



## **POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DIFFICULTIES IN ENGLAND IN COMPARISON WITH TURKEY BETWEEN 1995-2011**

Sonia BLANDFORD<sup>1</sup>

Hakan SARI<sup>2i</sup>

<sup>1</sup>Prof. Dr.,

Head of Special Education Department,  
London's Global University, England

<sup>2</sup>Prof, Dr.,

Head of Special Education Department,  
Necmettin Erbakan University, Turkey

### **Abstract**

The purpose of this paper is twofold: One is to describe in analyzing what had been done for special education in considering effective factors for education of children with special educational needs and difficulties in England. The other one is to describe current issues of special education in Turkey and with the aim of enhancing the education procedure and education qualities competency based training described as a solution. Then the two countries were compared with each other what happened to the professionals' beliefs and what practices existed in each country. Then the researchers will draw recommendations in terms of developing countries' giving such a good example of British experiences as one of the well developed countries in the world. This paper explores a range of policy frameworks in play in the field of special educational needs and their relationship with procedural fairness and substantive justice. Drawing on analysis of post-1993 English and Scottish policy documents, dominant motifs in special educational needs policy are identified. It is argued that in both England and Scotland, there is a shift away from a policy framework based on professional control. Legal and bureaucratic policy frameworks are of growing importance in both countries, but change has been more rapid in England. Finally, the implications of comparative research for special educational needs policy and wider education policy are discussed.

## 1. LITERATURE

### Special Education Policy in England

England is a country that is part of the United Kingdom. It shares land borders with Scotland to the north and Wales to the west; the Irish Sea is to the north west, the Celtic Sea to the south west, with the North Sea to the east and the English Channel to the south separating it from continental Europe. Most of England comprises the central and southern part of the island of Great Britain in the North Atlantic. The country also includes over 100 smaller islands such as the Isles of Scilly and the Isle of Wight. The area now called England was first inhabited by modern humans but it takes its name from the Angles. England became a unified state in AD 927, and since the Age of Discovery, which began during the 15th century, has had a significant cultural and legal impact on the wider world. The English language, the Anglican Church, and English law — the basis for the common law legal systems of many other countries around the world — developed in England, and the country's parliamentary system of government has been widely adopted by other nations. London, England's capital, is the largest metropolitan area in the United Kingdom and the largest urban zone in the European Union by most measures. England's population is about 51million, around 84% of the population of the United Kingdom, and is largely concentrated in London.

In England, around 18% of all pupils in school in England were categorised as having some sort of special educational need (SEN) (1.5 million children). Around 3% of all children (250,000) had a statement of SEN and around 1% of all children were in special schools (90,000) - which represents approximately one third of children with statements. With such a large number of children involved, it is important to recognise that many children are receiving the education they need in an appropriate setting. It is equally important, however, to highlight the difficulties faced by a large number of parents for whom the system has some difficulties to meet the needs of their children. This gives careful consideration – based on the large quantity of written and oral evidence- to where the SEN system considers how the Government can improve outcomes for all children with SEN and disabilities in England. Special education is a broad concept that covers a wide range of issues both within and between schools—and interpretations of the concept vary greatly including special schools. In England, the Government aims that the policy should hold a reflection of the legislative frameworks.

SEN Strategy in England aims to “set out the Government’s vision on SEN. Based on statutory and non-statutory guidance, and based on the Government’s original 1997 position, it is reaso-nable for those involved in SEN to assume that the Government holds a policy of special educa-tion from which it has given guidance to the gatekeepers such as local authorities and schools. Government in england is moving forward towards seeking a ‘flexible continuum of provision’ being available in all local authorities to meet the needs of all children, including those with SEN, but this is not the basis for the approach outlined in SENDA 2001, the SEN Code of Prac-tice 2001, or the 2004 SEN.

According to the legislations, the Government should clarify its position on SEN and to provide national strategic direction for the future. The Government also needs to provide a clear over-arching strategy for SEN and disability policy. It needs to provide a vision for the

future that everyone involved in SEN can purposefully work towards. For many children with SEND, special schools should provide an invaluable contribution to their education. The issue should be how to progress to a system based on a broad range of high quality, well resourced, flexible provision to meet the needs of all children.

The Education Ministry confirms that there will be major review of SEN policy and officials confirm that “the focus of their attention is within the education system as a whole. The existing SEN framework was put in place following the Warnock Report in 1978 and persevering with the current SEN system has some difficulties to deal with the well-documented problems or to take advantage of the opportunities generated by these changes.

In terms of quality and access to a broad range of suitable provision for the SEN system, there is a need for the Government to develop a new system that puts the needs of the child at the centre of provision. In England, the Warnock Report in 1978, followed by the 1981 Education Act, radically changed the conceptualisation of special educational needs. It introduced the idea of special educational needs (SEN), “statements” of SEN, and an “integrative”—which later became known as “inclusive”—approach, based on common educational goals for all children regardless of their abilities or disabilities: namely independence, enjoyment, and understanding.

Children with SEND were categorised by their disabilities defined in medical terms. Before the Warnock Report (1978), many children were considered to be “uneducable” and pupils were labelled into categories such as “maladjusted” or “educationally sub-normal” and given “special educational treatment” in separate schools. The various Acts and legislations demonstrate the progress in attitude that has taken place since the Warnock Report towards the aim of trying to include all children in a common education framework and away from categorising children with SEND as a race apart. The Warnock Framework was introduced but with no additional funding for the new processes involved in statementing or teacher training, despite the closure of many special schools. The 1988 Education Act then established the National Curriculum and a system of league tables where schools competed based on academic attainment. The Warnock framework remained firmly in place through the 1990s. During the 1980s and 1990s there was a considerable decline in the number of children in special schools and an increase in the proportion of children both identified as having special educational needs (SEN) and given statements of SEN.

That was greatest in the 1980s and flattened out somewhat in the 1990s. In the 1997 Green Paper Excellence For All Children Meeting Special Educational Needs, the new Labour Government gave public support to the UN statement on Special Needs Education (1994) which “calls on governments to adopt the principle of inclusive education” and “implies a progressive extension of the capacity of mainstream schools to provide for children with a wide range of needs”. By doing so, it “aligned the English education system for the first time with the international movement towards inclusive education.

The Government positioned itself at the forefront of thinking in the field and all seemed set fair for the rapid development of an education system that would be a world leader in terms of inclusion.

Despite this, since 1999–2000 the proportion of children in special schools (around 1%), the proportion of children with SEN (around 18%), and the proportion of children with statements of SEN (around 3%) has plateaued—all within a system still based on the original 1978 Warnock Framework.

The Government inherited the existing SEN framework and sought to improve it through the SEN And Disability Act (SENDA) 2001, and the 2004 SEN Strategy Removing Barriers to Achievement which claimed to set out “the Government’s vision for the education of children with SEN and disability”. The Government have also substantially increased investment in SEN. Expenditure on SEN has increased from £2.8 billion to £4.1 billion in the last four years.

The Society in England became to understand special educational needs to represent a much wider continuum of needs than first identified by the Warnock Report in 1978. There is a number of similarities between the aims stated in the Government’s 2004 SEN Strategy Removing Barriers to Achievement and in the Every Child Matters agenda, and those in the original Warnock Report in 1978: joined up services, tailoring support around the needs of the children, a wide range of measurements for success, equipping the workforce, and raising standards. The 2004 SEN Strategy provided detailed information of how these aims will become a reality for those children and young people with SEN and disabilities.

Local authorities do not just have a discretionary duty, they have a statutory duty—therefore are legally obliged—to provide for the needs of a child with SEN once those needs are identified. In other words, it is the duty of the local authority both to assess the needs of the child and to arrange provision to meet those needs, and all within a limited resource. The link must be maintained between assessment and funding of provision. These have remained unchanged with the law (in 1993 and 2001).

The intention of SEN legislation is good, and if widely practised, would be beneficial to SEN pupils. It is important to recognise that the underpinning theory, direction of legislation, and actions required of providers to comply are significantly different.”. Broadly speaking disability rights were covered by the Disability Discrimination Act 1995 (DDA). The Special Educational Needs and Disability Act 2001 (SENDA) extended the DDA to education (including a Disability Equality Duty since DDA 2005). The duties under the Disability Discrimination Act are there to ensure that disabled pupils are not discriminated against and so seek to promote equality of opportunity between disabled and non-disabled pupils. From September 2002, it has been unlawful for schools to discriminate against a child for a reason related to their disability in admissions, education and associated services (such as school trips, the curriculum, teaching and learning, school sports and the serving of school meals), and exclusions.

The Education Act 1996 says that “a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.” This is provided under the SEN Framework, including in some cases a statement of special educational needs (SEN). The SEN Framework is to identify and meet any additional educational needs of children. A disability might give rise to a learning difficulty SEN Special Educational Needs that calls for special educational provision to be made if it prevents or

hinders the disabled child from accessing education.

Many schools and other education providers indicate that they need assistance in fully addressing disability as an equalities issue across all aspects of their provision. Schools have welcomed the possibility of training on both the DDA and disability equality generally. In response to this, the DfES have been working with the DRC and a number of other agencies to develop a resource for schools on making reasonable adjustments and accessibility planning.”

The UK is committed to including the voices of children and young people in evaluating their provision across all services following the UN Convention on Rights of the Child (Article 12). Therefore the government looks forward to constructive and vital progress for children with SEN and disabilities. Special educational needs exist across the whole spectrum of social classes and abilities. It is important to recognise that some conditions which give rise to SEN, in particular along the autism spectrum and specifically Asperger’s Syndrome, can defy an easy correlation between those conditions and social deprivation—as well as the children often being above-average intelligence. It is important therefore that social deprivation is not seen as the only and automatic benchmark for addressing SEN issues. There is, however, a strong correlation between social deprivation and SEN that deserves careful consideration by the Government. SEN policy should explicitly address these overlapping sets of needs where they occur.

At secondary school level, children with statements of SEN are nearly twice as likely to be eligible for free school meals as the average school population. SEN policies in England continue to operate a separate system for special educational needs (SEN) and, as a result, SEN continues to be sidelined away from the mainstream agenda in education. The Government understands that the needs should be given greater priority and taken full account of its need to have a central position in education. The personal cost to families of children with SEN should also be considered. The Government has a responsibility to provide high quality education for all children to enable them to reach their potential.

The policy in England supports the principle of educators pursuing an ethos that fully includes all children including those with SEN and disabilities, in the setting or settings that best meets their needs and helps them achieve their potential, preferably a good school within their local community. The Government has been firm and consistent in stating its position on inclusion for this inquiry both in written and oral evidence. It states that it holds a policy of inclusion that is resulting in the opening of new schools and classes.

Schools need better guidance and staff training in dealing with children. Schools should give careful consideration to these children in their behaviour strategies and make appropriate adjustments in disciplinary responses especially when considering exclusion. This needs to be backed up by closer DfES guidance and local authority monitoring, details of which could be collated by either OFSTED or the Schools, with a view to urgent and substantial reduction in the numbers of exclusions. There is an inbuilt conflict of interest in that it is the duty of the local authority both to assess the needs of the child and to arrange provision to meet those needs, and all within a limited resource. There should be a link between assessment and funding of provision. There is a great deal of work to do to pull together the disability and

## SEN agendas and legislation.

Government addresses the feeling of both parents and teachers that there is adequate training and resourcing for dealing with SEN children in mainstream classrooms. They should give the highest priority to the need to radically improve SEN and disability training in initial teacher training, induction, and in the continuing professional development of all staff. The Government needs to give local authorities clear national guidance on when to issue statements of SEN. In fact, there should be an absolute deadline that a decision on whether to issue statement in respect of any child should be made within the required weeks (six months) of a written request being made with no exceptions. Whilst recognising that it would require significant changes to the existing system, it is recommended that the DfES consider how to make statements of SEN transferable between local authorities so that they can follow the child. This would reduce administrative costs, allowing more resources to be devoted to SEN provision, and, more importantly, would prioritise the needs of the child.

