas of the country where employment is more localised. The reality is that the majority of the population follows a non-academic route to employment, required to 'earn while they learn'.

Apprenticeships are a potential source of growth in learning, employment and life chances for every child. Independent schools have identified apprenticeships as a post-16 / 18 route, with leading employers providing courses for the most talented. The danger is that apprenticeships are aggregated towards the advantaged with more limited access to

destinations for the remaining two thirds of the population.

There is also a danger that on entry into a degree programme considered to be 'less academic' the cost to the student will far outweigh the value of the award, thus providing further advantages to those who enter higher rated universities delivering higher rated awards. The DfE has recently launched a consultation involving 50 universities and colleges in relation to the subject-level version of the UK's Teaching Excellence Framework to expose degrees with standards that are "lagging behind" the rest of the sector (THES, 2018)⁴⁹.

TO IMPROVE OUTCOMES IN EDUCATION FOR EVERY CHILD AND YOUNG PERSON, WE MUST:

- Address the funding issues in the early years sector and the inequality of status for early years teachers so that every setting can employ an early years' graduate to ensure children can benefit from the experience and expertise that the qualification brings.

Despite research⁵⁰ showing that those children who attend a nursery with a highly qualified member of staff are almost 10% more likely to reach the expected





level of development by the time they start school, many settings still do not have a member of staff with Early Years Teacher Status.

- **Bring together the maintained and non-maintained sectors** to align practice and benefit from each other's expertise to ensure transitions within the EYFS and into Key Stage 1 are seamless.
- **Unite high quality, high impact health, education and care professional practice** learning from best practice Sure Start providers, reviewing and delivering 'What Works'.
- **Increase access to continued professional development** for all early years professionals including the 58,000 childminders responsible for the daily care of up to 348,000 pre-school children in England⁵¹ with a focus on the provision for vulnerable and disadvantaged children. As part of this Achievement for All will extend the reach of our Childminder Professional Development Programme, which has been created with PACEY to support the development of outstanding inclusive practice.

- **Prioritise speech, language and communication development for children and young people**, particularly given the prevalence of delayed language and long-term and complex speech, language and communication needs (SLCN).

This requires recognition from policy-makers and decision-makers of the recommendations of the *Bercow: Ten Years on Review*⁵² – a major independent review of the state of SLCN provision, run by I CAN in partnership with the Royal College of Speech and Language Therapists.

- **Increase awareness of the importance of libraries in early years and beyond** – we have forgotten the unique role of school and public libraries in closing the literacy gap. In recent years, school and public libraries have been closed or access reduced.

There are exceptions that continue to deliver vibrant programmes of activities, reading clubs and events to get children excited about reading. If we want to improve literacy and inspire a generation of lifetime readers, we must ignite a love of reading among all children and keep the flame alive

The 1850 Public Libraries Act⁵³ gave communities the power to establish free public libraries. The Act was the first legislative step in the creation of an enduring national institution that provides universal free access to information and literature, and was indicative of the moral, social and educative concerns of the time. This led to the creation of amazing social and cultural spaces built to encourage everyone, regardless of background, challenge or need, to enjoy reading books, newspapers, historical documents; encouraging us all learn, to reflect and question.

Libraries continue to deliver vibrant programmes of activities, reading clubs and events to get children excited about reading. If we want to improve literacy and inspire a generation of lifetime readers, now is the time to care enough to change. We must ignite a love of reading among all children and young people and keep the flame alive throughout their education and long into their lives.

throughout their education and long into their lives.

- **Increase support for sharing information and expertise across and between phases of education** In 1992, schools were guided to share information about the curriculum and individual children's progress records. Much of this sharing of information continues 25 years later. In best practice schools there is also the sharing of expertise and detailed knowledge beyond academic progress, resulting in enhanced provision in Years 7 and 8.

- **Increase the potential for Pupil Premium investment** to develop learning through enhancing social and cultural collateral, set within a relevant curriculum. Doubling the funding would be relatively low cost with high impact.

Many schools and settings would benefit from a review of their Pupil Premium spending to enable them to provide social and cultural access for every child. This should involve opportunities for all children to participate in social and cultural activities, sport, the arts, debating, volunteering,

wider community-based provision, museums, trips and much more.

- **Focus on ensuring disadvantaged children engage with reading, writing and maths** as fundamental building blocks to learning.

