

C H A P T E R 1

The National Inclusion Agenda

Inclusion is an increasingly important part of the government's agenda and it is committed to ensuring that all pupils are integrated as far as possible into the daily life of schools and the local community. This chapter aims to provide a succinct overview of the national context for inclusion and to help schools and other agencies develop a clear understanding of the current agenda, including the most recent *Every Child Matters* and Children's Services legislation. Clearly, the context is changing constantly and it is important to keep up to date – guidance is provided on useful sources of information. It is essential that everyone who is involved in inclusion familiarises themselves with the latest national context, as this will form the basis for inclusion services (and, indeed, inspections) in the future. This chapter guides you through the maze and helps you focus on what really matters. It also signposts you to other sources of useful information.

A background to inclusion

Inclusion has historically focused on the issue of special educational needs (SEN) within schools and local authorities (LAs). Services and support have been provided via a special needs co-ordinator (SENCO) within schools for pupils with a range of specific, identifiable needs such as:

- learning difficulties
- a physical disability
- hearing or visual impairment
- speech and language difficulties
- significant behavioural and emotional needs
- those who have profound and complex needs.

Those young people with significant, complex needs have places at Special Schools through the statementing process. Pupils with any other difficulties such as attendance, disaffection

and mental health problems have traditionally been the responsibility of pastoral staff in schools.

In 2002, the Department for Education and Skills (DfES) set out the principles for an inclusive education service:

- Inclusion is a process by which schools, local authorities and others develop their cultures, policies and practices to include all pupils.
- With the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the views of parents and children.
- The interests of all pupils must be safeguarded.
- Schools, local authorities and others should actively seek to remove barriers to learning and participation.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every child all of the time. Equally just because mainstream education may not be right at a particular stage, it does not prevent the child from being included successfully at a later stage (*Inclusive Schooling – Children with Special Educational Needs – DfES, 2002*).

In more recent years, the inclusion agenda and context has shifted from pupils with SEN to those with the full range of *barriers to learning* including:

- disaffection
- mental health issues
- ethnicity and cultural issues
- transition and pupils who move frequently
- gender
- human rights issues
- learning difficulties
- significant challenging behaviour
- young carers
- pupils from a community which has a disregard for education
- unstable family circumstances
- attendance and punctuality issues
- drug-dependent young people.

There is now a much wider recognition that schools and other agencies need to take a much more holistic approach to meeting the varying needs of pupils, depending on the latter's individual circumstances. The result has been that SEN is now set in a much wider context and encompasses a far greater range of barriers to learning. Considerable extra resources have been made available to many schools to promote more effective inclusion for pupils with a greater range of barriers to learning, with a concentration of additional funding into inner city schools and those within challenging areas. This includes funding for programmes such as Excellence in Cities, Behaviour Improvement Programmes and New Deal for Communities. Although funding to schools and school budgets will change in terms of schools having more control over their budgets. Many of these funding programmes will still be allocated to schools through their designated school budget. This expansion of the inclusion agenda has led to a wider range of staff and services now being provided within mainstream schools along with new approaches to integrating pupils. This includes:

- the introduction of new staff into schools, for example learning mentors, learning support unit staff, inclusion managers, therapists, counsellors and Connexions personal advisers. As a result of which, many schools, particularly secondary, are developing multi-agency, multi-professional teams and structures
- introducing more flexibility into the curriculum
- introducing new teaching methods, which meet the needs of a range of learning styles
- the development of appropriate, differentiated learning materials.

A useful exercise to introduce this concept of inclusion to staff and governors is to list the range of barriers to learning that are in the school and get staff to discuss the implications for assessment and management within the curriculum and their classrooms. Figure 1.1 is a very useful checklist to use with staff and governors to get them thinking about the range of barriers to learning in school. There will be additional barriers which will be identified by them, which you can add as part of the exercise. Figure 1.1 is also on the CD, Chapter 1 Example 1, so you can extend and change the format to suit your context.