While some local authorities have made good progress in managing SEN in recent years, there remains much variation in performance and some poor practice. Clear statutory guidance is in place but local authorities are then told only that they must “have regard to” the SEN Code of Practice. Local authorities have a crucial role to play with SEN but the operation of good practice must become the norm. Local authorities must be allowed to continue to plan provision at the local level to meet need but this should be within guidance of a clear National Framework linked to minimum standards to ensure consistency of outcomes for children with SEN. All local authorities and schools should embrace the opportunity presented by the new Disability Equality Duty to ensure that they promote and provide a positive environment for children with SEN, both now and in the future. The Government should give careful consideration to the impact that key drivers such as league tables are having on admissions particularly to the most successful non-selective state schools. This cannot continue. Children with SEN and disabilities should have fair access to all types of provision. The Government should do more to encourage the most successful non-selective state schools to take their fair share of children with SEN and disabilities. Admission policies in this matter should be carefully monitored with a requirement to report back on progress to Parliament and to this Select Committee. Furthermore, the Government should ensure the protocol for hard to place children makes specific reference to children with SEN and disabilities. The existing DfES policy regarding the placement of children with SEN is good in theory, but in practice parental choice is not being upheld. Where a special school is sought by a parent this must be given proper consideration. Where a mainstream school is sought by a parent, a local authority must consider whether reasonable adjustments could be made to ensure that their admission could be made compatible with the efficient education of other children in the school.

As long as the choice of parents of children with SEN continues to be qualified by whether it is compatible with the efficient education of other children in the school, the final decision-making power regarding placement will remain out of the hands of parents and it is not suggested that this should be changed. This is appropriate where independent expert advice is sought but should be the exception rather than the rule. There is a great deal more that could be done to increase involvement from parents: to seek their views and understand their choices more carefully, to work in partnership with them as much as possible, and to ensure

they are fully informed at all stages of the process. Careful consideration should be given to parent-partnership schemes being funded independently of local authorities being trialled on a pilot basis. The system should not have to rely on an appeals process to achieve fair access for children with SEN.

The Education Act 1996 provided for the publication of a Special Educational Needs (SEN) Code of Practice. This code of practice gives education providers practical guidance on how

to identify and assess children with special educational needs. All publicly-funded pre-schools and nurseries, state schools and local authorities (LAs) must take account of this code. Health and social services must also take account of the code when helping LAs. To accompany the Code of Practice, the Department for Education and Skills produced a booklet, 'Special educational needs -a guide for parents and carers'. The history and development of education programs for children with disabilities in the UK closely parallels the struggle of other minority groups to establish their civil right to participate equally in public education, which provides the primary preparation for economic and social participation in society.

The goal of legislation is to preserve, strengthen and enforce the rights of children with disabilities.. Every Child Matters is a set of reforms supported by the Children Act 2004. Its aim is for every child, whatever their background or circumstances, to have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. This means every LA working with its partners, through children's partnerships, to find out what works best for children and young people in its area and acting on it. They will need to involve children and young people in this process, and inspectors will take account of the views of children and young people when making their judgements. All children and adults have the right to be treated equally. However, in the United Kingdom many families and their children face inequality and exclusion. In the early years this could relate to gender, ethnicity, disability, age , religion/belief, sexual orientation, socio economic status.

Early Support is a national programme to improve the way that services for young disabled children in England work with families. It provides a standard framework and a set of materials that can be used in many different circumstances, as well as a set of expectations about how services should work with families. On the 9th March the Government published the SEN Green Paper -Support and Aspiration: A new approach to special educational needs and disability. The green paper proposes:

1. a new approach to identifying SEN through a single category;
2. a new single assessment process and Education, Health and Care Plan;
3. local authorities and other services to set out a local offer of all services available;
4. the option of a personal budget for all families with children with a statement of SEN or a new Education, Health and Care Plan;
5. give parents a choice of either a mainstream or special school; and
6. Introduce greater independence to the assessment of children's needs.

'Excellence for All 'Best '1997 SEN Green Paper Central themes re SEN in general including:

1. the need to improve procedures for early ID SEN
2. intro Whole-School target-setting for attainment and behaviour
3. grtr parental involvement
4. revision of CoP especially the sch based Stages
5. social skills will improve with inclusion
6. training supporting TA and governors
7. getting Ed Psychs into schs
8. general improvement of communication.
9. link between SEN and exclusion.

1994 Code of Practice says:'special educational provision will be most effective when those responsible take into account the ascertainable wishes of the child concerned, considered in the light of his or her age and understanding.

In Every Child Matters, a reform of services for children, provision for SEN pupils in 'mainstream' schools: availability of resources and expertise; different models of provision.

1. Provision for SEN pupils in Special Schools.
2. Raising standards of achievement for SEN pupils.
3. The system of statements of need for SEN pupils ('the statementing process').
4. The role of parents in decisions about their children's education.
5. How special educational needs are defined.
6. Provision for different types and levels of SEN, including emotional, behavioural and social difficulties (EBSD).

In a green paper published has unveiled proposals that would mean the biggest reform in the education and health support for children with special educational needs (SEN) and disabilities in 30 years. The paper, entitled 'Support and aspiration: A new approach to special educational needs and disability', makes wide-ranging proposals to respond to the frustrations of children, their families and the professionals who work with them and reform the SEN system in England. Problems cited by the government include too many children being over-identified as SEN, which can prevent them from achieving their potential because teachers have lower expectations of them.

For one plan for SEN, the government wishes to include parents in the assessment process and introduce a legal right by 2014 to give them control of funding for the support their child

needs. Under the current system, the local authority and therefore the schools receive SEN funding and allocate it accordingly. The government would also like to replace SEN statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education - this will run until the child is 25 years old. If the green paper is made law, the government would also replace the existing "complicated" School Action and School Action Plus system with a simpler new school-based category to help teachers focus on raising attainment. Teacher training and CPD will also be overhauled to help them teach pupils with SEN better. The parents of children with SEN will also be given a wider choice of school - including mainstream as well as special schools.

For the statement of the past, currently children who have severe, profound or multiple health and learning needs or disabilities receive a statement of support from their local authority. However, the government feels it often is not clear - to parents, and to local services - who is responsible for delivering on the statement. For example, services such as speech and language therapy may appear in the statement but are funded and commissioned by local health services. The government plans to tackle this problem - which they say has never been addressed before - by introducing one single assessment process and education, health and care plan to give children all the help they need. It will mean education, health and social services will have to work together to give families one single package of support, tailored to their individual needs. Children's Minister Sarah Teather commented: "We have heard time and time again that parents are frustrated with endless delays to getting the help their child needs, and by being caught in the middle when local services don't work together. "Parents and voluntary organisations have given us overwhelming examples where they have felt let down by local services. At the moment there is an appalling situation where public money is being wasted as children are growing out of equipment, like wheelchairs, before they even arrive. The new single assessment process and plan will tackle this issue and mean that parents don't feel they have to push to get the services they are entitled to."

Currently more than one in five children (21%) in this country are identified as having SEN but only 2.7% have statements.

Children with learning needs, to help children that have a learning need, but not necessarily a special educational need, the government plans to extend the Achievement for All programme so personalised support is mainstream in all schools. This programme has seen an increase in results and a decrease in pupils on the SEN register. The government is inviting bids for an independent organisation to extend the programme across the country. The government also proposes direct funding to the most deprived pupils - a third of whom are currently identified as having SEN - through the pupil premium.

Staff training is welcomed by unions and experts who are pleased to see a clear emphasis on training and development for staff in schools - building on the schools white paper. We need our teachers to be well trained and confident to identify needs and barriers to learning and provide the right support early on.' Mechanisms such as the SEN statementing process are already often thwarted and rationed by constraints of time, money and bureaucracy, once

schools have used up their quotas, it becomes more difficult for additional children to receive the support they need. Smaller local authorities in particular often have difficulties because the SEN budget may be spent disproportionately on a few expensive cases. This is likely to become worse."increasingly difficult to operate a coherent programme for SEN and there is a danger that children could fall between different types of school.

where possible, children should be included in mainstream education provided they have the appropriate support. We would like to see a focus on individual achievement rather than attainment against national benchmarks as progress by children with SEN and/or Disabilities (SEND) is often more subtle than can be detected by national tracking systems, It is crucial that any policy is suitably flexible and adaptable to reflect and accommodate the complex nature of SEN."

In England, professionals' goal is to make this country the best place in the world for all children and young people to grow up which includes children and young people with special educational needs and disabilities (SEND). This assertion also aims that children should have the confidence and desire for learning that will give them the skills they need to continue that learning through their lives and reach their full potential. In one term, Achievement for All is a pioneering project which will raise aspirations for children and young people with special educational needs and disabilities, with a focus on educational outcomes. According to this Project, schools should deliver the project's principles through a personalised approach, rigorous academic assessment, tracking and intervention, engaging with parents and improving wider outcomes. This reflects that all pupils deserve a successful childhood and a successful transition to a happy and independent adult life.

Schools and local authorities who take part in Achievement for All should be trailblazers for personalisation. School leaders should have a key role to ensure that their schools should develop an ethos of achievement for all pupils. By the end of the project, schools should also have developed an ethos of high achievement for their pupils and know they have a range of proven learning and teaching approaches to draw on. Local Authorities participating in the projects should feel confident on what they are identifying and meeting the needs of children with special educational needs and disabilities and providing fit for purpose services.

In England, the education philosophy has the long term goal that all young people need to leave education with the skills and qualifications to achieve economic well-being. The world is changing and the days where an individual leaves the school with no qualifications and quickly find a job are disappearing rapidly. What is needed is that the gatekeepers should act now to ensure that all young people leave education prepared for the working world and that is particularly true for those with special educational needs and disabilities. Therefore, Achievement for All is about raising the bar of ambition for all, including those with additional challenges. The project enables children and young people with special educational needs and disabilities to feel more secure as learners, to feel more positive about school life and to realise their actual potential.

The project emphasises that the parents are actual enablers for their children and the schools to have more confidence in the education system and play an active part in their child's learning. Achievement for All is expected to demonstrate improved outcomes for children and young people with special educational needs and disabilities, but will also bring wider benefits for all children in the project schools.

'The Achievement for All' project aims to improve outcomes for all children and young people with

special educational needs and disabilities (SEND). This project is designed to enable schools and local authorities to reflect on existing strategies that are effective for children and young people with SEND and provide the capacity to strengthen provision in areas which will have the most impact for this group of learners.

‘The Achievement for All’ project has three key aims:

1. to improve the achievement and progress of children and young people with SEND,
2. to improve the engagement of parents of children and young people with SEND with their school; and,
3. to improve the wider outcomes of children and young people with SEND.

Achievement for All will provide local authorities and schools with support and resources from which they can develop local solutions to a national problem. It is a belief that children and young people with SEND are not achieving as well as their peers, they are more likely to suffer from bullying and have fewer friendships. Many students are leaving education without the skills and qualifications and they need to become independent adults. These children and young people have the right to educational opportunities that they will enjoy and that will make them determined to achieve, so they can lead happy and successful lives. The Achievement for All project will support schools and local authorities to provide this group of children and young people with those opportunities.

The success of this project will be shown by children and young people with SEND being more confident learners, having a positive attitude towards their education and seeing more clearly the potential they hold. They will make better progress in their learning and successfully achieve wider outcomes. In the light of this Project, parents should be more engaged in their child’s learning and should have increased confidence in the education system and schools having developed more inclusive practices, creating an ethos of high achievement for all children and young people and having a range of successful learning and teaching approaches in place.

‘Achievement for All’ project puts some important posts on local authorities. For example, local authorities should feel confident that they have provided quality educational opportunities for their children and young people with SEND. They should have improved services for children and young people with SEND and their parents and the resources are being used effectively. In order to achieve these aims and outcomes, there are three key strands to the project:

1. Assessment tracking and intervention,
2. Structured conversation with children and young people,
3. Provision for developing with parents wider outcomes.

The project was designed to ignite their aspirations and put them on the path to progress and success. It will strengthen their voices and engage them further with their learning and school life. Providing opportunities for children and young people to be listened to and have their opinions counted is a key principle woven through all three strands of the project. Strategies which schools use to involve pupils should be dependent on the age, maturity and level of understanding of each child or young person but should be encouraged from an early age. All children and young people in the target years who are identified with SEND should participate in all school actions. This means that the project should pick up the full range of special needs from those with complex impairments to those children and young people whose needs may not be obvious.

Accurate identification of learning needs and early intervention are critical for all children and young people with SEND. In England, number of children are identified as having speech, lan-guage and

communication needs at primary school drops when children join secondary school, while the number of children with behavioural difficulties rises. Some of these may be the same children and this suggests that a lack of early intervention in one area may lead to behavioural and disengagement issues later in school life. The training and development of school staff through 'Achievement for All' should lead to teachers being more confident in identifying SEND early on.

Teachers, in the light of achievement for All, should also feel confident in communicating with the child's parents to ensure that new interventions build on multi-agency work which may already support the child or young person. Early intervention and prevention sit at the heart of our vision for the 21st century school. Schools which are the key ensuring children's problems are identified early and addressed and they already have a range of tools available at present through which they can do this. However, the forthcoming 21st. century schools should provide the necessary support and vision to improve the overall quality and consistency of early intervention work, by clarifying the roles and responsibilities of those involved.