The Read On. Get On. coalition report (2015)⁵⁴ found that a fifth of all children in England, and almost a third of disadvantaged children, are unable to read when they leave school – a crucial factor helping to sustain the educational divide.

- **Develop the Counterpoint partnership between maintained and independent schools** to share best practice across the curriculum. There is much to learn through mutuality between schools, regardless of their background.
- **Deliver a relevant curriculum** that relates directly to every child's social context and community heritage, enhancing aspiration, access, attainment and achievement. Mutuality is crucial, as is listening to and engaging with every child and their parents and carers if they are to develop the confidence needed to determine their own futures. Improving knowledge of communities' rich heritage improves social cohesion and understanding and builds lasting friendships.

- **Ensure that every primary school child is taught about skills for the workplace**, increasing ambitions, breaking down barriers, and providing relevance to learning at the very earliest stages.

- **All children should be supported to build a set of core strengths**, also known as essential skills, as part of the curriculum to improve confidence and engagement in learning.

The Skills Builder coalition has identified and coalesced around age-related expectations for a set of eight skills: teamwork, leadership, creativity, problem-solving, presenting, listening, aiming high, and staying positive. These are skills called out for by employers and universities, but also unlock learning in the classroom.

Along with resilience and other character traits, these are an invaluable way to prepare disadvantaged children and young people for the challenges of adult life. Achievement for All will support this activity through their core strength framework encompassing essential skills in direct response to the needs of British business and industry.

- **Invest in post-16 provision** which is equitable across all educational settings – schools, further education, university and employment – aggregated according to age not level.

- **Offer clear career advice for every child** including the vulnerable and disadvantaged, related to local, regional, national and international opportunities.

The demise of the career service Connexions has impacted on every child, with schools and post-16 providers unable to retain the expertise needed to support and guide transition to employment.

Employers have a role to communicate their expectations of every child, in terms of academic and personal skills, through a central hub that could be provided by the CBI and government. The most vulnerable and disadvantaged children are not accessing post-16 provision with up to 20% currently not in employment, education or training (NEET).⁵⁵

- **Have clear post-16 pathways offered to all children**, focusing not only on university, but on entry-level jobs, apprenticeships and other training that suits the full range of talents and skills among children and young people.

Statistics from the Office of Fair Access (2017)⁵⁶ show that the proportion of young people from disadvantaged families who do not continue after their first year at university has reached its highest level for five years.

Research from the Social Mobility Commission (2017)⁵⁷ found that a quarter of low-paid workers are unable to enter higher-wage roles.

- **Value all post-16 qualifications** to include vocational, academic and personal development. BTECs, life skills and related programmes must be weighted towards employment destinations rather than any academic comparator.
- **Invest equally in all post-16 provision** with associated quality assurance of all programmes, and break down the false boundaries between further and higher education that limit social mobility.

Achievement for All and the City of London Freeman's School are co-delivering an evidence based collaborative project, *Counterpoint: Independent and State Schools Working in Harmony*, to develop inclusive practice, mutuality and increase social mobility across England, leading independent schools and academies have committed to join the programme.

Counterpoint aims to involve leaders, teachers, parents, carers, children and young people. Participants will engage in shared, inclusive leadership, teacher development, parental engagement through local partnership and outreach activities with communities, businesses and schools.

A national pilot will begin in September 2018, based on the Achievement for All framework, in up to 20 independent schools each partnered with two to five maintained schools and businesses to improve leadership, teaching and learning, parent and carer engagement, community and social understanding, and educational outcomes for all children and young people.

PRIORITY THREE

GREATER FOCUS ON TEACHERS AS PROFESSIONAL LEARNERS

As anyone working in education knows, once the initial professional training is over, real professional learning has barely begun. Exactly how that continued learning is supported and nurtured is crucial in shaping the culture and achievements of a school and the people within it.

School workforce census data released by the DfE in June 2017⁵⁸ indicates ongoing problems with teacher recruitment and retention. In 2016, we saw the lowest entry rate for teachers in five years – and, at the same time, people are leaving the profession faster than ever.

This leaves 600,000 pupils in England taught by unqualified teachers. The retention of teachers is overwhelmingly poor in areas of social deprivation and disadvantage; the very areas where the need for continuity of teaching and the use of cutting-edge proven teaching strategies is needed the most.

