Every Child Included:
Achievement for All 3As Plan for All Children and Young People to Succeed
Foreword
Welcome to Every Child Included: The Achievement for All 3As Plan for All Children and Young People to Succeed.

We live in an increasingly complex and chaotic world that accepts failure and condones exclusion. Today we are pushing back against any practice that does not improve the life chances of all children and young people through education: we passionately challenge the prevailing position whereby education is failing at least one in five of our children and young people – the vulnerable, disadvantaged and underachieving. It is our intention to provoke thinking and debate, and by providing evidence-based practice that will help create a new future, transform culture, process and practice that will truly guarantee achievement for all.

During the first six years of Achievement for All I have been privileged to have witnessed some amazing inclusive practice that challenges any view that not all children can be included in education. Many of these profound stories can be found on our website www.afaeducation.org.

We know from our impact in over 4,500 early years settings, schools and colleges that every child experiencing challenge or disadvantage, or those with special needs or disabilities, can succeed. By working together, teachers, leaders, practitioners, parents, carers and communities can improve the outcomes for all children. Such success is transformational to the lives of the children and their families.

This plan provides evidence-informed solutions that will support educational settings, including early years, schools and post-16 to develop practice that promises to deliver success for every child.

Professor Sonia Blandford and the Achievement for All team
Plan for All Children and Young People to Succeed:

One in five children and young people do not achieve expected outcomes due to the disadvantage, needs or challenges they experience.

- Achievement for All 3As has 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 partnership with early years settings, schools and colleges, we aim to reach a further targeted 100,000 children and young people, improving outcomes regardless of background, challenge or need, funded in part by the pupil premium.

Social mobility is impeded by poverty; one in six children live in poverty in the UK.

- Achievement for All 3As has a tried and tested framework that enhances the life chances of all children and young people, engaging their parents and carers, teachers and community leaders.

- In partnership with education, third sector, business and community leaders, we aim to reach all local authorities in England and Wales delivering evidence-informed programmes.

Development of adults and services that support children and young people is fundamental to changing society

- Achievement for All 3As has independently evaluated programmes, reaching 3.86 million people in England and Wales since 2011, impacting on one million children in over 4,000 settings, schools and colleges.

- In partnership with the education sector and evidence-based experts, we aim to reach a further one million children and young people through engagement with adults and support services by partnering and developing leaders and teachers in settings, schools and colleges.
Achievement for All 3As (AfA3As) is a national not-for-profit education charity that operates across England and Wales to make sustainable and positive change to the lives of children and young people. We challenge the status quo to develop adults and services that support all children. All our activity is driven by evidence and a focus on the real needs of children and young people.

We work in true partnership with professionals and services that support children and young people, including schools, educational settings, and a range of national and international partners to maximise the opportunities and outcomes for children and young people.

We have built real and ongoing relationships with national and international policy makers, leading the moral imperative, embedding change in legal processes. The Achievement for All pilot (2009-2011) was influential in the Support and Aspirations: a new approach to special educational needs and disability Green Paper (DfE, 2011) that led to the 2014 Children and Families Act. AfA3As was also referenced as the basis for the good practice requirements outlined in the schools’ chapters of the Code of Practice for Special Educational Needs and Disabilities (DfE/DoH, 2015).

We will continue to embed and extend relationships with policy-makers that will drive real change that is sustainable and truly game-changing in terms of outcomes for every child and young person.

OUR VISION
A world in which all children and young people can achieve regardless of their background, challenge or need.

OUR MISSION
Transforming lives through improved educational opportunities and outcomes for all children and young people.

OUR AIM
To improve outcomes for all young people across their whole lifetime.

OUR PRINCIPLES
Every child and young person deserves to be included.

Every child and young person has a right to support that allows them to positively define themselves through Aspiration, Access, and Achievement as I can; I do; I am.

OUR FOCUS
• Developing inclusion to drive social mobility, building the child from within
• Developing a team of significant adults and services to improve the life chances of all children and young people, in partnership with leaders, teachers, parents and carers.