Rather, This projects requires schools and local authorities to rethink their approaches to supporting this group of children and young people and raise their aspirations for what can be achieved. For such a significant change to take place, the engagement of effective leaders at both school and local authority level will be essential to ensure full commitment to a culture of success for every pupil. According to the Project's aim, schools should work together in collaboratives. This will provide greater opportunity to share and develop approaches together and build on existing good practice.

The project sets out in detail the expectations for local authorities and schools involved in the project to ensure success in achieving the three key aims of Achievement for All. Achievement for All aims to bring together current initiatives to make them as effective as possible for children and young people with SEND. However there are some new elements. These are:

1. increasing capacity to redeploy current resources and rethink, at school and local authority level, the current approach to improving outcomes for children and young people with SEND,
2. the structured conversation with parents and strengthening on-going communications with them,
3. the capacity and funding to tailor activities in particular areas to improve the wider out-comes of this group; and
4. professional development opportunities for school leaders and school staff,
2. planning and implementing the project.

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In this Project, many local authorities were invited to take part in Achievement for All were selected to ensure that the project would have local authorities which represented England as a whole and gave the project at least one local authority in each Government Office area. The local authorities taking part in the project are: Bexley, East Sussex, Nottinghamshire, Camden Essex, Oldham, Coventry, Gloucestershire, Redcar, Cleveland, and Sheffield. Interm of im-plementing the

project within the local authority context, the key elements of the three strands of the project must be delivered in all schools. However, there is flexibility within the project for local authorities to tailor the implementation of the project to take account of existing or developing local organisational arrangements or plans. Most of the local authorities spoke for Achievement for All: Local Authority Prospectus of the timeliness of Achievement for All and how well it will fit with current gap narrowing strategies. Local Authorities will need to consider how they engage wider agencies from across their Children and Young People's Service/Children's Trust in the project. Local authorities should:

1. plan to tailor the implementation of the project to take account of local arrangements and plans; and,
2. involve appropriate agencies in the strategic planning and operational delivery of the project.

Achievement for All project leaders in Local Authorities have;

1. The role of the local authority project leader will be critical to the success of Achievement for All. The project leader will be responsible for ensuring that all three strands of the project are systematically and successfully embedded in all project schools.
2. They will also be responsible for initial and ongoing briefing of schools, supporting and challenging schools, providing the conduit between them, the National Strategies and the DCSF and supporting the evaluation. These project leaders will have had prior experience of working at both local authority and school leader level inline with the job description which was circulated to participating local authorities in April 2009.

The project leader should be appointed as soon as possible. Each local authority will receive up to £100,000 in their yearly funding to cover the salary of the project leader on costs, accommodation and administrative support. The project leader should be based within the School Improvement Service and will need to establish good and proactive working arrangements with other key of Children's Services, in particular the lead officer responsible for children and young people with SEND. The project leader will be supported by a dedicated Senior Advisor appointed by the National Strategies, Local authorities should:

1. appoint a project leader to take up post by 1 September 2009;
2. plan for initial induction and development needs of the project leader;
3. inform schools of the project leader; and
4. start to plan the deployment of the project leader for the autumn term.

Achievement for All advisory teachers;

1. All teachers should be able to differentiate learning and teaching but some excel at this and can create an inclusive learning environment which enables all children and young people to thrive. Local authorities and schools know who these teachers are. We want each local authority to fund a care of five to ten of these teachers and use them to funding will allow for these teachers to be released for up to one day a week from their schools. When recruiting these teachers local authorities should take into account the teachers' capacity and the schools' capacity to release them. The support they provide to teachers and schools involved in 'Achievement for All' across their local authority should include: peer support for developing inclusive learning and teaching strategies, joint objective setting and coaching. Advisory teachers could come from Achievement for All schools or other schools in the local authority.

The local authority project leader will be responsible for the identification, training and deployment of the advisory teachers. They will also be responsible for negotiating release time with the school leadership team of the advisory teacher's own school. Local authorities should:

1. aim to identify up to ten advisory teachers by the 1 September 2009 or during the autumn term; and
2. start to plan deployment of the advisory teachers, following a gap analysis of the schools (see paragraph 2.36).

The schools selected to participate by the local authority should reflect the range and proportion of schools in the area and the current range of provision. Advice on school selection was circulated in May 2009 and copies are available from the DCSF. This advice included the guidance that: 1. each local authority should choose approximately 45 schools; around 8 secondary, 36 primary and at least 1 special school. 1 Pupil Referral Unit may also be chosen, if appropriate. There can be flexibility on the exact number of schools participating,

1. providing local authorities have chosen an appropriate range;
2. schools should be chosen to represent the range of types of schools in the area e.g. academies, faith schools, grammar schools, middle schools;
3. when taken together, schools should represent the overall local percentage of children and young people identified with SEN. This will include a mix of schools with high, medium and low levels of identified SEN in order to arrive at the average percentage.
4. schools facing challenging circumstances may be included providing the local authority is confident they have the capacity to take the project on. Schools involved in National Challenge or City Challenge can be included if appropriate, following advice from their challenge advisor.
5. schools which were involved in the making good progress pilot can be included but should not make up the bulk of the participating schools.

The project is likely to have a greater impact if schools work together in collaboration. Local authorities should consider collaborative arrangements when choosing schools and also consider school leaders' willingness to work in collaboration. Collaborative working will provide another form of support for the schools as well as allowing the pooling of Achievement for All: Local Authority Prospectus resources and sharing of effective practice. The collaboratives can either be current collaborations or new ones. Advisory teachers may want to work with one or more school collaboratives. Local authorities should:

1. work with schools to identify and agree project schools by 15 June 2009;
2. ensure that these schools are aware of the expectations on them from September; and
3. help schools to form the collaboratives that they will work in. Local authorities must ensure that the school leaders of the participating schools are prepared to invest their support in the project and work collaboratively with other schools and the local authority.

To help this process, through the autumn term 2009 there will be launch conferences in each of the participating local authorities run by NCSL. At these conferences head teachers will learn more about the purpose and approaches in the project. These conferences will explore characteristics of effective leadership and look at this within the context of each local authority. It is essential that a member of the school's leadership team takes responsibility for the development and implementation of this project. To enable the project to be successful the person leading on this in the school must be in a position to:

1. raise the profile of the work within the school;
2. support the engagement of hard to reach parents;
3. understand the importance of involving pupils in decision making;
4. make the adjustments to the curriculum and learning and teaching policies that may be necessary to strengthen inclusive practices;
5. understand how this project fits into the school's improvement strategy;
6. provide support to classroom teachers in assessing and tracking progress, planning interventions and holding structured conversations with parents; and,

7. have the links to the wider community which could facilitate the success of the project.
8. ensure each school has identified a project leader who is a member of the leadership team;
9. liaise with NCSL to arrange the date of their launch conference in the autumn term;
10. inform schools of the date of the leadership training; and
11. plan and deliver the local element of the leadership training.

For the role of school staff, all schools will need to identify a key teacher for each child and young person participating in the project. A key teacher is someone who has good knowledge and understanding of the child or young person. Critically, this should be someone who can influence provision arrangements, has regular contact with the child or young person and is aware of his or her needs, attainment and achievements. In most primary schools the class teacher would be the appropriate member of staff to meet with parents. In secondary schools it may be the form tutor or it could be, for example, a head of year.

Local authorities should provide schools with a strong steer that the key teacher has the lead role in terms of the individual child's progress. The school SEN coordinator (SENCO) or Inclusion Coordinator will have a role to play in supporting the project, including for example supporting planning, the tracking of interventions and coordinating programmes. Selection of children and young people, the target groups of children and young people to be included in the project will be all those in the target year groups identified as having special educational needs at school action, school action plus and those with a statement. This will include children and young people who have a disability as well as a special educational need, but not those who have a disability but do not have a special educational need. This will mean that children and young people with the full range of needs, impairments and disorders will take part. Years 1, 5, 7 and 10 are the target year groups for the project. These year groups will allow us to have a good cross section of ages and circumstances. Years 1 and 7 will enable a focus on the effect of transition and years 5 and 10 will provide evidence of the impact of the project on end of Key Stage achievement.

Those selected will be tracked throughout the two years of the project, even if they are no longer identified as having SEN at any point after the start of the project. If a child or young person leaves the school during the project, they will no longer be included unless they transfer to another project school. If a child joins the school or is identified as having SEN once the project has begun they can take part in the project but their data may not be tracked for the evaluation.

Each school will run a further cohort of children and young people in the second year of the project to allow each school to see how well practice is embedding into the school, and modify and improve practice based on evidence from the first year. There is a higher prevalence of SEND in some vulnerable groups, for example around 60% of looked after children have a special educational need, and around a third of children and young people identified at school action plus are eligible for free school meals. For looked after children, the designated teacher for this group within the school should have a role in the project. The virtual school head teacher, that some local authorities will also have for looked after children, should be informed of the project.

Achievement for All: Local Authority Prospectus Local authorities should:

1. inform the schools of the target groups of children and young people;
2. gather information on the number of participating pupils; and
3. support schools with continuation of tracking if any children transfer from or to another project school.
4. Further guidance will be provided to local authorities and schools on the selection of the target group of children and young people with SEND.

For local authority funding, each local authority participating in the Achievement for All project will receive funding, of £1m in the financial year 2009-10 and around £1.7m in 2010-This

funding is to support practice in schools and local authorities to accelerate improvements in outcomes for children with SEND, to improve the involvement of parents and to remove barriers to achievement. It is in addition to the funding that local authorities and schools have allocated to make provision for pupils with SEND. Local authorities should use the funding allocated to them as part of the Achievement for All project for work that supports the aims of the project. This should include:

1. employing their local authority project leader to co-ordinate work;
2. appointing a group of five to ten advisory teachers (see paragraphs 2.10 and 2.11);
3. capacity building in schools to dedicate more staff time to this group;
4. improving support for all parents of children and young people with SEND;
5. the costs of training and development sessions (NCSL will fund the autumn launch conferences); and
6. the development and dissemination of local guidance and materials to help staff deliver the aims of the project.

For funding for schools, Local authorities will be responsible for the distribution of resources between project schools. The local authorities will work with their schools to determine the level of funding for each school. A significant proportion of the funding should be devolved to schools but local authorities will need to hold some resources back for funding the local authority project leader, advisory teachers and local authority level training. Resources should be used to add additional capacity to schools to facilitate the key strands of Achievement for All. For example, building management capacity by freeing time for a member of the school leadership team to develop and guide the project, freeing up teachers to take part in the structured conversations with parents and increasing staff time to reconsider the existing use of SEND resources within the school and how they could be used to have a greater impact on outcomes. Any resources provided to schools through Achievement for All are additional to those available through delegated and devolved resources for SEND. Schools also have Access to a range of other relevant resources including, for example, those to roll out one to one tuition.

Schools will be required to provide details to the local authority on their allocation of funding. They may find the Value for Money Resource Pack for Schools helpful for this purpose. This resource supports schools to identify relevant income streams, identify provision made through the use of these resources and assess the impact of the provision being made. Support for local authorities and schools, The National Strategies will support the project through a team of dedicated advisors comprising a Programme Director and three Senior Advisors. Each of the Senior Advisors, will work closely with three local authorities whilst the Programme Director will work with one local authority. These Advisors will provide approximately fifteen days of support per term to each project local authority and its schools. Activities will include:

1. supporting the implementation of the project and initial training;
2. making paired visits to schools with the project leader for the local authority to discuss progress;
3. helping to collect qualitative and quantitative data and information from project schools and local authorities;
4. developing case studies to share and publish;
5. developing materials to support dissemination of learning and best practice from the project schools; and
6. liaising with Regional SEN Hubs, other National Strategies colleagues and NCSL to support discussion and dissemination across local authorities in the region.

National Strategies Senior Advisors will also work closely with the DCSF SEND Policy Team throughout the life of the project.

NCSL will provide the leadership focus for the autumn term launch conferences and ensure that

learning from this project is incorporated more widely into leadership development programmes. Achievement for All materials and the suggested resources in this prospectus will be available on National Strategies Online. The National Strategies will also provide each local authority with a web forum which can be used for communicating with and between schools and local authorities taking part in the project. Local authorities will need to work with schools in examining evidence on identification and outcomes for children and young people with SEND. The gap analysis will:

1. enable local authorities to identify strengths and potential weaknesses in school's planning and implementation of the project;
2. support schools to identify one or two areas of focus for strand 3;
3. ensure local authorities delegate appropriate levels of funding to individual schools;
4. enable local authorities to identify any additional support, challenge and training the school will require to implement the project successfully; and
5. support local authorities and schools to monitor progress of the project by establishing a baseline.

