

UNIVERSAL UNITS

UNIT 8

EXPECTATIONS, PROGRESS AND OUTCOMES

Learning Outcomes

Teachers will:

- Understand the importance of considering a wide range of outcomes for pupils with special educational needs and disabilities, when judging the pupils' progress and achievement and evaluating the impact of interventions.
- Understand the data available in schools which can be analysed to inform the school's evaluation of the progress and achievement of pupils with special educational needs and disabilities
- Understand the importance of using a range of evidence to evaluate the effectiveness of whole school provision for pupils with special educational needs and disabilities and the additional interventions and/or support that pupils have received.

ONLINE RESOURCES

The content and tasks throughout these PDFs are supported by online resources that are designed to facilitate and supplement your training experience.

Links to these are signposted where appropriate. The resources use graphics and interactive elements to:

- Highlight salient points
- Provide at-a-glance content summaries
- Introduce further points of interest
- Offer visual context
- Break down and clearly present the different stages and elements of processes, tasks, practices, and theories

The online resources offer great benefits, both for concurrent use alongside the PDFs, or as post-reading revision and planning aids.

Please note that the resources cannot be used in isolation without referencing the PDFs. Their purpose is to complement and support your training process, rather than lead it.

You should complete any learning or teaching tasks and additional reading detailed in this PDF to make full use of the Advanced training materials for autism; dyslexia; speech, language and communication; emotional, social and behavioural difficulties; moderate learning difficulties.

To find out more about the resources, how they work, and how they can enhance your training, visit the homepage at: www.education.gov.uk/lamb

The first resource for this unit can be found here:

www.education.gov.uk/lamb/autism/expectations-outcomes/intro

INTRODUCTION

The Lamb Inquiry¹ identified the need to place children's outcomes at the heart of the education system. In its foreword it highlights that, *like all parents, those with children with SEN want their children to be safe, happy and achieve their full potential*. Parents were also clear that they wanted success for their children in a wide range of outcomes, *educational, emotional, social, and behavioural*, not simply in terms of academic achievement. The Lamb Inquiry was clear that

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: at school, local authority and national level; for children at School Action, School Action Plus and for children with a statement; in school and in the extended day.

This unit will include a consideration of both educational outcomes and wider outcomes, including attendance, exclusions and bullying.

EDUCATIONAL OUTCOMES

NATIONAL OUTCOME DATA FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

In your role as an advanced teacher in a specific area of need you will be required to address the challenge of raising expectations, accelerating progress and improving achievement for pupils in your specific area of need. In order to do this you will first need to have an understanding of the National outcome data which is made available to schools in terms of attainment and progression. If you are not already conversant with this data read Appendix 1, which provides an overview of this information and includes some tasks for you to work through to increase your understanding of this area.

WHAT DOES PROGRESS AND ATTAINMENT DATA LOOK LIKE FOR PUPILS WITH SPECIAL NEEDS?

There is a range of evidence to demonstrate that educational progress and achievement is too low and the gap between children with SEN and disabilities and their peers is too wide.

In order, to come to a view as to how well an individual school is doing in terms of the attainment and progress of its pupils with SEN and disabilities, it will be necessary for the school to undertake a careful analysis of its own data compared to

¹ DCSF (2009) The Lamb Inquiry: SEN and parental confidence

data relating to the outcomes of this group of pupils nationally. However, in 2004 Ofsted² found that:

Few schools evaluate their provision for pupils with SEN systematically so that they can establish how effective the provision is and whether it represents value for money. The availability and use of data on outcomes for pupils with SEN continue to be limited.

Since 2004, more data is now available regarding outcomes for pupils with SEN and disability, but again in 2010, Ofsted³ reported that:

Over half the early years providers, school and colleges and local authorities visited placed little emphasis on improvements in progress or other outcomes, including destinations, as a measure of the effectiveness of the quality of provision.

Part of the evidence relating to how well a school is currently meeting the needs of pupils with specific areas of need can come from a further analysis of the data which already exists in schools.

The DfE produce an annual publication⁴ which draws together data from a number of key public data sets and presents information at national and local levels about the characteristics and attainment of pupils with special educational needs. Chapter 2 of the publication compares the attainment of pupils with special educational needs at Early Years Foundation Stage and Key Stages 1, 2 and 3. Chapter 4 looks at pupils with SEN making the expected progress between Key Stages 1-2 and 2-4.

Chapter 2 provides information about the percentage of pupils who achieved the expected level in both English and mathematics at Key Stage 2 (Figures 2.7, 2.10 and 2.11) and those who achieved the Level 2 threshold including English and mathematics at Key Stage 4 (Figures 2.20, 2.22 and 2.23) by primary type of need.