Attainment		
Barrier/potential bar	Assessed by/from	Desirable outcome/success criteria
Poor literacy skills	KS 2/3 SATS	Performance in line with potential
Poor numeracy skills	KS 2/3 SATS	Performance in line with potential
Underperformance against potential	CATs/MINDYIS score	Performance in line with potential
EAL	Personal records and attainment	Performance in line with expectation
<i>(Continued)</i>		

MAKING INCLUSION HAPPEN

Attendance		
Barrier/potential bar	Assessed by/from	Desirable outcome/success criteria
Poor attendance	Register	Full attendance and achievement in line with potential
Young carer	School records	Support from appropriate agencies achievement in line with potential
Long-term sickness	Register/personal record	Maintaining good progress on individual learning plan
Punctuality	Observations/late book	Reduction and strategies in place to encourage better attendance
Disaffection and reduce exclusions		
Barrier/potential bar	Assessed by/from	Desirable outcome/success criteria
Disaffection	Referral: school records; inappropriate behaviour	Behaviour conducive to learning Achievement in line with potential
In danger of exclusion History of exclusion	School record behaviour	Achievement in line with expectation: behaviour conducive to learning
<ul style="list-style-type: none"> • Improve motivation to learning • Reduce bullying • To raise standards for underachieving groups • (Any of the above due to deprivation/social factors) 		
Barrier/potential bar	Assessed by/from	Desirable outcome/success criteria
Victim of bullying	Referral: records	Incidents resolved: raise self-esteem; performance in line with expectation
Unstable/difficult family circumstances	Personal records: LAC records	Support from appropriate agencies: performance in line with expectation
Looked after students (students in public care)	Records	Enhance communication with social services: achievement in line with expectation
Low self-esteem vulnerable	Referrals from staff, carers: personal records; child protection register	Raise self-esteem, confidence. friends/peer support; performance in line with potential
Several school changes	Personal record	Performance in line with potential
Refugee mobility	Records	Identification of need: appropriate support; performance in line with potential
Cultural disregard for education	Records: parental involvement; extra-curricular	Engagement in process: performance in line with potential
Drugs and alcohol related	Records/observations	Multi-agency teams in place to address needs and reduce dependency
Curriculum	Performance in subject areas	Improved attainment and good progress made
Attitude and culture in school	Feedback/observation	Development of positive and inclusive cultures

Figure 1.1 Excellence in Cities – barriers to learning

The Special Educational Needs and Disability Act 2001 provides a statutory framework for inclusion. It strengthens the right of children with SEN to attend a mainstream school, unless their parents choose otherwise or if this is incompatible with 'efficient education for other children' and there are no 'reasonable steps' (Special Educational Needs and Disability Act – DfES, 2001) which the school and LA can take to prevent that incompatibility. Alongside that Act, the Disability Discrimination Act 2001 (DDA) places new duties on schools not to treat disabled pupils less favourably than others and to make 'reasonable adjustments' (Disability Discrimination Act 2001) to ensure that they are not disadvantaged. The new legislation expects mainstream schools to include all pupils fully, making appropriate changes to their organisation, curriculum, accommodation and teaching methods. It places duties on schools and LAs to ensure this happens.

A revised *SEN Code of Practice* took effect in 2002. The revised code sets out five principles:

- that children with SEN should have their needs met
- that their needs will normally be met in mainstream schools
- that the views of children should be sought and taken into account
- that parents have a vital role to play in supporting their children's education
- that children with SEN should be offered full access to a broad, balanced and relevant curriculum in the Foundation Stage and later years.

The Code highlighted very clearly the need for the statementing process to fall within strict time limits, and the roles and responsibilities of the LA, schools, voluntary sector and the independent parental supporter. Details of these time limits can be found within the *SEN Code of Practice* and on the DfES website www.DfES.gov.uk.

In 2003, the DfES reviewed the role of Special Schools. The DfES Ministerial Working Party on the Future of Special Schools recommended that Special Schools should:

- be outward-looking centres of expertise and work more collaboratively with mainstream schools
- increasingly cater for the growing population of children and young people with severe and complex special educational needs
- go through the process of change in terms of leadership, teaching and learning, funding and structures
- develop the way in which they work with the National Health Service, Social Services and other agencies which provide support beyond the classroom.

Special Schools are a great source of expertise and specialist resources but they are having to take increasingly complex pupils who demand higher levels of resources. Many Special Schools have developed a comprehensive outreach support service, particularly to meet the needs of pupils with physical, learning, communication, emotional and behavioural difficulties. Because mainstream schools are now integrating a much wider range of needs, if inclusion is to work effectively, schools need access to a greater range of staff expertise. This can be developed from within the school staff or can be bought in as appropriate under a Service Level Agreement (SLA) from

Special Schools or other specialist agencies. It is therefore essential that there is meaningful dialogue between mainstream and Special Schools and agencies. Excellent partnership working can then be developed in which both the pupils and staff benefit. The South West SEN Regional Partnership has produced two very good practical handbooks on developing effective outreach mainstream and special schools. These can be found on www.sw-special.co.uk.