OUR PLAN SETS OUT:
• Why Achievement for All 3As matters: needs and consequences

• Act Now: The Achievement for All 3As solution

• Achievement for All 3As practice and impact

• An invitation to you to join Every Child Included.
Working together is the key to our success and the Achieving Early programme embodies a set of values that we share and which inform all of our practice. Through regular support and discussions, we have worked with families and young children to ignite aspirations, ensuring they can access the learning opportunities available and achieve their full potential. Our target children are closing the gap with their peers by developing more effective learning opportunities for all children in the setting. We share the same core values in that children must feel safe, happy and healthy and we all work together, including wider professionals, to provide a positive and meaningful start to education.

Early Years Leader Infant School – North East Lincolnshire
Why Achievement for All 3As matters: Needs and Consequences

Children and young people in the UK face specific, societal, and contextual barriers that limit their life chances. Achievement for All 3As Plan is focused on addressing three priorities:

- **One in five** children and young people are living in poverty or are diagnosed with special educational needs, the educational gap for both groups are 40% below national expected outcomes for all (Social Mobility Commission, 2016; Joseph Rowntree, 2016; Department for Education, 2016). In 2014, 120,000 13-year-olds were at risk of becoming Not in Employment, Education or Training, this group collectively stand to lose £6.4 billion over their lifetimes (Impetus, 2014: 4). If all children and young people facing economic disadvantage received high-quality early education, the gap in achievement could be closed by as much as 20-50% (Public Health England, 2015).

- **Social mobility**, disadvantage in all its forms builds multiple and systemic barriers that prevent young people from achieving all they can; to be socially mobile. Children and young people not achieving their potential has a long-term legacy effect on society, which could represent a cost to the UK economy of £77 billion a year (Impetus, 2014: 4). The gap between SEND and non-SEND on Progress 8 scores is 22 points illustrating that the system is still failing children with the greatest needs (SFR03, DfE, 2017).

- **Development**, investment in evidence-informed partnership activity to develop adults (leaders, teachers, parents and carers) and services around the child will have a high impact on society, socially, economically and morally. For every £1 spent on early years education, £7 must be spent to have the same impact in adolescence.

“**The Achievement for All programme has played a significant part in supporting our progress. The key focus in our first year was on maths and the impact on data is significant, with children arriving at our school well below age-related expectations and leaving our school above.**”

Headteacher, Primary School – Blackpool
Act Now: The Achievement for All 3As Three Steps towards Every Child Included

STEP ONE:
One in Five: Every Child Included

As life expectancy increases, the children and young people that we support today will live out their life course (social, economic, and emotional) well into the late 21st Century. Our education system has a moral imperative to ensure that every child and young person can achieve. When we meet these needs, we also meet the needs of our future society. This is accomplished by harnessing and mobilising the potential, talents, and skills of children and young people that will drive society to progress. Future world needs may be unpredictable, but if we effectively support children and young people today, we are more likely to prepare them to meet the challenges of tomorrow.

Solution
In partnership with the education, business and third sectors, AfA3As implements bespoke whole-setting, school and college programmes focused on building the core in all children and young people:

- Aspiration, 'I can': the grit and resilience that makes perseverance in the face of challenge a ‘lived practice’ of children and young people, understanding and supporting learning, building ambition and goal-focused behaviour.
- Access, 'I do': developing independence in learning and self-development in children and young people leading to an understanding and ownership of their responsibility for their own ongoing, life-long journey of learning and development.
- Achievement, 'I am': the internalisation of learning and success, the ‘feel good’ factor of learning that grows from within, equipping children and young people to understand what they know and how to learn.

STEP TWO
Social Mobility: Improving the life chances of every child

There is limited awareness of the employability and personal skills required in the workplace of the future. In 2016, the Confederation of British Industry Annual Education and Skills Survey summarised employers’ views on the skills and knowledge of young entrants to the labour market and
comparing this to the needs of business and industry, these include self-starting; self-awareness of professional development needs; research; problem-solving; creativity; and adaptability. The capacity and capability of AfA3As to drive social mobility was recognised in 2013, when the Parliamentary Under Secretary of State for Children and Families extended the AfA3As remit to include children and young people eligible for Free School Meals (FSM). FSM is a key proxy indicator of children and young people at risk of low social mobility in their future lives.