This information should then be used to decide which schools will need the most support and to identify gaps which are common across groups of schools and may need more central support from the local authority. It will be the responsibility of local authorities to provide appropriate professional development opportunities for schools, including training to support implementation of the three key strands.

For the evaluation, in order to evaluate the success of the project, schools will be required to gather and report on a range of qualitative and quantitative pupil and school level data. This will include:

1. termly attainment data for English and mathematics;
2. data on parental engagement and confidence;
3. data which reflects changes in the wider outcomes e.g. attendance, Participation in extra curricular activities; and
4. data which reflects changes in staff attitude and school ethos

Local authorities and schools will need to consider carefully how they deploy their resources to ensure capacity for the school project lead to engage effectively in the evaluation. Achievement for All will also have a formal independent evaluation. The independent evaluation will look at whether the Achievement for All project has succeeded in its aims, and assess the effectiveness of the approaches developed through the project for improving the outcomes of pupils with SEND. The independent evaluation will comprise of three main parts:

1. a tracking study comparing participating and non-participating schools and pupils to assess whether this initiative is contributing to changes in pupil achievement;
2. tracking improvements in pupil performance; and
3. qualitative research in a sample of the participating schools to investigate for example, how different schools are developing the approaches and the effects that these approaches are having on teachers, pupils, parents and other school staff.
4. The independent evaluation will dovetail with the monitoring and evaluation provided through the termly reports from local authorities and National Strategies. Taken together this will give a picture of how the project is being implemented and the success it is having both within and across local authorities.

It is hoped using the evidence from the evaluation of Achievement for All to influence the direction of key policies such as: SEND, gap narrowing and effective teaching. It will also impact on the way that schools and local authorities support pupils with SEND to improve their outcomes (academic, personal and social) and the way they engage parents. The DCSF is also developing a

communications strategy so that ongoing learning from the project can be disseminated more widely. There will be opportunities to share learning between and beyond schools and local authorities during the course of the project.

Local authorities will also want to be assured that the project schools support the promotion of Quality First Teaching and personalised learning. This includes setting high expectations and aspirations and tailoring learning and teaching to the needs of pupils. This is a critical driver to help all pupils make the best possible progress and achieve the best possible outcomes. Central to personalised learning is AfL as an approach to assessing how a pupil is doing against group or personal targets. AfL strategies, including the use of APP, can be an effective way of identifying quickly when a pupil is struggling in particular areas of learning, or experiencing other underlying problems. Teacher can then ensure appropriate action is taken to get pupils tailored support and get them back on track. AfL is central to raising standards and again local authorities will want to ensure that project schools are well placed to apply this approach effectively.

All schools in the project will be expected to track all targeted pupils' progress in English and mathematics against nationally recognised criteria. The framework that they must use to do this at Key Stages 1, 2 and 3 is APP. For Key Stage 4 pupils the National Strategies Secondary Frameworks contain the key lines of progression and guidance on assessment and pupil tracking. These build on the three types of assessment defined by QCA:

1. day to day assessment using appropriate objectives and standards to inform planned learning outcomes;
2. periodic assessment which draws upon evidence from a wider range of pupil work and makes use of the National Curriculum standard files; and
3. transitional assessment which includes external examinations and reporting.

The Key Stage 4 year group could be a more challenging group for the project as they may have encountered more barriers to learning and participation and this might, in some cases, have led to them disengaging from the education process. We are keen to learn from innovative practice in schools and local authorities on how they maintain or re-engage this group in learning.

All young people at Key Stage 4 should be working towards a recognised qualification. This means that some young people may be studying in more than one institution and following routes such as the new Diploma. For the Diploma young people will not necessarily be studying GCSE English and maths but, if possible, their progress in functional skills in numeracy and literacy should be tracked. Other routes they could be pursuing are:

Foundation Learning Tier, Apprenticeships and GCSE and A-levels. Local authorities and schools will need to be aware of how the young people are working with employers as part of their qualification and the importance that employers and Education Business Partnerships (EBPs) play in the education system. We expect local authorities to provide support to schools in implementing effective tracking systems which ensure that pupil achievement is recognised and recorded wherever it is demonstrated.

AfL places a strong emphasis on teachers' ongoing knowledge of pupils' learning and progress and there is a wide range of materials and interventions already available and funded from which teachers can draw. Schools will also find the new Progression Guidance and the related e-learning professional development module, published in June 2009 by the National Strategies, particularly helpful. The new guidance clarifies expectations for those pupils with SEND working within age related expectations and starts to define what expected progress looks like for pupils working below age related expectations, including those working within the P levels.

The assessment and tracking of the children and young people with SEND involved in the project will allow teachers to examine what targets are most appropriate for each child, including which pupils could be expected to progress faster or achieve more with tailored intervention or classroom support. The national expectation is that children and young people should achieve at least two levels of progress within Key Stages 1 and 2 and the same aspiration should be applied to pupils in the project. But we recognise that this will not always be the case. For some children and young people, for example those who might have benefited from earlier intervention, three levels of progress may be perfectly within their reach. For others, progress across or within a P scale will be a major achievement.

**Identifying gaps in learning and setting curriculum targets** The second element of this strand in the Achievement for All project is to identify gaps in learning for each of the children and young people with SEND. All schools should look more closely at the gaps in learning that these children and young people may have and consider appropriate interventions or review current interventions. The main focus will be on the additional provision needed to accelerate the progress of children and young people with SEND who are identified as underachieving or in danger of losing momentum in their learning.

As shown in the diagram in strand two (see paragraph 3.39) the key teacher should review the current curriculum targets on a termly basis. These targets must include English and maths and be reviewed with the relevant class teacher (in primary school) or subject teachers (in secondary school). The review should include parents and children and young people. The information should also be shared with other members of staff and other professionals where appropriate. We are interested in practice that is developed to support more regular dialogue with parents on learning outcomes which enables them to support their child's learning more effectively.

Local authorities will want to be assured that schools in the project: place sufficient weight on accelerating learning for this group of children and young people, have the right systems in place for identifying gaps in their learning and fully engage pupils and parents. Local authorities, school leaders and school staff will all have a role to play in reviewing the interventions to support good progress for children with SEND as part of this project. Provision mapping could be used as the process for local authorities and schools to monitor, evaluate and review the range of provision they have in place for all pupils, including those with SEND. Further guidance on provision mapping can be found on the National Strategies website.

Local authorities will want to satisfy themselves that the funding available to support SEND, and the range of funded interventions for underachieving groups is having an impact on the outcomes for children and young people with SEND within the Achievement for All project and beyond. Governors and school leaders will also need to review the effectiveness of interventions and extra support in place for pupils at school action, school action plus and those with statements. They will want to assess the impact of these interventions on learning outcomes and, where appropriate, redeploy the resources if the current intervention is not having sufficient impact on the child or young person's outcomes. Local authorities will want to consider with school leaders how they review the effectiveness of interventions.

School leaders will also want to satisfy themselves that school staff involved in the project are confident in deciding upon and coordinating courses of action based on the targets identified through the use of APP. These are likely to include: 1. adjusting curriculum planning and teaching strategies to address gaps in learning which are seen across the class; 2. constructing learning sequences to ensure that their teaching is inclusive and pupils with particular difficulties are supported through, for

example the use of particular resources or guided group work; 3. listening to pupils and adapting programmes accordingly; and 4. planning specific interventions.

A particularly successful aspect of the Making Good Progress pilot has been the provision of 10 hours of one-to-one tuition for pupils falling behind in English or mathematics, which is rolling out on a national basis from 2009. Early evidence suggests that for many children, one to one tuition not only leads to improved attainment and rates of progress, but also to increased confidence and motivation. One-to-one tuition will not be appropriate for all children and young people participating in Achievement for All, and is not designed to replicate or replace any existing identified support. However, where it is thought to be appropriate it can be accessed through the funded places already allocated to schools and local authorities. Improving outcomes and securing good progress for all pupils, including those with SEND, is founded on good teaching which balances different learning and teaching approaches and ensures the active engagement of pupils with their learning. For Training and development for school staff, school leaders will want to ensure that teachers in the project schools are supported to bring about a change in improving outcomes for children and young people with SEND. We recognise that teachers involved in the project will be at different stages of their professional development and some will be more confident at differentiated teaching and providing an inclusive learning environment. As part of the project local authorities should support more inclusive teaching practices within the project schools. Local authorities should identify a cadre of advisory teachers to be released from their schools. These advisory teachers should provide support such as: peer support for developing inclusive learning and teaching strategies, joint objective setting and coaching as well as other professional development to other teachers to support the aims of strand one. Funding should be made available to provide supply cost cover.

A significant amount of the funding for Achievement for All should be spent on training and development. Local authorities should consider how they can extend the sharing of inclusive practices through schools working in collaboration. For example, schools should be supported by their local authority to come together for training events and offer staff support at all levels, including leadership teams. Local authorities should:

1. ensure schools have robust systems in place for assessing and tracking pupil progress, including at key stage 4;
2. ensure schools promote Quality First Teaching and personalised learning;
3. provide further training and development opportunities for schools;
4. review the range of local authority funded interventions to ensure they are impacting on outcomes for children and young people with SEND; and
5. provide training for the appointed advisory teachers and manage their deployment focused on supporting the development of strand 1.

Strand 2 emphasises and indicates that it is directly related to structured conversations with parents. This strand aims to improve the engagement of parents of children and young people with SEND with their school. In a recent letter to the Secretary of State for Children, Schools and Families, Brian Lamb, the chair of the inquiry into special educational needs and parental confidence, wrote:

‘In our discussions, parents have been very willing to talk about what would really make a difference for their child and what their longer-term aspirations are for their child. What has struck us quite forcibly is that it seems that no one has had a discussion with parents about the outcomes they aspire to for their child. There needs to be a much clearer focus on both attainment and wider outcomes for disabled children and children with SEN at every level of the system.’<sup>2</sup>

Positive dialogue between schools and the parents of children and young people with SEND, along with the children and young people themselves, is at the heart of the Achievement for All project. It

is important that parents have confidence in the education that their children are receiving. As part of this project these are required:

1. schools to become more effective at listening to parents and pupils views and taking them into account;
2. schools to provide better information to parents about their child's learning;
3. schools to have structured conversations with parents;
4. parents to have appropriately challenging expectations of what their child can achieve;
5. parents to feel they can engage more with schools; and,
6. parents to have increased trust that the system will support their child.

Schools will need to have clear systems in place to share information and communicate effectively with parents on an ongoing basis in order to achieve these outcomes. A key element of the project which all schools will be expected to put in place is the structured conversation with parents. Project schools will hold structured conversations with the parents of all children and young people identified by their schools as having SEN in the target year groups (1, 5, 7 and 10). The first of these will be critical to the success of this project. The structured conversation is intended to be a listening conversation and will, in some cases, change the nature of the dialogue between parents and schools. It should be open, but supportive, and must focus on progress and outcomes;

- 2 draw upon the knowledge of parents to help the school to target its teaching, interventions and activities more effectively;
- 3 allow the school to feed back on progress, the strengths of the child or young person and to discuss stretching, but achievable targets for the future;
- 4 enable the parent to tell the school about the things that their child can do well but also of the barriers that can get in the way of progress, for example problems related to a specific condition such as dyslexia;
- 5 encourage the school and the parent to discuss short term activities or goals that might improve well-being and engagement with learning; and
- 6 help to raise the aspirations of the school, parents and their child.

The key teacher informs the subject teacher and any other school staff of the outcome of the conversation and agreed curriculum targets. Knowledge and understanding of the needs of the child or young person is held by the school. Through the communications arrangements agreed the key teacher confirms the targets, actions and support with the parents and pupil. A shared knowledge and understanding of the needs of the child or young person is held by the parent and pupil. There is recognition that the structured conversations will require significant time commitments on the part of the schools. It is envisaged that the first conversation will take 30 minutes or longer. Local authorities and schools will need to consider carefully how they deploy their resources to support this strand of the project. Local authorities should allocate some of the Achievement for All funding to support in making time for these conversations. The forthcoming Achievement for All guidance for schools will provide further information on implementing the framework for the structured conversation.

Some teachers will find a more open style of conversation with parents challenging and because of this they will require additional support in this area. Local authorities will need to consider the provision of multi-agency training and development in this area.

Local authorities will need to:

- 1 brief schools about the structured conversation as part of the autumn term training events;
- 2 support schools to consider the most effective use of their existing and additional resources to support the practical implications of this strand;

3 plan and implement training for teachers on holding structured conversations and effective listening with parents; and

4 assess the effectiveness of current local authority provision for supporting parents of children and young people with SEND. This may include links with Parent Partnership Services, the voluntary sector and other Children and Young People's Services/ Children's Trust Services.