The DfES *Strategy for SEN Removing Barriers to Achievement* in 2004 sets out the government's vision for SEN over the next ten years and priorities for the future through four key areas:

- early intervention
- removing barriers to learning
- raising expectations and achievement
- delivering improvements through partnership.

There are 11 SEN Regional Partnerships in England with a brief which involves looking at broader inclusion issues but with a strong focus on SEN. The national priorities for the regional partnerships are:

- developing more inclusive policies and practice
- improving efficiency and effectiveness of SEN processes and services
- responding to and engaging effectively with government initiatives
- improving inter-agency working.

This has resulted in training, and conferences on inclusion, being the prioritised activities of all 11 partnerships. Details of their work and publications can be found on www.teachernet.gov.uk.

The inclusion agenda brings together all the services and support for young people under one umbrella, encompassing the full range of barriers to learning. It takes a holistic approach to meeting pupils' needs and recognises, for example, that if a pupil has a problem at home, this can affect learning at school. Taking a joined-up approach to meet a child's needs is key to the concept of inclusion.

Children's Services agenda

The government paper *Every Child Matters*, which is now the basis for the Children Act 2004, aims to improve opportunities and outcomes for children, young people and families. This legislation is central to making inclusion happen in schools. Key elements include:

- building services around the child, young person and families to achieve improved outcomes
- understanding and responding to children's needs in a holistic way
- supporting parents, carers and families

- better safeguards for children and young people
- focusing on opportunities for all and narrowing the gaps
- developing the workforce and changing culture and practice
- integrating working practices, processes, strategy and governance.

Every Child Matters outlines five key outcomes for children:

- *Be healthy.*
- *Stay safe.*
- *Enjoy and achieve.*
- *Make a positive contribution.*
- *Achieve economic well-being.*

These five key outcomes now form the basis for the structures of the Children's Services departments in local authorities and for future OFSTED inspections.

There will be an increased emphasis on *personalised learning* and pupil-centred learning processes: this complements the emphasis on individual pupil programmes with the learner at its heart through flexible curriculum packages, range of learner support strategies and individualised programmes so that each pupil can reach his or her potential.

Multi-agency working

The Children's Services agenda has significant implications for local authorities – the Children Act 2004 forms the basis of a long-term programme of change in the way Children's Services work together. Local authorities are required to change their structures for education, health and social services in line with the new legislation and establish Children's Services Departments with a director responsible for all these functions.

Authorities will need to develop Children's Trust arrangements to integrate front-line services. Children's Trusts will work together with local partners from the private, public, voluntary and community sectors to assess local needs, agree priorities and commission local services to meet these priorities. From April 2006, these will be reflected in a new Children and Young People Plan that brings together all local authority planning for children and young people.

The Act places a duty on local authorities to promote co-operation and sharing of information between agencies in order to maximise achievement of the five key outcomes. It creates an integrated inspection framework and Joint Area Reviews (JARs) to assess the progress of local areas in improving outcomes.

Good information-sharing is the key to successful collaborative working along with early intervention to help children and young people at risk of poor outcomes. Information-sharing will be a key feature that will be assessed by children's services inspections. All local authorities will be developing information-sharing databases into which education, health and social services will

input key information about individual children. In each local authority there will be an Information Sharing and Assessment Team, which will be a central source of information for all those involved in inclusion within that area.

The Common Assessment Framework (CAF) is currently being developed and local authorities are expected to implement this between April 2006 and the end of 2008. It is a nationally standardised approach to conducting an assessment of the needs of a child or young person. It is particularly suitable for use in education, health and social services to identify and tackle problems before they become serious. Hopefully, this should streamline relationships between schools and other services and help practitioners undertake assessments in a more consistent way. Where the assessment indicates that the child has urgent or complex needs requiring specialist input or assessment, the CAF will feed into the next part of the assessment process.

One of the key features of *Every Child Matters* is the need for clear, planned collaborative work between agencies around the preventative agenda. The next few years will see an extensive reconfiguration of services to offer earlier, more coherent, support which meets the needs of children and families in local settings in a more streamlined way. A web-based toolkit to support the delivery of multi-agency working in schools and early years settings has been published by the *Every Child Matters: Change for Children* programme.