Solution
In partnership, AfA3As will be a powerful force for driving social mobility by focusing on building the mastery of new skill requirements as they arise, developing core skills in every child that will enable them to meet the unpredictability with confidence, by:

- Sharing a vision of a world where all children and young people can achieve regardless of their background, challenge or need
- Delivering a mission that transforms lives through improved opportunities and outcomes for all children and young people.

These inform the coach-led development of settings, schools and colleges, professionals, parents and carers, and other adults and services around children and young people, in four key focus areas. The areas are led by evidence on what genuinely improves the aspiration, access, achievement of children and young people (the three As in AfA3As):

- Leadership: To inclusively overcome the challenges faced by children and young people at risk of underachievement, and/or experiencing SEND, (and subsequently, and/or eligible for Free School Meals (FSM)).
- Teaching and learning: To close the attainment gap.
- Wider outcomes and opportunities: To develop children and young people’s engagement and positive behaviours that will support learning, good attendance, wellbeing, and self-efficacy.
- Parent and carer engagement: AfA3As ‘structured conversations’ support professionals to reconceptualise how they communicate and connect with parents and carers, and other adults.

All AfA3As programmes have had a profound impact on leaders, teachers, children and their families, as illustrated by Achieving Schools (PwC, 2016):

- Reading, writing and mathematics: The progress of targeted children and young people is well above national expected levels for all children (by up to 50%).
- Teaching and Learning: 97% of school leaders report that the Achievement for All programme positively develops teaching and learning.
- Absenteeism: Schools reported that their rating of participation and attendance had increased from 5.29 out of 10 to 8.62 out of 10.
• Confidence: 75% of children and young people reported increased confidence in their ability to achieve. The proportion of parents and carers who felt that their child was confident increased by 34% after involvement in the programme.

Social mobility is embedded in every AfA3As activity. If children and young people are to maximise their social, economic, and emotional life-journey through the 21st Century and become truly socially mobile, they need support now to build foundations for their future.

STEP THREE
Development of teams of significant adults and services that support all children. Making a change to the future lives of children and young people can only happen if those children and young people are supported by professional, confident, and effective educators. A confident, stable, and effective cohort of professional educators, parents and carers and the wider community, joining together to deliver an education system that develops and shares practice, research, and insight to maximise the life course, opportunities, and achievement of children and young people. Accordingly, AfA3As takes the view that real systemic change can only happen if the professional needs of significant adults and services that support all children are addressed.

Solution
Professionals are effective and their morale is enhanced when they are supported, developed, valued, experience real job satisfaction, and remain in the profession to maximise their impact and pass on their wisdom to new entrants to the profession. AfA3As develops professionals at all levels through co-owned development and support. AfA3As professional development includes specific coaching and online support in teaching and learning, leadership, and engagement with parents, carers, and communities. AfA3As also supports professionals to deepen their professional knowledge, capacity, and confidence, by developing their professional identities as researchers, change-makers, and peer-to-peer mentors.

“It’s the best training I’ve been on for a long time, because I’ve seen a direct result in my school.”

Infant school, London

AfA3As works with a wide range of partners to ensure that all activity and every outcome informs real change across the educational landscape. AfA3As has developed a game-changing national and international network of settings, schools, colleges, experts, charities, researchers, and companies working together to make real change for children and young people, which includes:

• Over 4,500 UK early years settings, schools and post-16 colleges around children and young people engaged in Achievement for All programmes.

• Seven UK and International Government Departments and Agencies, supported by AfA3As through SEND, social mobility
policy development, and continuing professional development training.

• The Education Endowment Foundation, primary literacy project.

• The Fair Education Alliance, leading founders of a collaboration between c40 national charities focused on improving social mobility.

• The Europe-wide Raising Achievement for All Learners Quality in Inclusive Education (RA4AL), national research leaders.

• PACEY (supporting the professional development of the childminder workforce), joint providers of SEND APP for childminders.

• Esmée Fairbairn funded Tracking for Success project, developing leaders and teachers in early years settings.

• The Association of Youth Offending Team Managers, Department for Education lead for securing better outcomes for children and young people with SEND in the youth justice system.