Strand 3: Supporting development of wider outcomes The aim of this strand is to improve the wider outcomes of children and young people with SEND.

The third strand of the Achievement for All Project involves key actions and activities that a school should develop in order to improve wider outcomes for pupils with SEND. 'Wider outcomes' refers to the development of those personal skills, characteristics and attributes that will enable children and young people to enjoy their childhood and to make positive and fulfilling contributions to society. Evidence shows that there are many barriers to children and young people with SEND achieving wider outcomes. For example:

- 1 47% of primary and 42% of secondary persistent absentees are recorded as having SEND in 2006–07, this is more than double the rate observed across the school population;
- 2 approximately 60% of all exclusions involve children and young people with SEND; and
- 3 8 out of 10 children and young people with SEND have been bullied and 6 out of 10 have been physically hurt (Mencap, 2007).

Strand 3 of the project focuses on the development of actions which will tackle some of these issues and improve the wider outcomes for children and young people with SEND. Schools will choose to focus on two of the following areas:

- A. improving attendance;
- B. improving behaviour;
- C. eliminating bullying;
- D. developing positive relationships with others; or
- E. increasing participation in extended services provision, including extra-curricular activities.

As highlighted above, these areas are often identified as key barriers to learning for pupils with SEND. With help from the local authority, schools will need to choose two of the five areas to develop specifically for pupils with SEND.

Local authorities will already be aware of areas which require strengthening within their schools such as high levels of absences or access to the full extended services offer. Local authorities will work with their schools to carry out a gap analysis to identify areas of strength and weakness across project schools to establish a benchmark for the project, enable them to confirm their view of schools and the difficulties some encounter, and provide information to allocate funding (see paragraph 2.36). It will be the responsibility of the local authority project leader to share the overall outcomes of the analyses with schools and provide a steer for making decisions, where appropriate.

We want all school leaders involved in the project to reflect on how inclusive all their practices and behaviours are in relation to the five areas. But we think it reasonable for two priority areas to be identified where they want to significantly improve the wider outcomes for this group of children and young people. Whilst schools will be asked to prioritise two of the areas only, the strategies they choose to implement are also likely to impact on other areas, for example, a focus on attendance may reveal issues around bullying or friendship groups.

We also want local authorities to ensure that children, young people and their parents influence how the focus on wider outcomes is prioritised. The structured conversation(see strand 2) will provide one opportunity to gather information which will help schools and local authorities re-fine their thinking. It will also be the opportunity to identify a personalised package to remove barriers to learning for individuals alongside the school's main focus. A few example strategies are given below for each area. However, it is worth noting that use of the Social and Emotional Aspects of Learning (SEAL) programme will support schools to achieve outcomes across any of the five areas. SEAL offers a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance and emotional well-being.

#### A) Improving attendance

Some aspects of SEND manifest themselves through disaffection. In particular, children and young people with behavioural, emotional and social difficulties or pupils who are finding it difficult to achieve can often become disaffected and this can lead to poor attendance. A school should choose to focus on this area if evidence shows, for example:

- 1 the attendance rate of the identified cohorts of children and young people with SEND is below average;
- 2 the representation of children and young people with SEND within the overall absentee rate of the school is high; and
- 3 practitioners are not intervening early enough where the attendance rate of individuals is lowering.

Examples of actions the school may choose to implement include:

- 1 ensuring that the curriculum is relevant and accessible in order to prevent disaffection through children and young people feeling they cannot succeed at school;
- 2 providing some off-site access to education for young people who have concerns about being on-site;
- 3 ensuring continued access to education for children and young people who are absent due to long periods of illness; and
- 4 agreeing attendance targets and supporting strategies for individuals as part of the structured conversation with parents.

Following actions, the school should be able to demonstrate that:

- 1 the level of attendance of this group has improved (which in turn will improve the overall level of attendance);
- 2 for individual pupils causing concern, their attendance is improving over time; and
- 3 practitioners are intervening early where a pupil with SEND is starting to attend less frequently than they used to.

#### B) Improving behaviour

If the needs of children and young people with SEND are not addressed early enough, frustration and poor behaviour can result. A school should choose to focus on this area if evidence shows, for example:

- 1 a significant percentage of children and young people with SEND are being excluded;
- 2 the representation of children and young people with SEND within the overall exclusion rate of the school is high; and
- 3 the number of behavioural incidents involving children and young people with SEND is high.

Examples of actions the school may choose to implement include:

- 1 providing continuous professional development (CPD) for staff on managing behaviour of pupils who have difficulties;
- 2 developing a 'Team Around the Child' approach to multi-agency partnership working to support those with behavioural difficulties;
- 3 using the SEAL programme to develop appropriate behaviours; and
- 4 developing the role of Parent Support Advisors to provide support for parents of pupils with SEND.

For the following actions, the school should be able to demonstrate that:

- 1 there has been a decrease in the number of exclusions involving children and young people with SEND;
- 1 the number of reported behavioural incidents involving children and young people with SEND has decreased; and
- 2 pupils with identified SEND are able to manage their own behaviour more effectively.

E) Increasing participation in extended services provision, including in extra-curricular activities.

Extended services are central to the delivery of the Children's Plan and are core to the strategy to improve wider outcomes and to narrow gaps in attainment. Research from the Universities of Manchester and Newcastle, as well as from Ofsted and MORI, has shown that there can be many benefits in terms of improved motivation, attendance, self-confidence, attitudes to learning and achievement. However, there is also evidence that children and young people with SEND can be less likely to access extended services than their peers. A school should choose to focus on this area if evidence shows, for example:

- 1 pupils with SEND are not participating in extra-curricular activities; and
- 2 pupils with SEND and their parents are not accessing other extended services such as breakfast or after school clubs, child care, parenting support and specialist services.

Strategies schools may consider include:

- 1 reviewing the access and transport arrangements for extra-curricular activities on offer;
- 2 reviewing the links with the Children and Young People's Service/Children's Trust and other schools and services with a view to improving the range of and access to specialist and targeted services available to children with SEND and their families
- 3 reviewing the range of specialist services on offer across a collaborative of schools;
- 4 providing specialised support groups for parents of children and young people with SEND;
- 5 use of the structured conversation with parents and children and young people to identify clubs, activities, services or financial support that might be helpful for them to access. By focusing on this aspect schools will be able to:

- 1 improve equality of opportunity for children and young people and their parents to engage with extended services;
- 2 support the development of inclusive schools; and
- 3 improve the engagement of schools with their communities.

The government expects schools to place an increasing emphasis on children and young people's wider well-being and this is strengthened in the new Ofsted framework. Schools should reflect on their practice and behaviour around well-being to inform whole school development as part of their self evaluation process. They will also need to consider links with implementing aspects of their

Disability Equality Schemes (DES) which, in turn, will support local authorities to monitor the quality of DES' in their local schools and settings.

The local authority will need to:

1 carry out the initial gap analysis of schools and provide advice based on the outcomes; 2 use the outcomes of the gap analysis to allocate resources to schools accordingly; 3 support schools to identify strategies and opportunities to implement their chosen areas, i.e. identifying and disseminating existing good practice; 4 provide appropriate CPD opportunities for schools; and 5 review the existing local authority provision for access to extended services for children and young people with SEND.

### Special Education Policy in Turkey

Turkey is a country which is located in Europe, Asia, and the Middle East. The capital city of Turkey is Ankara and the population of Turkey is over 75 million. After the September 11, the importance of Turkey increased because Turkey which has Islamic origins, is engaged in reform, with the goal of Turkey joining of the European Union (EU). Westernisation policies have a long history in Turkey, beginning in the last period of Ottoman Empire. Modern Turkey was founded in 1923 by Mustafa Kemal Ataturk and the new republic turned to Europe and accepted Western values. Ataturk challenged the necessary conditions for the modernisation of Turkey with his radical reforms. Turkey applied to join the European Union (EU) in 1964 and, in December, 2004, the EU decided to commence discussion about the membership of Turkey, but full membership of the EU looks uncertain prior to 2015.

Population of Turkey is about 80,000,000 people according to the last census. It is predicted but is not definite that there are 8,357,000 people are the disabled. 12.03 percent of the population is disabled and most of them are at old age. The number of disabled men is much more than women and many of the disabled live in the Black Sea region. While the highest disability proportion is observed in physically disabled people, the lowest disability proportion is observed in people hearing impairments (DIE, 2008). When the proportions are examined by sex, it is observed that while the proportion of physically, visually, hearing, speaking and mentally disabled people is higher in males, the proportion of people having chronic illnesses is higher in females. While the proportion of orthopedically, seeing, hearing, speaking and mentally disabled people is higher in rural, the proportion of people having chronic illnesses is higher in urban (OIB, 2002).

Turkey is a very fast developing country but it still needs to organise the issues necessary to special needs education. Therefore, to be able to understand the policy of special education in Turkey it would be better to start with the definitions of special education. The definitions of special education are as follows: Special education is the education which aims to meet the educational needs of individuals who are in need of special education in an environment appropriate for the deficiencies and characteristics of those individuals using the specially developed educational programs and techniques provided by specially trained staff. Individual in need of special education is the individual who is at a significantly different level compared to his/her peers in terms of the individual characteristics and educational adequacy. According to the decree law no. 573 on special education, the basic principles of special education are as follows in line with the overall objectives regulation of the Turkish National Education (KHK, 1997).

- a) All individuals who are in need of special education will benefit from the special education services in line with their interests, wishes, adequacies and abilities,
- b) Education of the individuals who are in need of special education will start at an early age,
- c) The special education services should be planned and provided without separating the

individuals who are in need of special education from their social and physical environments as much as possible,

d) It will be a priority to educate those individuals who are in need of special education together with other individuals by taking those individuals' educational performances into consideration and by making adaptations in the aim, content and teaching processes.

e) Cooperation will be established with the institutions and organizations that provide all types of rehabilitation for the education of individuals who are in need of special education to continue their education at all levels and with all types uninterruptedly,

f) Individualized education plans will be developed for the individuals who are in need of special education and the educational programs will be implemented as individualized.

g) Opinions of the organizations working for the individuals who are in need of special education will be asked for the development of special education policies,

h) The special education services will be planned so as to cover the social interaction and mutual adaptation process of the individuals who are in need of special education.

The Turkish Educational System has a centralized system which may be thought as one of the major problems in Turkish education management effecting the Turkish special education policy. There are many difficulties associated with governing a large education system from the centre. Central management may be preventing the efficient allocation of educational resources to local needs. Although the government started to decentralise in 2004 and many of the Ministries delegated their authority to local management. Regular education of Turkey included pre-school, primary school, secondary school, further education colleges, and higher education. Special education is an important part of Turkish education system. The Ministry of National Education is responsible for the organization both of regular education and special education in Turkey. The individuals in need of special education are protected by the Special Education Law 573 which came to practice in 1997 with which professionals arrange the services of Special Education.

According to the Special Education Legislation (573), services in Turkey are planned and applied through out the country by the Office for Special Education Guiding and Consulting Services under the Ministry of National Education. The Office provides services for special education by the teachers who are educated and trained at various educational institutions. There are three services and opportunities for special education in Turkey: (1) special education is a formal education in special schools, (2) children with special education needs are educated in mainstream schools and special classrooms, (3) there are support services as physical therapy, speech therapy, occupational therapy in rehabilitation centers. The services are related with the National Education Ministry, general directorate of special education and guidance, city organizations, special education and guidance centers. There are special education alternatives in Turkey; such as Guidance and Research Centers, Special Classes in Regular Schools, Schools for Trainable Children, Primary Schools for Educable Children, Vocational Education Centers, Occupation Education Center, Residential Institutions, Private-special Schools, Private-Special Rehabilitation Centers, and University Affiliated Centers.

The legislation reaffirms that the right to education is universal and should include all children and youth with disabilities. This right is enforced in a number of conventions, as well as in several major, internationally approved declarations, such as the World Declaration for Education for All (1990), the UNESCO Salamanca Statement and Framework for Action (1994), the Dakar Framework for Action (2000) and the United Nations Convention on the Rights of Persons with Disabilities (2006). This right is also enforced in the relevant instruments of the Council of Europe, such as the European Convention on Human Rights (ETS No. 5), the revised European Social Charter (ETS No. 163), and the Council of Europe Disability Action Plan between 2006-2015.