There is no single correct way of multi-agency working. The DfES, through a review of practice, shows that it is possible to group multi-agency working into three broad models. These models are intended to assist schools and other agencies to think through their structures.

The DfES describes the three models as:

1. *Multi-agency panel*
 - (a) Practitioners remain employed by their agency.
 - (b) They meet as a panel or network on a regular basis to discuss children with additional needs who would benefit from multi-agency input.
 - (c) In some panels, casework is carried out by panel members. Other panels take a more strategic role, employing key workers to lead on casework.

An example of this type of working arrangement is a Youth Inclusion and Support Panel (YISP).

2. *Multi-agency team*
 - (a) A more formal configuration than a panel, with practitioners seconded or recruited into the team.
 - (b) The team has a leader and works to a common purpose and common goals.
 - (c) Practitioners may maintain links with their home agencies through supervision and training.
 - (d) There is scope to engage in work with universal services and at a range of levels – not just with individual children and young people, but also small group, family and whole-school work.

Examples include Behaviour and Education Support Teams (BESTs) and Youth Offending Teams (YOTs).

3. *Integrated service*

- (a) A range of separate services that shares a common location, and works together in a collaborative way.
- (b) A visible service hub for the community.
- (c) Has a management structure that facilitates integrated working.
- (d) Commitment by partner providers to fund/facilitate integrated service delivery.
- (e) Usually delivered from school/early years setting.

Examples include Sure Start children's centres and Extended Schools that offer access to a range of integrated, multi-agency services.

One of the challenges in multi-agency working is the common understanding/use of language and terminology. In all organisations, including schools, there can be an overreliance on jargon and acronyms. With the greater involvement of other agencies and their jargon, this can compound the problems of communication and understanding between different professionals. This is particularly the case when many of the professionals are coming from differing backgrounds and have job titles that are new to many working in schools. Recently, at a multi-agency conference in the North West of England with a wide range of different professionals attending, the delegates were asked to define their understanding of the word 'assessment' and 45 different interpretations were received. Therefore it is important to establish and agree a common understanding around language and terminology. A glossary has been produced by the DfES to help this process along as part of the multi-agency web-based tool kit. This can be accessed from www.everychildmatters.gov.uk/multiagencyworking.

Multi-agency working is a key element of the Children Act and therefore the inclusion agenda. It will be the cornerstone of the Inclusion Policy and Strategy in schools and within local partnerships of schools and agencies. Another challenge will be to co-ordinate the professionals and range of work undertaken with the child or young person and the family/carer. In reviewing service provision, local authorities will work with their partners to develop new roles such as that of 'lead professional' to ensure that there is a joined-up approach to service provision for pupils with a range of barriers to learning and additional needs. A lead professional may come from the school or partner agency, whichever is more appropriate. The key functions of this post are described in Chapter 4.

There will need to be a clear mapping of provision, particularly for those children with additional/special needs. Services will have to be commissioned, quality systems established and the integrated inspection framework implemented to monitor progress and quality. All of this requires effective and co-ordinated strategic planning at all levels, including the involvement of all agencies and users. Gaps in provision and staff skills will need to be identified and considerable training and development put in place.

New Relationship with Schools

Within education services there will be a New Relationship with Schools (NRWS). The aim is to help schools raise standards – with clearer priorities, less bureaucracy, greater accountability and better information for parents. The government is to increase legal and financial flexibility for schools alongside the introduction of a more streamlined accountability regime. Schools will become more autonomous and funding will be fully devolved from 2006, with little ring-fenced funding. This will impact on the school's inclusion budget as, before this, much of the funding for SEN and Excellence in Cities (learning mentors/learning support units/gifted and talented) was ring-fenced; now it will go into the global school budget. In effect, the inclusion manager will need to make a case to support the needs of pupils in the school alongside other interests and priorities. Chapter 6 outlines these changes and looks at ways to make the case for Inclusion funding, whilst ensuring services meet best value requirements.