• The Anti-Bullying Alliance, supporting a wider network of nearly 2000 schools to critically reflect on their anti-bullying strategies to safeguard and improve outcomes of vulnerable and disadvantaged learners).

• Read On Get On, national campaign, founding member and co-leader of place strategy.

• Member of Special Educational Consortium convened by the Council for Disabled Children.

• Microsoft Digital Literacy project reaching 28 countries (and growing) Global Training Partners for Microsoft, coaches train schools on the effective use of Microsoft tools.

AfA3As will continue to build nationally and internationally to develop coherent approaches to the professional development of teachers and educators that will truly meet the needs of all children and young people. AfA3As is committed to meeting the needs of children and young people.

To extend this impact, AfA3As has also established:

• Pupil Premium Practice Review: To narrow the attainment gap for children and young people in receipt of pupil premium funding. This will contribute to breaking intergenerational cycles of disadvantage.

• SEND Reform Implementation Review: To embed best practice in SEND provision and to support children and young people to make the most of their present and future opportunities and outcomes.

• LiFT (Learning in Family Teams): Bespoke coaching to support virtual schools to further improve outcomes for looked after children.
We are pleased to be using AfA as a programme to support Children in Care again. We were part of the national pilot and saw a significant improvement with progress of our children. It is enabling our Virtual School to develop our training capacity for schools and academies with children in care on roll.

Virtual School Head
– Gloucestershire
All children and young people can achieve regardless of their background, challenge or need. AfA3As is a framework that maximises the potential of every child and young person delivered in partnership with leading evidence-based organisations in the education, business and third sectors. Providing a plan to address Every Child Included priorities, AfA3As will build on a proven legacy of impact and change.

All AfA3As programmes share a common framework across four elements. The elements grew out of the landmark 2009 Lamb Inquiry, and further research by the National College (2011), Department for Education (2011), University of Manchester (2013) and PwC (2016). Programmes have been found by evaluation to drive social impact, real and meaningful change in leadership; teaching and learning; wider outcomes and opportunities; and parent and carer engagement.

To date, AfA3As programmes and projects have supported 3.86 million beneficiaries since the charity was founded. In the last year alone, AfA3As had a positive impact on 45,582 children and young people, 43,244 parents and carers, 56,647 teaching professionals and over 1,279 services around children and young people across England and Wales.

AfA3As tailored programmes are designed to support leaders, teachers, parents and carers at every stage of a child’s journey through education. From early years, primary, secondary, special educational needs, alternative provision, or post-16 we provide our unique coaching and online support, The Bubble.

Our coaches, supported by an extensive online resource (The Bubble), work in partnership with senior leaders and teachers to address a wide range of needs, backgrounds and challenges that impact on the personal, social and academic outcomes of children and young people within schools, colleges and settings. Our bespoke partnerships are delivered across three programmes:

- Achieving Early and Firm Foundation, working with staff, parents and carers, we help improve outcomes, developmental goals and school readiness, especially for those children who are underachieving due to background, special educational need or disability.

- Achieving Schools, designed to meet the specific needs of primary, special, alternative provision and secondary schools. Our experienced coaches work with senior staff to close the
attainment gap and improve the life chances of all children.

- Achieving Further (post 16) focuses on students with a wide variety of complex needs, including students whose life chances may otherwise be limited and those who have disengaged with education. The programme concentrates on literacy, numeracy, vocational qualifications, study and employability skills to prepare young people for their adult life.

Each programme is designed to meet the needs of professionals, adults, and services operating in different age-phases, but each share a common focus on children and young people experiencing Special Educational Needs and Disabilities (SEND), and children and young people facing the challenges of disadvantage. Our programmes have improved outcomes and attainment, with whole school and setting impact on Ofsted, pupil premium and SEN reviews.

What do school leaders say?

“The whole school has benefitted from Achievement for All. We are seeing excellent progress in all children, along with more effective teaching and learning practices.”

“Thank you enormously for your contributions to our INSET day- the feedback was so positive-and comments like the best INSET ever sums it all up! I think you have both contributed a huge amount to how we move forwards as a school and I cannot thank you (and AFA as a whole) enough.”