In 2017, over 27,500 teachers trained between 2011 and 2015 left the profession.⁵⁹

Recognising the need to improve support for the teaching workforce, the DfE (2018) has published research on the spread and use of professional development to help reduce teacher workload in schools in England⁶⁰. In a similar vein the Secretary of State has also reiterated the government's promise to cut teachers' workload in an attempt to resolve the recruitment crisis^{61,62}.

Being an Early Career Teacher is a professionally challenging role in any school. In communities facing socio-economic disadvantage these challenges can be multiplied exponentially.

Teacher training has been around since apprenticeships in the 1800s, In-service days were introduced in the 1988 Education Reform Act⁶³, yet most teachers still feel untrained and under developed, particularly when it comes to addressing special educational needs.

CPDBee, an online, quality assured marketplace that helps schools find the best providers that meet their training needs, has highlighted through the consultation process that there is no agreed curriculum or codified body of knowledge or set of skills that teachers working with students with SEND need to learn and develop. The only guidance available is from the SEND

Code of Practice 0-25.⁶⁴ This means that auditing knowledge and skill level against agreed standards and identifying what needs to be learned and developed next is impossible.

What's more, solutions that help schools find and quality-assure external expertise are not fit for purpose. So even if schools were able to identify their needs, finding the right specialists is incredibly difficult.

TEACHERS IN ALL PHASES OF EDUCATION ARE OUR BIGGEST RESOURCE, WE MUST:

- **Provide all entrants to the teaching profession with a single career framework** from initial teacher training through continuing professional development. In 1994, the Teacher Training Agency began to develop a route illustrated in the 'Rainbow Pack', which could provide a starting point
- **Move away from a single training session** towards funded, sustained and coherent professional development programmes that begin from the point of recruitment, offering both online and offline education and training for teachers as espoused by the DfE's new Standard for Teachers' Professional Development (2016)⁶⁵ and the work of the Teacher Development Trust



THE BUBBLE

As a result of our work with schools across England and Wales, Achievement for All has developed The Bubble, an online learning portal offering 24/7 access to a complete suite of resources, training materials and online learning facilities to support the development of high impact inclusive practice at every age and stage.

It provides educational professionals across the UK with an online learning space that enables them to collect and contribute information, while collaborating with over 2,000 Achievement for All schools across the UK. Ultimately this approach enables training to continue well beyond INSET days.

bubble.afaeducation.org

- **Ensure all teachers and leaders participate in funded continuing professional development (CPD) that is regular, relevant and evidence-based.** There is a need to refocus teacher training and to increase understanding of how working class children, disadvantaged children and children with SEND can effectively learn and prepare for work. This will improve outcomes for all children.
- **Focus on what works to improve outcomes for every child** in early years settings, schools and post-16 provision, bridging the gap between research and practice, building understanding between each phase of education, and learning together.

We support the vision of the Chartered College of Teaching⁶⁶, which aims to raise the status of the profession and support teachers to acquire the expertise necessary to maintain excellence in teaching and secure the best outcomes for every child.

- **Introduce Chartered Teacher Status** for all teachers and support professionals. The Chartered College for Teaching is piloting an accredited, career-long, professional development pathway. We need to consider how pre-existing qualifications might lead to Chartered Teacher Status, and how teachers can be supported and accredited to work in disadvantaged areas.

Using what we are learning from research, we want to develop a codified professional development curriculum for teachers, which identifies what knowledge and skills teachers should learn and develop for each of the broad areas of SEND.

- **Provide focused support for teachers in disadvantaged areas**, following the example of the Education Endowment Foundation funded RETAIN project, an initiative created by The Cornwall College Group, the Institute of Education UCL and Edge Hill University.⁶⁷

RETAIN supports beginner teachers in understanding the impact of disadvantage, using specialist teaching approaches to overturn this impact, and to plan their own career progression. The result is a virtuous circle, in which children and young people facing disadvantage benefit from relevant high-quality teaching, beginner teachers are supported to remain in the profession, and ever-increasing quality teaching is provided.



£700m

In 2016, the National Audit Office⁶⁸ reported that £700 million is spent on training an average of 33,000 new teachers every year. However, parliamentary research from 2017⁶⁹ revealed that one in five teachers leave the profession annually – at an enormous cost to the public purse.

£100m

At Achievement for All, our experience has shown that high quality CPD supported by an expert coach can be particularly effective in raising the achievements of school staff. This combination also improves retention. With one in five teachers leaving the profession after just two years, this retention could save our economy at least £100 million per year.