Key elements of the NRWS include:

- Changes in the inspection process with smaller, more focused inspections based on a Self-Evaluation Framework (SEF) and the five outcomes. Chapter 5 outlines this in more detail.
- School funding will change to three-year funding and an overall Dedicated Schools Grant (DSG) which will incorporate money from existing funding streams.
- External support moving away from link advisers to nationally accredited School Improvement Partners (SIP).
- Emphasis on school self-evaluation as a starting point for all internal and external monitoring/evaluation.
- Alignment of data and communication into a 'single conversation'.

There are a number of models being piloted in terms of partnerships, learning networks and funding methodology. The dissemination of funds to local areas and local decision-making structures is a key feature of this strategy. Each local and geographical area will interpret and develop practice in varying ways. Networking will be important in order that practice is shared and developed, particularly within the inclusion agenda.

School Workforce Remodelling/Agenda for Change

This government programme involves remodelling roles in schools in order that teachers can focus on teaching and learning in the classroom rather than other administrative or pastoral roles. Extra salary points in England will be given to teachers for teaching and learning rather than other tasks. Schools will make greater use of other professionals such as higher-level teaching assistants, learning mentors, personal advisers, pastoral support workers and so on. These roles will feature across the inclusion provision in removing barriers to learning. Chapter 4 has more details about these various roles and how they will all work together. Schools will need to publish their new management structure by January 2006 and have it implemented by 2008. The Inclusion Team is likely to be the largest staffed, and have the greatest variety of roles within it.

Alongside this remodelling is the Children's Workforce Strategy which is based on the five *Every Child Matters* outcomes and aims to develop a workforce that is skilled, well managed and supported by effective, shared multi-agency systems. The strategy has four key strategic challenges:

- Recruit more high-quality staff into the children's workforce.
- Retain people in the workforce by offering better development and career progression.
- Strengthen inter-agency and multidisciplinary working.
- Promote stronger leadership and management.

The DfES Children's Workforce Unit is currently developing guidance in all areas around the Children Act and, in particular, training. There is more information on inclusion training in Chapter 3.

Extended Schools Programme

The Extended Schools Programme expects schools to provide a core offer of extended services either on site or across a cluster of local schools and providers. In essence this means after-school resources will be placed in schools to extend their provision. In primary schools these will include services such as study support activities, sports, arts, homework clubs, parenting support opportunities including family learning, swift and easy referral to a range of specialised support services and childcare available from at least 8 a.m. to 6 p.m. term time and school holidays. Secondary schools would have in addition a 'youth offer' which would consist of a range of before and after school holiday activities to engage young people and the opening up of information and communications technology (ICT), sports and arts facilities to be used by the wider community.

Early years

At the early years level, the government intends to put in place a joined-up system of support from pregnancy onwards through the National Service Framework for Children, Young People and Maternity Services (NSF), an integral part of the *Every Child Matters* programme. Over the next ten years existing provision will be integrated and expanded to provide parents with a range of accessible, high-quality and affordable options for early learning and childcare. The Sure Start programme will be extended, with a view to 2,500 Sure Start children's centres operating by 2008. The DfES's new early years and childcare strategy – Choice for Parents, the Best Start for Children: A Ten Year Strategy for Childcare – aims to improve access to quality childcare, often within schools and/or in partnership with the voluntary and private sector. Consultation is currently under way and the subsequent Childcare Bill, expected to be in place by 2008, will give parents the right to accessible and high-quality childcare and early years provision. In addition, the DfES's Five-year Strategy for Children and Learners sets out an expectation that primary schools should, over time and perhaps working in partnerships, offer childcare 48 weeks a year between 8.00 a.m. and 6.00 p.m. More details can be found about the strategy on www.DfES.gov.uk.

Suggestions for making it happen ...

- The inclusion agenda is wide and varied and needs to be understood by everyone involved in meeting pupil needs. The Inclusion Team need to brainstorm ideas about informing all staff with respect to the varied needs of pupils.
- Inclusion is a process and is not developed overnight. The Inclusion Team will need to develop a clear time plan for developing greater inclusive activities over the forthcoming year. This information will need to be integrated into the school Self-Evaluation Form (SEF).
- Schools will need to allocate sufficient resources and staffing to meet the huge range of pupils' needs coming through which must be identified and assessed. As these pupils require a more flexible approach to the curriculum and other aspects of school life all staff will be required to review their policies and practices.
- As not all pupils' needs will be met in mainstream schools, close links should be made with local authority officers, Special Schools, statutory and voluntary groups and services both locally and regionally.
- There needs to be a strong emphasis on training for all staff within school and from outside agencies.