“I have been doing Structured Conversations for three years and can honestly say that in 24 years of teaching it has led to the closest working relationships I have had with parents.”

“We have learnt such a lot in the Achievement for All process about a different way of working, teaching and impacting positively on the learning of the ‘hardest to reach’ students in school”
Results were incredibly positive, with 100% retention, 100% achievement and 100% progression.

The comments that came from staff said it all – most relevant training in a long time, because it focused specifically on the types of students staff are working with. Achieving Further really understood students with SEND and working with students with behavioural issues.
The Achievement for All 3As journey

Typically, the journey of any service around children and young people through an AfA3As programme will include initial engagement with an AfA3As Achievement Coach to develop a bespoke needs analysis and action plan.

Achievement Coaches are highly skilled educationalists, many of whom are National Leaders in Education, senior practitioners and specialist experts. Cumulatively, the cohort of over 400 trained Achievement Coaches represents extensive experience in different settings, schools and colleges in meeting the needs of young people. The Achievement Coaches are supported by an AfA3As core team with more than 700 years of cumulative experience of improving services around children and young people, and the national resources and networks of AfA3As.

Following this initial stage, Achievement Coaches work on an ongoing basis with professionals and services to:

- Co-create bespoke approaches to teaching and learning
- Support effective leadership
- Develop and deepen engagement with adults (including parents and carers)
- Widen the range of experiences and learning opportunities available to all children and young people
- Identify and establish links with the local community, the third sector, and businesses that will increase opportunities to develop skills for employability.

Professionals and services also have access to the extensive range of tools and resources available at the game-changing AfA3As online resource, The Bubble. Data on the academic and wider progress of children and young people is rigorously analysed. This feeds into continuous improvement of the service and builds the foundation for sustainable change and a legacy of excellence. Every lesson learned from AfA3As programmes feeds into our networks of professionals and services, and informs further development of AfA3As projects and programmes.
AfA3As programmes have been rigorously assessed for impact by PwC (2015, 2016) and in reports to the Esmée Fairbairn Foundation and the Blagrave Trust:

ONE IN FIVE:

• Early Years, assessments for targeted children: Speech, Language and Communication assessments showed a baseline of 23% at age-related expectations, this rose to 69% by the end of the programme. Personal social and emotional assessments at age-expected levels rose from 23% to 73%, these key indicators of future success both show accelerated progress.

• Schools: There is longitudinal evidence that the progress of targeted children in reading, writing and maths is well above national expected levels (by up to 50% in reading, writing and maths).

• Schools, the engagement, confidence and self-esteem of children and young people: The proportion of parents and carers who felt that children and young people were more confident increased by 34% up to 90% since involvement in the programme.

• Post 16: 2014 to 2016, Richard Collyers College improved their GCSE resits, A*-C by an impressive 26% and are way above the national benchmark.

• Post 16: AS Further Maths at Richard Taunton College improved from 30% below national benchmark in 2015 to 5% ABOVE in 2016. Students taking GCSE maths rose from 29% A-C in 2015 to 42% in 2016.

SOCIAL MOBILITY:

• Early Years: 100% of parents indicated that the structured conversations (Taking Time for Talk) had been helpful in supporting their child’s learning. Establishing successful parent learning partnerships is key to future academic success (Achieving Early Pilot report).

• Schools, reduction in absenteeism: Schools spoken to by PwC also experienced a strong reduction in children and young person absenteeism. School Champions reported that their rating of participation and attendance had increased by 30%.

• Schools, the confidence of children and young people: 75% of children and young people surveyed reported
increased confidence in their own ability to achieve.

DEVELOPMENT OF ADULTS AND SERVICES IN SUPPORT OF ALL CHILDREN

Early Years:
- 100% practitioners reported higher levels of confidence in working with parents (Achieving Early pilot report).
- The quality of provision is reflected positively in Ofsted judgements (Achieving Early pilot report).

Schools:
- 97% of school leaders report that AfA3As positively develops their schools’ teaching and learning (AfA 2015).
- 77% of teachers report that AfA3As has positively changed teaching (PwC, 2015).
- AfA3As has increased leadership quality in key areas (PwC, 2016: pp23-24).
- AfA3As improves staff retention (PwC, 2016, p25).
- 100% of schools report that AfA3As represents value for money (PwC 2016, p23).