PRIORITY FOUR

REDUCE EXCLUSION IN EDUCATION

A) Increase responsibility for children at risk of exclusion

When a child doesn't achieve and becomes disempowered, there are long-term societal impacts.

The 2017 Fair Education Alliance Report Card compiled by the Education Policy Institute⁷⁰ indicated that children from low-income families continued to be over four times as likely as other children to be permanently excluded from school, amounting to a shocking 2,580 permanent exclusions in 2014/2015.

A study by the Institute for Public Policy Research think tank (2017)⁷¹ highlighted that children and young people with SEND are seven times more likely to be excluded.

Exclusion can leave a long-lasting and negative legacy: over two-thirds of the prison population were previously excluded from their schools for poor attendance and behaviour, at a cost of £2.9 billion to the UK economy in 2016⁷².

The financial costs can be immense too: those not in education, employment or training (NEET) are estimated to cost the UK economy some £77 billion a year⁷³.

Achievement for All's Anti-Bullying training is based on our work with the Anti-Bullying Alliance, the Council for Disabled Children and Contact a Family. More than 1,500 schools benefited from the training during the 2016-17 project. 90% of participating schools made a range of improvements, noting changes to school culture in the effectiveness of dealing with SEND bullying. 99% would recommend the training to others.

We are all responsible for every child in our country: they are 100% of our future. Removing children from full time education and from their peers is not meeting this responsibility.

All early years, school and post-16 settings should maintain accountability for every child registered from the point of admission.

A government review of exclusion practice, led by former Children and Families Minister, Edward Timpson, has recently been announced by education secretary Damian Hinds after growing concern that exclusion rates are too high and the use of sanctions requires investigation⁷⁴.

The use of exclusion needs to become less normalised. It should be the exception when leading children through their educational journey.

B) Close the gap for SEND

The Special Educational Needs and Disability (SEND) reforms introduced in September 2014⁷⁵ were the biggest round of reforms since the Warnock Report in 1978⁷⁶, a precursor to the Code of Practice for Special Educational Needs, which was first introduced in 1994⁷⁷.

The introduction of the Education, Health and Care plan is to be welcomed, as is multi-agency support and collaboration. Current practice is not keeping up with the pace of this policy as reported by Children and Young People Now:⁷⁸



Councils struggling to meet SEND deadline, ombudsman warns

Local authorities are struggling to transfer all children with special educational needs and disabilities (SEND) to new education, health and care (EHC) plans by the April deadline, the Local Government and Social Care Ombudsman has warned.

Speaking at an event in London, Michael King revealed that his office has now investigated nearly 140 cases in detail - upholding 80 per cent of complaints.

All children with existing SEN statements should be transferred to the new plans by next month, but King said the ombudsman's office is seeing "significant delays in the process" - sometimes by up to 90 weeks.

Children and Young People Now, March 2018

We are told that identification of need is more accurate and happens earlier; more teachers engage with specific professional development; and Special Educational Needs Coordinators (SENCOs) provide practical day-to-day guidance. But more can still be done.

At a national level, the profile of those on SEN support shows that the three most common additional needs are moderate learning difficulties (27%), speech, language

and communication needs (21%) and social, emotional and mental health issues (17%) (DfE, 2017)⁷⁹.

There is a link between vulnerability and SEND. The Rowntree Foundation (2016)⁸⁰ found that children identified with SEND are more likely to come from socio-economic disadvantage than their peers without an identified SEND and are less likely to move out of this category during their schooling.

Achievement for All's Special Educational Needs and Disabilities (SEND) Review has been developed to support schools and settings in implementing and embedding SEND reforms to improve outcomes for all pupils and students with SEND.

The process is undertaken by an experienced professional reviewer and is fully supportive, providing recommendations in every area of SEND reform. The review helps school or settings to become fully inclusive to some of the most vulnerable young adults and children in our education system.

There is evidence by the number of exclusions⁸¹ and off-rolling (managed moves, home education, part-time provision) that, despite the reforms, parts of the mainstream system remain unwelcoming if not hostile to accepting children with SEND and meeting their needs. We recognise that whilst both the DfE and OFSTED are aiming to be doing more to make this a priority, a greater sense of urgency is needed.

Until every school in England develops an inclusive approach, with teachers and leaders asking challenging questions about learning and outcomes, and SEND,

those who require support will, at best, not reach their full potential. At worst, they could be permanently excluded from school and society.