Youth Green Paper

In addition to the *Every Child Matters* legislation and guidance, the DfES published a Green Paper, *Youth Matters*, in 2005. This has the aim of improving collaborative working between all those who work with young people to provide them with the best possible support. The paper recognises that most young people cope well with their teenage years, which are an important period of transition bringing many challenges. However, some young people have significant difficulties during this phase including disaffection, drugs, teenage pregnancies, anti-social behaviour or crime.

The Green Paper sets out for consultation a new strategy for supporting all young people, with an emphasis on those who are vulnerable or at risk. The vision for the strategy mirrors that of *Every Child Matters* (ECM) – ensuring that all young people can meet their full potential by focusing on the same five outcomes as ECM and organising services around the needs and aspirations of young people. The Green Paper proposes devolving responsibility and resources for providing young people's services to local authorities, working through Children's Trusts, schools and colleges, to other key partners and to young people themselves. The current Connexions service will be integrated with a wider range of services at local level.

The reforms proposed in the Green Paper will need to be completed by April 2008.

Further education agenda

Mainstream sector colleges play a significant part in continuing the inclusion provision for students with learning disabilities and difficulties (LDD). Many will provide 'taster' courses for

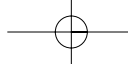
students with LDD from 14 years and all should provide courses and a range of opportunities for students from 16 years. Many will have courses at National Vocational Qualification (NVQ) level 1 in a number of vocational areas as well as alternative provision such as Award Scheme Development and Accreditation Network (ASDAN) and Open College Network. In addition there will be work training providers who will deliver opportunities for students with a range of difficulties to develop work and employment skills. This provision in England is funded mainly by the Learning Skills Council; in Scotland, Wales and Northern Ireland there will be similar bodies to undertake this process.

Many colleges will have an inclusion manager or a manager for students with LDD. There will also be provision for those students with specific literacy/numeracy/basic skill difficulties and many have support for those students who exhibit behavioural and emotional issues. Colleges have to comply with the DDA and have to produce audits and plans for improvement. Currently the guidance that colleges follow in terms of the quality and range of provision is under consultation and the Little Report, due out in Spring 2006, should provide a basis of good practice around the country.

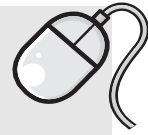
For those students with more profound and specialist needs, there are independent specialist colleges. These are funded by a range of bodies including the Learning Skills Council, local authorities, health and social services. At present the Connexions service co-ordinates placements to these colleges and mainstream sector colleges. Future strategy in these areas will be to work towards placing students in their local areas and communities rather than outside the borough. Therefore some mainstream sector colleges are developing greater specialist provision to meet the needs of the more highly dependent and complex students.

Suggestions for making it happen ...

- Make sure everyone in your organisation familiarises themselves with this agenda so you are all clear about the big picture. The inclusion agenda will permeate through all the work you do and you need to get your head around it. There needs to be an understanding of the agenda throughout your organisation, particularly among key decision makers, including school governors.
- Why not ask each member of the team to research a particular part of the national legislation? Then come together as a team and share what you have learned. In this way, you will all become familiar with the agenda without the burden falling on the shoulders of one person.
- Hold briefings for everyone in the organisation to ensure a clear understanding of the inclusion agenda and to start the debate about the implications for the organisation.
- Establish a resource bank of useful materials for reference by the whole organisation. Give a member of staff the task of keeping everything up to date.
- Develop an issues paper which looks at the impact the inclusion agenda is likely to have on your organisation. This will get you thinking about what you need to do. The practical guidance in the following chapters will help you actually do it.



Look it up ...



- Children Act 2004 and *Every Child Matters*: fact sheets www.dfes.gov.uk
- Consulting on new school funding arrangements from 2006–07 and New Relationship with Schools: Next Steps, www.teachernet.gov.uk/publications
- DfES *SEN Code of Practice 2002*, Special Educational Needs and Disability Act 2001, Disability Discrimination Act, Removing Barriers to Achievement DfES Strategy for SEN 2004, www.dfes.gov.uk
- Details of different agencies and their statutory remit and the function of the various agencies including schools under the Children Act, and a range of *Every Child Matters* initiatives, www.everychildmatters.gov.uk
- Developments and practical guidance from the Children's Workforce Unit, www.everychildmatters.gov.uk/deliveringservices/workforcereform