One of the important issues in special education is the special education teachers who have been trained on instruction strategies for children with special educational needs. Special education teachers were trained with the short term in-service education programs and certificate programs in Turkey until 1983, after 1983 special education teachers were to start to be educated by the universities within the undergraduate programs. There are ten undergraduate programs administered by special education departments in the universities for children who have different special education categories in Turkey. The programs consist of 143-144 credit hours of courses offered in eight semesters. However, some universities have master and doctorate programs on special education.

The quality and the prevalence of education are the major indicators of the development of a society. It is a kind of human right to every person living in the society to be educated in a sufficient way. The service of special education has reached all the disabled and their families are now understood as the important tool for a modern society where all individuals are integrated. Therefore, most of one million children with SEND receive their education. In Turkey, disabled children continue their training in five groups: the visually impaired, the hearing impaired, the physically impaired, the intellectual disabled and children with long-term illness.

Values such as democracy, equivalence and human rights frequently mentioned during the globalization process determine the necessity of the participation of the disabled in the society like the other normal. The participation of the disabled in the society can be observed in the examples of one of the fast developing countries such as Turkey (R). However, when compared with England, mostly income is not aimed to spend for the disabled despite the fact that of the total population of the country's 12% belong to the disabled, and the education rate is about 69.5% (KB, 2001). It is necessary to evaluate the presence and quality of the special education for the disabled in order for the disabled to make use of the education, as a fundamental human right, like the other people.

In the Turkish special education legislation (573; came into practice in 1997), defining the special education is that the training is implemented in an environment which is suitable for the disabled children through the qualified personnel and special development programmes (Ataman, 2004, Akçamete, 2010). In the extended definition, special education is the type of education that is generally provided for unusual children with special educational needs, helps those with outstanding characteristics to increase their competence up to the highest level, prevents turning of inadequacy into disability, enables disabled individuals to be integrated with the society by helping them to be self-sufficient and equip individuals with skills so that they can become independent and productive in the society (Ataman, 2003; I. Ozurluler Surasi, 1999). In another definition, the special education in Turkey is not only aimed for the disabled but also for the highly gifted. On the other hand, in terms of the prevalence of the education given, the education for the disabled is superior. Therefore, it will be correct to individuals with disabilities in Turkey have equal rights with normal individuals and various provisions of law relating to the education of the disabled are available. Special education is administered as a whole by the Ministry of National Education (Sari, 2006). The disabled in Turkey are challenging to make use of the education sufficiently.

Special education covers children between the ages of 4 and 18, who present some differences from other children because of their physical, intellectual, psychological, emotional or social characteristics they cannot, therefore, benefit from the regular education services. In Turkey, educational services are provided in special education schools to children and young people in five groups: the visually impaired, the hearing impaired, the physically impaired, the intellectually impaired and children with long-term illness. Of the children in all groups, those in a suitable condition are included in inclusive schools and benefit from education services through special education classes and supportive education (MEB, 2008).

It is reported that around 950.000 handicapped children who are between 1 and 22 years old in total are enrolled in schools in Turkey (DIE, 2008). The numbers of the disabled boys are superior to that of the disabled girls. When the disabled children are examined according to their handicaps, 21.6% of the physically handicapped, 22.2% of the visually disabled, 36.2% of the hearing impaired are between ages of 0-19 (DIE, 2008). The basic principle of special education which has adopted along with the new legislation is to plan and carry out the services without segregating individuals with special education needs from their social and physical environment (MEB, 2000). In Sari (2002), education refers to disabled individuals' sustaining education in regular or separate classes where peers can be used to teach (MEB, 2008). However, there are some children who cannot benefit from education due to several reasons though they need special education.

Special education schools and institutions consist of primary education schools, vocational and technical schools, multi-program schools, vocational practice schools, independent and dependent autistic children education centers and science and art centers for talented and gifted children in Turkey (MEB, 2010). Disabled children are educated in regular schools except autistic children education centers, and science and art centers for the gifted and the talented. In Turkey, the education of the intellectually disabled is defined as the person who is with two standard deviation differences under the average in terms of mental functions and in parallel with this condition a person with deficiencies or limitations of cognitive, social and practical adaptation skills, and the person who are with these characteristics under 18 which is the development period. These people can make use of four different education institutions according to level of deficiency, age, competence and also their education performances. These are: 1) primary education schools for the intellectual disabilities which provides education services for children of 6-18 years with intellectual deficiency. Graduates of this school are awarded elementary school diploma and they are entitled to attend vocational schools, high schools or adult education institutions. In Job Training Schools for the intellectually disabled Individuals with mildly intellectual disabilities younger than 21 years old and graduated from elementary school attend these schools.

Academic information and vocational education are received in such schools. Education length is about at least eight years. Individuals awarded diploma in these schools are not entitled to attend higher education upon graduation from these schools. Education and Practice Schools for children with intellectual disabilities are education institutions where children of 6 and 18 years with moderate and severe intellectual deficiencies attend. Diploma awarded in graduation is not equivalent to the elementary school diploma, and graduates cannot attend high school. Those individuals can attend job training centers. Job training centers are such schools which are education institutions where individuals with moderate and severe mental deficiency remaining outside of compulsory education period attend. Aim of these schools is to equip members with skills relevant to a specific profession. Different curricula with varying contents and durations are applied in schools in this category. Those graduating from this course are awarded the "certificate".

The education of the people with physically disabled includes the education of the people who are visually, hearing and orthopedically disabled. Special education for the hearing impaired is essential because hearing-impaired students primarily should benefit from inclusive education together with their normal peers. Special education is provided for hearing impaired children in both day and residential schools in pre and primary education levels. Graduates of these schools can attend vocational high schools for the hearing impaired. General knowledge and professional courses are run in vocational high schools. Special education for the orthopedic impaired can be received with pre-school education, elementary and secondary education. Students can attend either residential or day schools. Vocational and technical education is provided after elementary education in vocational high schools. Special education are provided for the visually disabled students in schools both

special schools or inclusive schools. Students may attend day school at their option but most of the schools are residential schools. Graduates can attend regular high-schools but can be accommodated in residential schools.

The education of the individuals with social and emotional difficulties includes the education of the autistic children. Autistic children in compulsory education age attend schools. In these schools, students are equipped with skills regarding daily life and self-care as well as receive education on adaptation to the society. Maximum four students are placed in each class, and one teacher is appointed for every two students. Autistic children can go to job training centers for acquiring professional skills after graduating from these schools. These centers were established in order to improve the basic life skills of the children who are not in the age of compulsory education and who are not able to make use of the general education program, and to make them adapted into the society, and to provide them with the skills for job and profession.

The education of the people with permanent illnesses includes the education of the people who have to stay in the hospital or at home due to their permanent disease requiring for the continuous or long-term care and treatment. For hospital primary education for patient children, there are primary schools in hospitals where children who are supposed to receive therapy on a constant basis. These schools are opened for preventing loss of school year of children in compulsory education period. Besides, academic course education is provided for children who cannot attend regular schools. Teachers teach these students in their houses where students live with their parents. This finishes when the conditions that require the home education are over. The education of the people with special skills. The Ministry of National Education has established the centers of education on the grounds that intelligent students also need special education. These centers are also called as "Science and Arts Centers". Guidance and research centers were opened in order to undertake guidance and psychological counseling works at training and education institutions effectively as well as to analyze the individuals necessitating special education, to determine the most suitable education environment for these individuals and to provide guidance and psychological counseling to such individuals. In order that the talented or gifted children at the age of primary and secondary education can be aware of their individual talents and develop and use their maximum capacity, science and art centers were opened as autonomous special education institutions. Science and art centers aim to provide individual or group education to talented or gifted children at the age of primary or secondary education according to their capacities, interests and inclinations in their spare time left over formal education.

There are about 3-6 students per teacher in the education of the students who need special education. Because of the fact that the treatment period is over, there is no exact number for the students who are receiving education in the hospital or at home. Therefore, it is observed that there are more students for the teachers who are giving education in the hospital and at home.

Meeting the needs of the disabled is associated with meeting the needs of the disabled families (Wade & Moore, 1987). The policies and applications set for the disabled are in fact related to not only the disabled but also the whole society (Varol, 2000). The approximate rate of disability, 12%, the disadvantages encountered by the disabled in health, education, making a business, and social life show another great matter to be dealt with. Among the disability reasons, congenital disability rate was reported as approximately 34%. Another issue to be discussed is that the education of the disabled people after their unavoidable births. There are some challenges before the disabled people taking their education they need in Turkey. On the other hand, the service for the people needing the special education is of great importance in the context of the development of such people. However, when examining the data, it is clear that the expectation of education of the disabled people is low but also the number of the children receiving the special education between 0 and 18 is rather low compared to the grand total.

Ataman (2011) suggests that legal regulations regarding special education need to be improved in Turkey. Several challenges are met in bringing up teachers (Cikili, 1996) and there is only a limited number of teachers in this area. Therefore, teachers from other branches (such as classroom teachers) are appointed for special education. On the other hand, necessary education support is not provided for families of children who are in need of special education (Korucu, 2005). Putting the laws into effect by the law makers is not enough for Turkey. The laws and the other legal texts should be made functional by the leaders. The special education managers should make a decision towards the efficient application of this function. Furthermore, raising awareness among the disabled and their families about the special education can increase the attention paid to the special education.

Therefore, we must;

- value the lives of people with disabilities in Turkey,
- avoid the negative stereotypes about people with disabilities as suffering, uneducated individuals in need of assistance to end our lives,
- supports people with disabilities their constitutional rights to equality, personal security, and human dignity,
- promote a positive image of persons with disabilities as contributing members of Turkish society,
- ensure the full realisation of all human rights and fundamental freedoms for all disabled people, on an equal basis with others, and without discrimination of any kind on the basis of disability,
- Promote greater understanding of disability, and disabled people's desire to live a life on an equal basis with others.

To achieve these, it is necessary to evaluate the presence and quality of the education for the disabled in order for the disabled to make use of the education, a fundamental human right, like the other people. Turkey has already made improvement in special education. However, legal regulations regarding higher education need to be improved in Turkey. In general, university level institutions are not well prepared to accommodate disabled students, although there are exceptions. Many universities are already accommodating disabled students, and many others will encounter this challenge. The challenge is called 'equalisation of opportunities'.

The UN Convention on Rights of People with Disabilities that was adopted at the end of 2006 and signed in 2007 which was accepted by the Turkish authorities in 2007, has the basis of protection and support of the disabled persons in education, health, work and in other areas and supports mainly the accessibility and education areas rights for their benefit with an approach of human rights basis. Accessibility area includes physical accession, accession to information-communication environment and work opportunities. Education area supports the efforts of including the disabled children, who had no chance to complete the primary education, into society as a productive power and also the efforts of changing the mentalities preventing accession to the education.

Social inclusion of the disabled individuals was also emphasized in some other EU documents as mentioned below. The European Social Charter that was adopted by Council of Europe in 1961 and revised in 1996 guarantees the right to vocational guidance including the handicapped (item 9) and the right of persons with disabilities to independence, social integration and participation in the life of the community (item 15). Furthermore, The Charter of Fundamental Rights of the European Union that summarises the common values of the member states of the EU proclaims in item 26 under Chapter III. Equality that the Union recognises and respects the right of persons with disabilities to benefit from measures designed to ensure their independence, social and occupational integration and participation in the life of the community.

Accessibility to education for all social inclusion have also been targets to reach the strategic goal of

EU set in the meeting held in Lisbon between 23 and 24 March 2000 European Council that agreed on investment in human and combating with social exclusion in order to reach the goals they set until 2010. To ensure their contribution to the Lisbon Strategy, ministers of education agreed on three major goals to be achieved by 2010 for the benefit of the citizens and the EU as a whole: These are;

to improve the quality and effectiveness of EU education and training systems;  
to ensure that they are accessible to all;  
to open up education and training to the wider world

As a candidate country, Turkey is going through the EU harmonization process for harmonizing the EU acquirements and implementing the EU rules and standards. Within the context of harmonization of the legislation with EU, from a legal and regulatory point of view, most basic principles governing the special education system in Turkey are consistent with those in EU Member States, such as equal admittance and equal opportunities.

After the Turkish Special Education Legislation 573 (1997), Special Education Services for planning and implementing came into the practice and this provided to the individuals requiring special education and for functioning of the institutions. It was put into force after updating by publication in the Official Gazette No. 26184 of 31 May 2006. Moreover, The Law No. 5378 on Disabled People and on Making Amendments on Some Laws and Decree Laws that was adopted in 1 July 2005 has been an important step for inclusion of disabled people in the society and for making necessary arrangements. These legislations and others under them have adopted that inclusion is essential in education of the disabled individuals. 2007 Progress Report states that as regards the rights of the disabled people, several implementing legislation were issued following the entry into force of the Law on People with Disabilities in 2005. These cover areas such as workplaces and educational services for disabled people. More needs to be done to establish decentralized structures and services for disabled people and also to facilitate access to education of children with disabilities.