WE MUST:

- **Aim for exclusion in whatever form to be removed from practice in our education system.** We must look at alternative ways to care for these children in school, through partnerships with experts and engagement with families. Helping every child to feel included is a key step in improving social exclusion, as is the creation of clear inclusivity role models. We need realistic alternatives for exclusion.

This should involve increasing preventative support and strategies that prevent exclusions such as early identification of behavioural issues and providing emotional and social support. Encouraging positive participation in the classroom and extracurricular activities in and out of school increases connection and a sense of belonging.

- **Have a continued focus on eradicating bullying** particularly to support those with SEND who are at a statistically increased risk of discrimination.

We need to ensure that settings and schools have strategies available to them to support all children and young people who are suffering as a result of bullying, as well as their families.

- **Have focused training on SEND/disadvantaged children, and the different ways they learn, made compulsory for all teachers and support professionals.** Education providers who achieve the best outcomes for their pupils/students with SEND have high aspirations for their learning and focus on enabling them to become as independent as possible.
- **Narrow the gap between the progress of SEND children and non-SEND children** with a clear focus on what works. Achievement for All's programme has already been proven to increase rates of progress for SEND pupils across the UK.
- **Interrogate pupil data frequently and rigorously to improve both the progress and attainment of children and young people on SEN Support.** This is of particular importance to those whose prior attainment is somewhere in the middle – often an underachieving group in schools.

When pupils fail to make the expected progress by Key Stage 2, they start secondary school behind and are less likely to 'catch up' by Key Stage 4. At 16 they move on and may not have the skills needed to gain employment or the minimum qualifications needed for further education or training.

Getting the best outcomes for those in the middle attaining bracket on SEND support requires school leaders and teachers to ask key questions about progress and attainment: what challenges do their SEND pupils face in accessing learning? And where exactly are the gaps?

- **Support and offer training for professionals to transform outcomes for young people who offend, or are at risk of doing so, and who have SEND.** As part of our commitment to this we will grow our Youth Justice SEND project, which is run in partnership with the Association of Youth Offending Team Managers (AYM) and Manchester Metropolitan University (MMU). In addition, we will extend the reach of Achievement for All's free online learning resource, The Youth Justice SEND Bubble⁸².

Since April 2016, Achievement for All's Youth Justice SEND project has:

- Run workshops around the country and trained upwards of 300 professionals working with young people within the youth justice system, spanning 80 Local Authorities
- Surveyed current practice around young people with SEND who are part of the youth justice system, gaining input from 86 youth offending teams, which cover at least 92 Local Authority areas
- Awarded DfE validated Achievement for All Quality Mark and Quality Lead status to 20 Local Authorities in recognition of collaborative impactful practice for Young Offenders with Special Educational Needs. 34 more are currently working towards achieving the standards.

PRIORITY FIVE

INCREASE RECOGNITION OF PARENTS, CARERS AND WIDER COMMUNITIES

Parents and carers are the first and most enduring educators of their child and how they bring up their child at home matters more than their income, job or situation. Starting support in the early years is the most effective way of involving parents and developing their confidence – leaving it until school is a missed opportunity. This is particularly relevant to parents and carers of vulnerable and disadvantaged children: the 'hard to reach'.

At present, our society leaves parents and carers at the school gate, inviting them in only for a 'parents evening' once or twice a year, or for meetings when things 'go wrong' with their child. The result is a one-way interaction, leaving limited or no time for discussion, or for meaningful parent and carer engagement.

We recommend widespread implementation of the 'structured conversation' approach in place of traditional 'parents evenings'.

This tried-and-tested method engages parents, carers and children in meaningful conversations with teachers and leaders. Taking 30-45 minutes per pupil, or just one day of study per term, teachers and teaching assistants can gain an invaluable insight on life outside of school, working with parents and carers to set and assess realistic educational goals for their children.

Valuing parents and carers for their understanding of their child is key to mutual trust and support for every child⁸³.

Evidence from Charles Deforges' longitudinal study demonstrates the importance of parents and carers in their child's ability to learn, up to 10 times the influence of teachers⁸⁴.

To achieve universal change, educational coaching is needed not only for professionals, but also for parents and carers, particularly those from disadvantaged backgrounds whose own educational experiences may have been negative. Rather than telling families what they should be doing, schools must work in partnership with parents and carers to support and empower them.