Post 16: Improved approaches to teaching and learning, learner engagement and outcomes:

“...The project has enabled staff to rethink and challenge their teaching and learning habits, this includes looking at behaviour management strategies.

For us our coach has delivered whole college CPD which was very inspiring and completely pertinent to our context and setting. She has worked closely with delivering professional development for our middle management and really understands what we need. Achievement for All is an excellent tool for us and is helping our continual drive for improvement.”
The support that [my son] has received throughout has been excellent. He has been involved and been made accountable for the way his school experience/career has progressed. [His teacher] has tuned into [him] and worked with [him] to allow [him] to focus on what getting the results means to him, and the opportunities it can open. I have been involved in meetings and reviews and kept informed of my son’s progress and I can honestly recommend this approach to others. [He] is on course to reach his potential that school and teachers predicted. [He] has grown in confidence since the initial meeting and understands that working with teachers is far easier that working against them.

I am proud of the young man he has grown into and thankful to [His teacher], and all teachers involved for going above and beyond to help and assist [him] on his school journey.”

Parent of Year 11 student
Achievement for All 3As’ Commitment to Every Child Included:

AfA3As will continue to work tirelessly to bring about a world where every child and young person will achieve regardless of their background, challenge or need.

AfA3As will develop adults and services in support of all children and young people, as well as professionals, with our proven solutions that overcome the challenges faced by any child or young person.

AfA3As will build and embed national solutions based on evidence, knowledge, and a real understanding of the needs of children and young people.

AfA3As will work in partnership with education, business and third sector organisations to make real, inclusive and sustainable positive change.

An invitation to support Every Child Included Three Step Plan:

- Join AfA3As in reaching out to early years settings, schools and colleges to collaborate, sharing and shaping our model to deliver to our vision and mission that Every Child is Included

- Engage and debate with policy makers to commit to supporting projects and programmes that have a firm evidence base in generating real opportunities for social mobility

- Work and talk together, communicating, developing and sharing best practice via The Bubble in the delivery of the development of teams of significant adults and services that support all children
Thanks to the Achievement for All 3As team and trustees for their inclusive approach, committed to improving the life chances of all children.

Appreciation and thanks to the many partners who give so generously of their time, expertise and funding in tackling social mobility.

In anticipation of further growth and extended partnerships, thanks to all of you for reading our plan and sharing in our vision where every child is included regardless of background, challenge or need.
References

Achievement for All 3As, Esmée Fairbairn Foundation (2016), Achieving Early Pilot Report, Newbury: AfA3As.

Achievement for All 3As (2016), Achievement for All Impact Report, Newbury: AfA3As.


Department for Children Schools and Families (2009), Lamb Inquiry: Special Educational Needs Parental Confidence, London: DCSF.


Department for Education (2011), Support and aspiration: A new approach to special educational needs and disability, London: DfE.

Department for Education, Department of Health (2015), Special Educational Needs and Disability code of practice: 0 to 25 years, London: DfE.

Department for Education (2015, 2017), Special educational needs: an analysis and summary of data sources, London: DfE.


European Agency for Special Needs and Inclusive Education (2017), Raising the Achievement for All Learners in Inclusive Education, Brussels: European Agency for Special Needs and Inclusive Education.


Humphrey, N. and Squires, G. (2013), Achievement for All: effect on SEND pupils London: DfE.


National College for School Leadership (2009), Achievement for All: Leadership Matters, Nottingham: NCSL.


Achievement for All 3As Partner Settings, Schools and Colleges (2011-2017)
Early Years Achieving Early programme has enabled us to forge stronger partnerships with parents, enabling us as practitioners to support their child with a more tailored learning programme.

Beginning the Achieving Early programme in the Early Years has helped identify those children who may have gone under the radar earlier and has enabled better outcomes for them in the future.

We have had many children who have flourished as a direct result of being on the Achieving Early programme and it is something we will continue to use. It has given them a good foundation for learning and has enabled parents to become more directly involved in their child's learning too.