EU Member States take very different approaches to how pupils with special education needs are to be supported in education and training and how schooling can be better adapted to their needs. There are great disparities between EU Member States on allocation of additional resources for pupils with special education needs. Evidence also points to different approaches to training of teachers and others who need to be trained to teach in special education needs settings.

However, there are some barriers to the inclusion. Majority of the individuals needing special education are oriented to the special education schools, since physical conditions of other schools are not suitable for the disabled individuals; the school staff, students and parents have negative attitudes; teachers and administrators do not have adequate information and furnishings in special education; appropriate tools and materials for the individuals needing special education lack; and a standard school model where each student whether he/she is disabled or not benefits from the educational opportunities equally is not available. Some limitations in education of the individuals needing special education for vocation and work have negative influence the participation of them into societal life as productive individuals having a job and work.

Besides, the fact that the Guidance and Research Centres that are responsible for educational identification and diagnosis of the disabled students have quality problems, especially with respect to the psychological measurement tools being used to in identifying and diagnosing process that are not contemporary is a hamper for orienting the individuals needing special education to the appropriate educational programs and environments. Also, there are no standard measurement

tools to follow the developments of the individuals needing special education through re-assessing the educational performances at the end of the education they had every year.

Psychological measurement tools being used in Turkey have been obtained from other countries. Some problems being experienced in the identification and assessment since measurement tools being used limited to translation or adaptation, or evaluated according to norms derived from norm study in one province, or quite long time passed after the latest adaptation study. Among these tools, Leiter Performance Test in 1962; S. Binet adapted in 1972, WISC-R adapted in 1982 and they're being still used currently. As of 2008, educational diagnosis of individuals is carried out by using these tests by 1000 psychological counselors in 191 Guidance and Research Centers. During 2009-2010 school-year, over 76000 individuals including students from pre-school, primary, secondary education and adults were identified through using these measurement tools and oriented to the appropriate education environments. Renewed psychological measurement tools are needed so as to carry out these tasks in scientific norms.

On a national level, the General Directorate for Special Education, Guidance and Counseling Services of the Turkish Ministry of National Education is responsible for policymaking and carrying out tasks and services related to education, training and administration of special education classrooms, special education schools, guidance and research centers, work schools and work education centers, and similar schools and institutions at the same level and type; for preparing education and training programs, textbooks and education materials of its schools and institutions and offer them to the Council of Instruction and Training.

On a provincial level of the Ministry, a provincial representative's office has been set up in every of the 81 Turkish provinces. Although the organisational structure of these offices is the same in every province, the number of staff changes according to size of the province. In any case, these provincial offices consist of a provincial national education director, a deputy director, a branch manager, some general staff, and a special education teacher or guidance counselor. This structure is applied in the same manner in the counties under the province.

On a local level, under the responsibility of the Ministry of National Education, there are 196 Guidance and Research Centers (G&R Centers) in provinces and counties. The need for G&R Centers in counties is determined by the Provincial Representative of the Ministry of National Education. Guidance services are provided to the individuals in need of special education by Guidance and Research Centers (GRC) and school guidance unit. Special Education Services Units of GRCs provide the required in the process of diagnosis of the individuals in need of special education. Moreover, it also provides the required studies and coordination on orientation of the individuals in need of special education in their region to the higher education institutions and to vocation. In order to register a school (mainstreaming, work school), educational identification of the individuals requiring special education must be held at GRCs. In addition to this, guiding teachers working in guidance unit established in special education schools/institutions plan and fulfill the family education services related to students in need of special education and their families.

During the 2010-2011 school year, there are 5011 students in 51 primary education schools for hearing impaired, 1379 students in 17 schools for visually impaired, 442 students in 3 schools for orthopedically impaired, 8217 students in 171 schools for mentally handicapped and 692 students in 22 institutions for students with autism. Children with SEND are also often educated in regular schools; the choice for specialised or regular schools also depends on the parents' preference as well as the educational identification of the Guidance and Research Center. The individuals with special education needs attend general and vocational secondary educational schools/institutions with their non disabled peers primarily through mainstreaming. There are also special education

schools/institutions providing education for work and job for the individuals with special education needs. During the 2007-2008 school year, 6800 disabled students are trained in 17 vocational high schools, 126 work training centers and 64 work schools. The numbers of the disabled students who are mainstreamed in general and vocational high schools at the level of secondary education is about 2000.

The main focus of the policy is on developing inclusion policy in special education, raising awareness on inclusion of the disabled in the society, increasing the professional competencies of teachers in special education, implementing a school model without barriers, increasing the quality of educational identification and assessment and increasing the quality of vocational education for the disabled with the support of NGOs, municipalities, local administrations, and private sector.

In Turkey, there are 55 foundations, 11 confederations and federations and 284 associations for the disabled people. These NGOs carry out works related with parent and teacher education, creating awareness of society, social and cultural activities and providing materials. In addition to the NGOs, private sector also has works activities and support for the disabled. Various NGOs and concerned government agencies will be in coordination during project implementation. The Foundations, Federations and Confederations representing the disabled such as Hearing Impaired and Visually Impaired etc., private sector and NGOs will be worked together in the project implementation. Especially, NGOs which function both at national and local levels and have high numbers of members will be worked with. They will be in cooperation with for the activities of the project especially regarding raising awareness, establishing inclusive policy and strategy dissemination of the project outcomes through active participation in strategy, decision making, implementation and dissemination processes.

NGO's may be cooperated in preparation and dissemination of the educational materials. The parents with children needing special education will also be involved in these processes. The campaigns and other informing activities will be conducted within the scope of the project in order to develop positive attitudes on parents towards inclusive education. As a result, the most important ground of the Turkish new policy is the belief that inclusion of the disabled people into society will be achieved through overcoming negative attitudes towards inclusion, improving the mainstreaming education and increasing the quality of GRCs. As a result of receiving educational services of disabled individuals with their non-disabled peers together will provide opportunity for the disabled individuals and their parents to accept themselves as a part of the society by improving their self confidence.

The most crucial contribution of the policy and the most important factor in sustainability of the policy is to create awareness in the society on these children. Each activity for this purpose will facilitate implementation of other projects in the future. Creating awareness in the society about this issue will provide the most important contribution in terms of inclusion of the disabled children into the society and will lead to development of new educational strategies for such inclusion.

The teachers, school principals, parents of these schools should be trained on inclusive education and school without barriers with the new policy. Thus, they will be equipped with the knowledge and experience on how to educate these individuals and how to make arrangements for them. Private sector will be encouraged to include the disabled students in private schools. The number of measurement tools adapted for use in educational diagnosis of the disabled children will be increased and the use of these tools will be disseminated in all Guidance and Research Centres after the project implementation. Guidance and Research Centers will be supported with the educational identification and assessment tools through out the country after project completion.

Guidance teachers will also be trained on the use of these tools through in-service trainings. Vocational training based activities for the disabled individuals will ensure their participation into society in a more positive way and will ensure them to be more productive and confident within the society itself. The Turkish of Ministry National Education which is primarily responsible for vocational and work education of the individuals needing special education will ensure effective implementation of educational programs adapted for increasing the quality of vocational training and will continue its efforts on new adaptations.

The Turkish Education Ministry controls the largest component of the state budget, but does not have funds to provide quality education for all students. Moreover, the rapidly increasing population makes it very difficult to solve the educational problems in Turkey. The private sector can invest capital and run schools efficiently. The new policy emphasises the following principles which should be followed: All students including children with SEND, have the same right to high quality and appropriate education as everyone else in order to maximise their potential and to make their contribution to an inclusive society; have the right to choose and receive education in an inclusive environment; have the right to specific resources and expertise to meet their educational, therapeutic and citizenship needs; have the right to services which at all times act in their best interest.

Inclusive education guarantees the right to education for all children regardless of their physical, intellectual, emotional, cultural or other conditions. Moreover, a diverse population of children and young people being educated in the same schools is bound to create an increased degree of tolerance and will contribute to a growing acceptance of “differences” in society. Inclusive education is the responsibility of all and must be seen as an important step towards the development of an inclusive society for all. It will only be achieved by partnerships, networking and joint learning by all stakeholders.

Turkish professionals usually takes the view that in future, mainstream services, including day care centres, pre-school set-ups, schools, places of worship and leisure services should be required to accept children with disabilities and to provide the necessary support to facilitate their inclusion and their participation. Wherever possible, children with SEND should be educated – in all phases of their schooling – within the schools attended by other children and they should receive the support required to facilitate their adaptation to regular education or vocational training within the mainstream systems. Where special schools or units are deemed necessary or appropriate, these special schools or units should be linked to regular schools and should be operated as resource centres for their local communities.

The movement towards inclusive education should encompass policymakers, teachers, children, family members, communities and society in general. Family members/guardians and teachers in particular should take active roles in the lives of children with disabilities both in and out of school. To make inclusive education work, mainstream professionals in education, health and social care services should receive additional training and assistance from local centres of excellence to equip them to work with children with disabilities, and specifically to support their work with the individual needs of children with disabilities. These services should incorporate a range of personalised support measures to assist children with disabilities so that they can aim for the same kind of life and aspirations as their peer group. They are entitled to growing independence, autonomy, age-appropriate possessions, and assistive technology, especially with regard to mobility and communication, in accordance with their specific needs.

Inclusive education is about improving learning environments and providing opportunities for all

children, and bearing in mind that all children are unique and should have a chance to become successful in their learning experiences, the policy therefore calls on member states to accept that the right to education is universal and step up action in the field of education of children with disabilities so as to ensure that disability-related programmes are sufficiently resourced and that children with physical and/or mental disabilities are able to enjoy full citizenship on an equal basis with others whilst being individually accompanied according to their specific needs; and to develop a policy and legal framework to promote the development of inclusive education, emphasising the importance of a strong cross-sectoral, multidisciplinary co-operation which encompasses all key stakeholders including those belonging to the child's direct environment; to give preference to inclusive practices in educational policy and establish or reorganise educational systems and infrastructures accordingly. In doing so, member states should bear in mind that transition to inclusive education requires not just a technical or organisational change based on a new approach to educational training, methodologies, programmes or evaluation systems, but also a turn towards a new philosophical direction including changes in public awareness, attitudes and values; to strive to eliminate existing physical, as well as attitudinal barriers, and avoid the creation of new obstacles that might exist within the context of school settings; to grant equal access to education at every level to children with disabilities, whatever the nature and severity of their disabilities, giving particular attention to the educational needs of children living in specialised institutions, especially those in hospital settings; to develop an action plan aimed at reforming the existing educational system, including funding for transition costs and devise standards, methodologies and financing mechanisms for inclusive education; ensure that all syllabuses and teaching materials within the general education system are accessible to children with disabilities; to reform the teacher training system in order to enable future teachers and school staff to meet the requirements of an inclusive school system, and create research-based opportunities and mobilise resources so as to implement inclusive education practices; to make early identification and intervention services widely available for children with disabilities and ensure that parents, guardians, other stakeholders as well as the children themselves are better informed about the availability and importance of these services; to promote positive attitudes towards inclusion at all levels of education and take action – in collaboration with NGOs and universities – so as to change perceptions as well as expectations as regards the right to education for children with disabilities and raise public awareness of this problem in the different segments of society.

The conventional methods of special education have been used for a long time and their effectiveness have been widely contested and questioned. The whole idea of integration was based on the romantic idea to make ordinary schools accessible to all children without, however, pursuing organisational, structural and pedagogical school reform. The massive maindumping was the result of the exercise of rationalised „sovereign power“ from certain policy actors without initially serious resistance. Policymakers managed to consign convincing rhetoric that obscured the abusive dimension of power and concomitantly managed to foreground the fact that they were ostensibly working towards children's best interests“.

Ataman (2010) said;

‘We particularly believe that there should not have been a separate Law for the education of children with SEN, but as it is suggested in the special document of the committee: „Special schools should be integrated in the common educational sector within the frame of a unified educational legislation“.

Throughout the world, individuals with disabilities are confronted with significant barriers to their fundamental human rights. They experience stigma, societal prejudice and they suffer many different forms of exclusion from society be it economic, cultural or political in modern society fortifies the binary systems of able/disabled or normal/abnormal. Disability is seen as a physical

problem to be “cured” – it is a medically-based perception and the social assembly of these views results in cultural representations of “the other”. Even children with disabilities face these binary systems regardless of their young age.