Parent and carer engagement in school life should be extended through meaningful activities that encourage two-way dialogue, such as:

- Family Learning Nights incorporating maths, reading, arts, and thinking skills
- Parent and carer learning, for example, Real-life Science Night with various activity stations revolving around earth, physics, life, chemistry or environmental science.

TO GROW EVERY CHILD'S POTENTIAL TO LEARN, WE MUST:

- **Engage with parents and carers as valued partners.** Investment in every child should be focused, mutually agreed, and understood by all involved and it is essential that the local communities, parents, carers and young people are listened to and collaborated with, not 'done to'. Mutuality is key.
- **Value the role of parent and teacher organisations** as important routes to engage and support more parents and carers from all backgrounds to participate in their child's education.

SCHOOLS OMNIBUS SURVEY FOR 2017⁸⁵

Patterns seen across the data indicate lower levels of engagement with academic learning, careers options, and school life more broadly amongst pupils from disadvantaged backgrounds.

- Compared with their more advantaged counterparts, disadvantaged pupils and their parents/carers are less likely to be happy with the pupil's progress at school. Parents/carers are additionally less likely to be happy with the quality of teaching. Disadvantaged pupils are also less likely to discuss their experiences at school with their parent/carers
- While most of the reasons disadvantaged pupils choose subjects GCSEs and A Levels are consistent with more advantaged pupils, they are less likely to select a subject because they, 'enjoy it or find it interesting'
- Parents/carers of disadvantaged pupils are less likely to feel confident advising their child on subject choices, or to draw on their own experience when advising their child on career options. At the same time, however, they are less likely to select most of the identified information types to help advise their child. In turn, disadvantaged pupils are less likely to say they had received careers advice from their parent/carers
- Disadvantaged pupils are much less likely to be planning on continuing academic learning after Year 11, and indicatively more likely to want to get a job after compulsory education rather than continue to college or university. However, they are less likely to say they have had the opportunity to have contact with employers at careers fairs (and more likely to say they don't know if they have had an opportunity to have contact with employers).

- **Develop parent carer engagement to underpin the government's Opportunity Areas**, as each area forms partnerships with early years providers, schools, colleges, universities and businesses to carve paths not only into universities, but into apprenticeships and entry level jobs.
- **Implement approaches and activities that engage parents, carers and children in meaningful conversations with teachers and leaders.** For example, in time the 'structured conversation' approach could take the place of the traditional 'parents evening'. Teachers in all settings should be working with parents and carers to set and assess realistic educational goals for their children.
- **Provide appropriate coaching for parents and carers.** To achieve universal change, educational coaching is needed not only for professionals, but also for parents and carers, particularly those from disadvantaged backgrounds whose own educational experiences may have been negative. Rather than telling families what they should be doing, schools must work in partnership with parents and carers to support and empower them.

Parentkind is the charity that champions parents so that they can participate in their child's education and school life to the full. They are also the largest membership body of Parent Teacher Associations and other parent groups in England, Wales and Northern Ireland. In their 2016/17 survey, they found that 40% of unemployed⁸⁶ parents are less likely to get involved in parent groups because they are unsure of the skills and knowledge they can contribute. Well over a quarter (29%) report never having been asked to participate in school life the first instance.

More than eight out of 10 (84%) parents want to be consulted by the school about their child's education but nearly half (46%) are unsure if their feedback is properly taken into account by schools.



CONCLUSION

The current education system is struggling for at least one in five children and young people, their parents and carers, leaders and teachers, and potential employers.

We live in an increasingly complex and chaotic world that accepts failure and condones exclusion. A society in which one in five children is underachieving, whether that's due to poverty, disadvantage, special educational needs and disabilities or other causes, is a society that requires drastic improvement.

Social mobility involves changing the way people think, act and engage – allowing them to understand that there is an alternative way to live; a way in which everyone can succeed.

Multiple layers and structures in the system are currently providing significant barriers to ensuring Every Child is Included in Education – collaboration is the way to overcome this.

Every child can be included. Every child can progress in education. As a country, we need to adopt Every Child Included:

- Be kind and focus on wellbeing
- Invest in early years, address the curriculum in schools, and build best practice post-16 provision
- Develop teachers as learners
- Stop children and young people being excluded and find an alternative route to develop every child's readiness for their future destination
- Value all parents and carers as partners in their child's education.

We need to include each and every child.



PRIORITIES	ACTIONS NEEDED
1. Promote kindness and wellbeing in education, business and third sector settings	<ul style="list-style-type: none"> • Ensure kindness and wellbeing is embedded in the early years, school and post-16 culture and curriculum • Recognise that education professionals need support, training and access to expert advice, not only in meeting every child's learning needs, but also their social, emotional and mental wellbeing • Increase awareness of the social and emotional difficulties experienced by children looked-after, supporting their development by bringing foster carers, adopters, social workers and educational professionals together • Provide access to a multi-layered service for every child, supporting their social, emotional and mental health needs with training and partnerships with experts and recognising the critical role of specialist services working together to support early years, school and post-16 settings, children and their families • Early years, school and post-16 settings need improved and quicker access to support services like speech and language therapists, educational psychologists, wellbeing and mental health specialists. This must extend into the workplace, with needs recognised and supported by all sectors, particularly in education and training contexts.
2. Further investment across all phases of education	<ul style="list-style-type: none"> • Address the funding issues in the early years sector and the inequality of status for early years teachers • Bring together the maintained and non-maintained sectors to align practice and benefit from each other's expertise to ensure transitions within the EYFS and into Key Stage 1 are seamless • Unite high quality, high impact health, education and care professional practice learning from best practice Sure Start providers, reviewing and delivering 'What Works' • Increase access to continued professional development for all early years professionals • Prioritise speech, language and communications development for children and young people, particularly given the prevalence of delayed language and long-term and complex speech, language and communication needs (SLCN).



PRIORITIES	ACTIONS NEEDED
2. Further investment across all phases of education (cont)	<ul style="list-style-type: none"> • Increase awareness of the importance of libraries in early years and beyond – we have forgotten the unique role of school and public libraries in closing the literacy gap • Increase support for sharing information and expertise across and between phases of education • Increase the potential for Pupil Premium investment to develop learning through enhancing social and cultural collateral, set within a relevant curriculum. • Focus on ensuring disadvantaged children engage with reading, writing and maths as fundamental building blocks to learning • Develop a partnership between maintained and independent schools to share best practice across the curriculum • Deliver a relevant curriculum that relates directly to every child's social context and community heritage, enhancing aspiration, access, attainment and achievement • Ensure that every primary school child is taught about skills for the workplace, increasing ambitions, breaking down barriers, and providing relevance to learning at the very earliest stages • Build core strength and resilience to be actively developed as part of the curriculum to improve confidence and engagement in learning • Invest in post-16 provision which is equitable across all educational settings – schools, further education, university and employment – aggregated according to age not level • Offer clear career advice for every child, including the vulnerable and disadvantaged, related to local, regional, national and international opportunities • Offer clear post-16 pathways offered to all children, focusing not only on university, but on entry-level jobs, apprenticeships and other training that suits the full range of talents and skills among children and young people • Value all post-16 qualifications to include vocational, academic and personal development. BTECs, life skills and related programmes must be weighted towards employment destinations rather than any academic comparator • Invest equally in all post-16 provision, with associated quality assurance of all programmes, and break down the false boundaries between further and higher education that limit social mobility.

GET INVOLVED

- Join our growing Every Child Included in Education coalition as an organisation or individual to help shape the inclusion and social mobility debate with local communities, policy-makers, educational leaders and decision-makers in every sector. As part of this, you will receive the opportunity to share your activity and to collaborate with us on future conferences and roundtables.
- Spread the word about how you are changing the world for disadvantaged, underachieving and SEND children. Share your photos, stories and more with [#everychildincluded](#)
- Work with us in partnership to reach out to early years settings, schools and colleges as we collaborate, share and shape our model to deliver the vision and mission that **Every Child is Included in Education**
- Sign up to receive updates on the Every Child Included in Education campaign through afaeducation.org
- Work and talk together, communicating, developing and sharing best practice via our online portal, The Bubble, which can be used in the development of all teams of significant adults and services supporting children

The power for change is at your fingertips. To get in touch, donate, or for more information, visit afaeducation.org