The different conceptual models that are used to understand and to explain disability can help us to change the binary systems as well as the representations of “the other” in Turkey. It may be seen the expressions of these models within a dialectic continuum of “medical model” versus “social model”. Although no satisfactory international working definition of “disability” exists, the consensus is that any eventual definition must be broad to encompass the complexity of disability in all its visible and non-visible forms; be based on the World Health Organization’s International Classification of Functioning, Disability and Health (ICF); and reflect the social, rather than medical model of disability (UNESCO, 2009; 82).

Medical model describes disability “as a problem of the person, directly caused by disease, trauma or other health condition, which requires medical care provided in the form of individual treatment by professionals” Within the medical model, disability is seen as a physical problem to be “cured”. On the other hand, the social model describes disability “not as an attribute of an individual, but rather as a complex collection of conditions, many of which were created by the social environment”. Therefore, disability is seen as a socially created problem. Possible consequences of this socially created problem are oppression, stigmatisation and/or exclusion for all individuals with disabilities. Therefore, environmental factors as well as personal factors are important in understanding disabling conditions. It should be remembered that every child is unique and different and we also know that children with disabilities are not a homogenous group. Just like their non-disabled peers, children with disabilities have individual needs and experience different barriers. The “bio psychosocial model” helps professionals to see that children with disabilities have different abilities, learn in different ways and at different paces depending on their environmental factors (such as access to early identification and intervention programmes, legal and regulatory systems; inclusive school and classroom environments, supportive family environment) as well as on their personal factors (such as low self-esteem, lack of self-confidence and motivation). Overall, this model integrates the human rights perspective and positions itself against any form of discrimination.

Every child has a fundamental right to education, and must be given the opportunity to achieve and maintain an acceptable level of learning; every child has unique characteristics, interests, abilities and learning needs; education systems should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs; those with special educational needs must have access to regular schools which should accommodate them within a child-centered pedagogy capable of meeting these needs; regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. Clauses emphasise each child’s right to education, the uniqueness of each child, operations of educational systems, inclusive orientation for children with disabilities, rationale for regular school for all children. Moreover, the Salamanca Statement supports the inclusive orientation for children with disabilities with a broader societal goal for a democratic society stating: “The trend in social policy during the past two decades has been to promote integration and participation and to combat exclusion. Inclusion and participation are essential to human dignity and exercise of human rights”.

Individuals with SEND have the right to be independent, to be socially integrated and to

participate in the community where they live. Moreover, Article 17 guarantees the right of children and young individuals to grow up in an environment that encourages the full development of their personality and their physical and mental capacities. It also addresses a free primary and secondary education and supports regular attendance at schools. Education for All (EFA: The World Education Forum in Dakar [2000]) advocates the idea of expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children, including ones with disabilities. The forum states that all children should have the opportunity to practice their right to “basic” education in schools or alternative programmes. The international agreement on the 2015 target date for achieving Universal Primary Education (UPE) includes children with disabilities, children from disadvantaged ethnic minorities and migrant populations, from remote and isolated communities and from urban slums and others excluded from education.

The United Nations Convention on the Rights of Persons with Disabilities (2006) is an important convention that states: “...children with disabilities should have full enjoyment of all human rights and fundamental freedoms on an equal basis with other children, and recalling obligations to that end undertaken by States Parties to the Convention on the Rights of the Child ... ” This policy supports the idea of enabling children with disabilities to have equal access with other children to participation in play, recreation and leisure and sporting activities, including these activities in the school system. The Parliamentary Assembly has generated many disability-related recommendations and resolutions. Some of them are very specific, such as Recommendation 1598 (2003) on protection of sign language in the member states of the Council of Europe and Recommendation 1562 (2002) on controlling the diagnosis and treatment of hyperactive children in Europe. Some of them are more general and comprehensive, such as Recommendation 1185 (1992) on rehabilitation policies for the disabled, Recommendation 1592 (2003) “Towards full social inclusion of persons with disabilities” and Recommendation 1854 (2009) on access to rights for people with disabilities and their full and active participation in society.

The Council of Europe Disability Action Plan 2006-2015 promotes equality of opportunities, active participation, independent living, and education for people with disabilities within an anti-discriminatory and human rights framework. The plan consists of 15 key action lines to improve the situation of people with disabilities in Europe. The plan regroups certain groups of people with disabilities who may face multiple discrimination under so-called cross-cutting aspects, such as women and girls with disabilities, people with disabilities in need of a high level of support, children with disabilities (referring to their right to education, amongst other issues), ageing of people with disabilities and people with disabilities from minorities and who are migrants. The plan’s Action Line No. 4 on Education lists four specific objectives and 13 specific actions to be taken by member states, such as promoting legislation, policies and planning for the prevention of discrimination in the access to education in all phases; encouraging and promoting a unified system with the goal of full inclusion; enabling early assessment; implementing and monitoring individualised educational plans, keeping in mind that parents of children are active agents in the preparation; encouraging staff training based on disability awareness and appropriate use of educational techniques and materials; making all educational techniques and materials accessible to children with disabilities in inclusive educational settings. The Action Plan also provides action lines which are directly related to guaranteeing rights, such as health care, awareness raising, transportation, the built environment based on the principles of Universal Design.

Although many conventions, international declarations, recommendations and plans have been formulated concerning children’s rights and the right to education, some schools have excluded children with disabilities. This is because the right to education for children with

disabilities is enforced within a framework that is targeting mostly special schools, specialised institutions and special education teachers. If our aim is to guarantee the right to schooling for children with disabilities, even in the case where the disabling condition precludes this right, what kind of framework should we need for our schools in general? We need a kind of framework that accepts diversity of personal situations and develops mutual solidarity, and functions within the society. This is only possible within the framework of inclusive education.

Inclusion is a “philosophy that urges schools, neighbourhoods, and communities to welcome and value everyone, regardless of differences”. This philosophy reflects itself in educational practices where a notion of social justice advocates access to equal opportunities for all students regardless of their physical, intellectual, emotional, cultural or other conditions. Of course, legal arrangements/regulations, materials, resources, support services and effective cooperation/collaboration between institutions play important roles in the practices of inclusion. For example, in Turkey, this is enshrined also in Article 15 of the Disability Act (2005): the right of education of people with disabilities cannot be prevented for any reason. Children, youngsters, and adults with disabilities are provided with equal educational opportunities in inclusive environments with the people without disabilities. While overcoming the environmental barriers, and applying the universal design approach, a more challenging endeavour awaits us: the change of the intentional and unintentional attitudes that some individuals have against children with disabilities. For example, in school settings, students without disabilities often congregate with those with whom they feel most comfortable while excluding those with disabilities – intentionally or unintentionally. But this leads to de facto segregation from their peers with disabilities.

In Turkey, according to the Special Education Regulation (2006), “inclusion” is defined as “special education applications that provide supportive educational services to individuals who are in need of special education, based on the principle that they continue their learning and education with peers who are not in need, throughout public and private preschool, primary, secondary schools and informal education. One principle of Special Education Regulation Law (2006) is that education for children with disabilities should be provided in the “least restrictive environment (LRE)”, meaning that the environment that is most similar to, if not the same as, the general education setting, in which a child with disabilities can receive a regular education. Therefore the Turkish Special Education Legislation (2010) states that all children, regardless of their disabilities, have the right to education. It also promotes inclusive practices in all levels of schools. And recently, the Turkish President, with the collaboration of one non-governmental organisation working on disability rights, started a campaign named “education enables” for inclusive practices in all levels of schools.

As mentioned previously, regular education in Turkey included pre-school, primary school, secondary school, further education colleges, and higher education. Special education is an important part of Turkish education system. Ministry of Education is responsible for the organization both of regular education and special education in Turkey. In Turkey as it is throughout the world, the training of special education teachers can be at the undergraduate, graduate or doctorate levels. The teacher training of special education teachers started in 1952 at Gazi Institute of Education as a two year undergraduate program. In later years the needs of special education training has been met by short term certificate programs (Ataman, 2004). In addition to these certificate programs, the teachers from three year programs were taken into a one term graduate program; however, this program failed due to the fact that candidates did not complete the program. In the lights of these programs in the education of the handicapped, it became apparent that these certificate programs were only temporary solutions; and training qualified teachers for special education could only be solved through permanent programs (Konrot, 1991). As the need of demanded qualified teachers in the field,

Anadolu University started its graduate program in special education in 1983. Initially, established as special education teacher training program at the department of educational sciences, psychological services in education. The program in later years became an independent program. Although, different universities had different special education curriculums, the reorganization of the higher education systems at the time through improvement and unification to the special education curriculum. But now, teacher training on special education apply by education faculties, department of special education of universities.

Special Education Department is a four-year teacher education program which aims to train special education teachers for the education of the students with special needs. Special Education Teacher Training Programs actively train teachers for different kinds of handicapped. Special Education Programs include Departments of Mentally Handicapped, Hearing Impaired, and Visually Impaired. Recently, the Teacher Training Program for Gifted Individuals is established. The programs consist of 143-144 credit hours of courses offered in eight semesters. A minor program is also included in these programs. The Mentally-Handicapped Education Program undergraduate students, additionally, choose both Vocational Education or integration minor programs and starting from their third semester.

Special education programs consist of special education, changing attitudes towards the handicapped, introduction to the education of special children, education of the children with handicap, developing individualized education programs and evaluation, educational and behavioral assessment, integration and special education support services, behavior management, early childhood education for special children, training and guiding parents of special children counseling and, training courses for various disciplines, and teaching practice courses.

## Conclusion

The research reported in this article investigates the extent to which parents of children with special educational needs (SEN) were involved in the process of assessment and recording (Scotland) or statementing (England) as active citizens, or whether they continued to occupy the passive role of service client. This article analyses competing SEN policy frameworks in England and Scotland, and explores the position of parents and professionals. We conclude that, while the English system allows parents greater power to exercise rights, they are not always willing or able to adopt the role of active citizens. Conversely, while Scottish parents have fewer opportunities to engage actively with the process, some parents are able to take an active role. While national systems differ in terms of the policy frameworks they reflect, there is considerable leeway for parents and professionals to reinforce or undermine the broad thrust of centralised policy.

There is a great deal of work still to do to pull together the disability and SEN agendas and legislation. The Government should be prioritising this important work. In many schools there is a significant lack of understanding of their duties under the Disability Discrimination Act and a failure to implement the Disability Equality Duty fully, we await improved and more specific guidance from the DfES which is due to be published shortly. Guidance should pay particular attention to ensuring that all teachers and staff have an appropriate awareness of their duties and that this is not left to a single disability officer within schools.

The Government should work with local authorities and schools to raise the level of detailed understanding amongst parents of the implications of disability rights in education. Evidence presented to us has been inconclusive, but if it is the case that some Academies are turning away children with SEN, this is of great concern. (Paragraph 200). To guard against the possibility that Academies could discriminate against children with SEN this Committee recommends that the Government take the

relatively simple step of changing the funding agreement so as to put Academies on the same legal footing as all other schools with regard to children with SEN. (Paragraph 207)53. Local authorities should monitor admission of children with SEN to schools in their area, including academies and trust schools in England, and report publicly on this each year. (Paragraph 208).

It is the responsibility of Government to devise better processes for SEN not necessarily in one statement and to implement them. This should involve the early identification and assessment of needs, efficient and equitable allocation of resources, and the appropriate placement of pupils based on their needs and taking account of parental preference. Where good practice exists in local authorities the level of parental satisfaction improves greatly. A National Framework of guidance should be put in place based on best practice of local authorities. It should ensure that: multi-agency panels make decisions regarding placement and are accountable for their decisions; parents are kept well-informed at all stages of the process and involved in the decision-making process as much as possible; and there is a wide range of appropriate high-quality provision available to meet the needs of children. There also needs to be much greater consideration given to support for parents of children with SEN who themselves may have SEN issues and require assistance in coming to considered decisions and views about their children's futures. The issue should not be their closure but how to progress to a system based on a broad range of high quality, well resourced, flexible provision to meet the needs of all children. More schools should be positively encouraged to form federations including both mainstream and special schools.

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<http://www.dcsf.gov.uk/childrensplan/>

<http://www.dcsf.gov.uk/oneyearon/>

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<http://nationalstrategies.standards.dcsf.gov.uk/node/158443>

<http://nationalstrategies.standards.dcsf.gov.uk/primary/assessment/assessingpupilsprogressapp>

<http://nationalstrategies.standards.dcsf.gov.uk/secondary/assessment/assessingpupilsprogressaSEN>  
ProgressionGuidance <http://nationalstrategies.standards.dcsf.gov.uk/node/116684>

<http://nationalstrategies.standards.dcsf.gov.uk/primary/primaryframework>

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