PRIORITIES	ACTIONS NEEDED
3. Greater focus on teachers as professional learners	<ul style="list-style-type: none"> • Provide all entrants to the teaching profession with a single career framework from initial teacher training through continuing professional development • Move away from single training sessions towards funded, sustained and coherent professional development programmes • Ensure all teachers and leaders participate in funded continuing professional development (CPD) that is regular, relevant and evidence-based • Focus on what works in improving outcomes for every child in early years settings, schools and post-16 provision, bridging the gap between research and practice, and building understanding between each phase of education • Introduce Chartered Teacher Status for all teachers and support professionals • Provide focused support for teachers in disadvantaged areas.
4. Reduce children and young people being excluded in education	<ul style="list-style-type: none"> • Aim for exclusion in all its forms to be removed from practice in our education system • Have a continued focus on eradicating bullying particularly to support those with SEND who are at a statistically increased risk of discrimination • Have training on SEND/disadvantaged children, and the different ways they learn, made compulsory for all teachers and support professionals • Narrow the gap between the progress of SEND children and non-SEND children with a clear focus on what works • Interrogate pupil data frequently and rigorously to improve both the progress and attainment of children and young people on SEN Support • Support and offer training for professionals to transform outcomes for young people who offend, or are at risk of doing so, and who have SEND.
5. Increase recognition of parents, carers and wider communities	<ul style="list-style-type: none"> • Engage with parents and carers as valued partners • Value the role of parent and teacher organisations in education • Develop parent, carer engagement to underpin the government's Opportunity Areas • Implement approaches that engage parents, carers and children in meaningful conversations with teachers and leaders • Provide appropriate coaching for parents and carers.

THE NEXT TWO YEARS

Every Child Included in Education is a manifesto rooted in collaboration and partnership, involving over 30 national organisations across the UK.

We will:

- Disseminate Every Child Included in Education through our partners, media and beyond
- Continue to deliver our Every Child Included in Education campaign work plan, including ongoing consultation with parliamentarians, local and national education, business and third-sector leaders across the four nations
- Recognise best practice against the five priorities across all sectors through Quality Mark and Quality Lead status, facilitating peer-to-peer collaboration
- Grow collaborative action through participation in workforce development (DfE, 2017, 2018)^{41,44} with the Fair Education Alliance, and through the delivery of national evidence-based programmes and projects, promoting best practice across all phases of education
- Innovate, develop and embed evidence-based collaborative programmes including *Counterpoint*, independent and state school partnership
- Ensure that every child is included in all that we do, improving outcomes at every stage and phase of education.

“Leaders, employers and policy-makers need to wake up to the fact that social mobility is about much more than achieving five grade A-C GCSEs, or getting a place at university.

Millions of pounds and extensive national resources are ploughed into schemes or initiatives which pedal the belief that, for... [disadvantaged] young people to ‘get on’ in life, they have to ‘get out’ of their communities. Instead we need to put the same amount of time and resources into improving education and employment opportunities throughout Britain, instilling respect for local communities.”

Professor Sonia Blandford, Founder and CEO of Achievement for All

OUR PROGRAMMES

Achievement for All partners with every stage of the education system, supporting children from 2-19 years of age, with bespoke partnerships delivered across our core programmes:

ACHIEVING EARLY

Achieving Early partners with setting leaders, practitioners, teachers, families and carers, to help children thrive and develop, ensuring their needs are met at every stage. With tailored plans, professional coaching, engaging workshops and expert techniques, we dramatically improve the support, confidence, and outcomes of all those involved in early years education, strengthening links and communication among staff and the whole community.

ACHIEVING EARLY FIRM FOUNDATION

Building on the success of the award-winning Achieving Schools and Achieving Early programmes, Achieving Early Firm Foundation works with school and setting leaders, staff, families and carers to identify, help and monitor the most vulnerable and disadvantaged children at the start of their journey through school. Through developing outstanding practice, children can make a smooth transition to Key Stage One and beyond.

ACHIEVING SCHOOLS

Achieving Schools partners with primary, special, secondary and free schools to dramatically enhance the goals and outcomes of their pupils. Together we address the issues faced by children and staff, changing lives for the better through four key areas: Leadership; Teaching and Learning; Wider Outcomes and Opportunities, and Parent and Carer Engagement.

ACHIEVING FURTHER

Achieving Further has been specially adapted to benefit all vulnerable learners – including those with SEND, learners in care, disengaged students and those living in poverty. In close partnership with the learner, staff, families, employers and community bodies, we work to improve independence, social and employability skills, leading to better qualifications and employment outcomes. Achieving Further enables young people to improve their own potential and continue to achieve in their adult lives.

ACHIEVING WELLBEING

Achieving Wellbeing partners with schools, settings and colleges to unlock academic progress and lifelong achievement through emotional wellbeing and mental health. Together we aim to break down barriers by addressing the climate and culture of the classroom, developing professional understanding of attachment, trauma and neglect, and building core strength in identified learners.

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