Chapter 4 provides information about the proportion of pupils with special educational needs who made the expected levels of progress in attainment levels between Key Stage 1 and Key Stage 2 i.e. 2 levels of progress. (Figure 4.3 and 4.4) and those who made the expected levels of progress between Key Stage 2 and Key Stage 4 (Figures 4.7 and 4.8) by primary need.

TASK 1

Work with the SENCO and/or assessment coordinator to carry out the following:

² Ofsted (2004) Special Educational Needs and Disability: Towards Inclusive Schools

³ Ofsted (2010) The special educational needs and disability review: A statement is not enough

⁴ DfE (2010) Children with Special Educational Needs 2010: an analysis

- Using the data which already exists in your school, undertake an analysis of the percentage of pupils who **achieved expected levels** in your school who have been identified as having specific needs (ASD, SLCN, BESD, MLD, SPLD) at the end of Key Stage 2 (Primary Schools) or at the end of Key Stage 4 (Secondary Schools). The information relating to pupils' primary type of need should be available in your SEN List/Register or Profile or in the annual school census returns.
- Undertake another analysis of the percentage of pupils in your school who have been identified as having a primary type of need in (ASD, SLCN, BESD, MLD, SPLD) who have made the **expected level of progress** between Key Stage 1 and 2 (Primary Schools) or between Key Stage 2 and 4 (Secondary Schools)

How do your school outcomes compare with the data in *Children with Special Educational Needs 2010: an analysis?*

- Do more or less pupils with (ASD, SLCN, BESD, MLD, SPLD) in your school achieve expected outcomes at the end of KS2 and KS4?
- Do more or less pupils with (ASD, SLCN, BESD, MLD, SPLD) in your school made the expected level of progress between key stages?

How can this analysis of data help you to evaluate how effectively your school meets the needs of this particular group of pupils?

In terms of the results of your analysis are there any elements of provision for this group that you would like to investigate further?

EVALUATING THE IMPACT OF PROVISION ON OUTCOMES FOR PUPILS WITH SPECIFIC AREAS OF NEED

A further level of analysis of whole school data can be informative in terms of the effectiveness of specific 'additional to' and 'different from' provision for pupils with specific areas of need.

For example:

- If a school had invested in developing a specific intervention for pupils with speech and language development needs, it would be interesting to analyse whether this has had any impact upon the rate of progress and achievement

of that group of pupils in Speaking and Listening over the course of an academic year.

- If a school had introduced a nurture group to meet the needs of pupils with behavioural, emotional and social development needs, it would be useful to consider whether the group of pupils attending the nurture group had made any increase in their rates of progress in English and mathematics over an academic year.
- If a school had employed a teacher with a specialist qualification in teaching pupils with SPLD/dyslexia who had provided specific support and intervention for pupils identified as having dyslexia then it might be expected that those pupils receiving extra support from this teacher would make accelerated progress in the area of reading.

This type of analysis is particularly illuminating in terms of whether pupils have 'generalised' the new knowledge, skills and understanding taught in the course of a specific intervention. Often pupils can show significant improvements in specific outcomes when they are receiving an intensive intervention but sometimes pupils do not appear to transfer their new knowledge, skills and understanding to the wider curriculum.

TASK 2

Work with the SENCO and identify a specific intervention or 'special provision' which has been put in place to meet the needs of pupils with specific needs (ASD, SLCN, BESD, MLD, SPLD). If your school uses Provision Management as a strategic planning tool, then information on specific interventions and 'special provision' should be readily available in the school provision map.

- Undertake an analysis of the progress made by those pupils who have received this intervention in the core subjects of the curriculum.

Given the high percentage of pupils currently identified as having SEN, 21% in 2011, and the current achievement gap for this group there is a need to re-examine what impact current provision has on outcomes and what could work better.

Research into the impact of special needs programmes concluded that:

...there is no net effect of being labelled as SEN on the performance of pupils with moderate difficulties. Thus, SEN programmes do not have the desired effect of improving the attainment of targeted pupils, relative to their situation had they not been targeted. In our study, this 'null effect' is identified for children with less

serious 'special needs, who make up a large proportion of the overall SEN population⁵.

Although, for some children the SEN system was working well, the Ofsted Review⁶ found widespread weaknesses in the quality of what was provided for pupils with SEN. However, it also identified the following features of best practice,

Some schools and other organisations were working together and focusing on outcomes rather than simply on what services were being provided. ...Rigorous monitoring of the progress of individual pupils and thorough evaluation of its impact. High aspiration and a determination to enable young people to be as independent as possible led most reliably to the best educational achievement.

Ofsted recommended that, *Schools and other services should give urgent attention to improving the quality of their evaluation of additional provision.*

Provision Management⁷, a strategic approach to managing special educational needs identifies the importance of setting clear outcomes in terms of expected progress for all 'additional to' and 'different from' provision. These outcomes will be indicative of the progress that is desired for the pupils receiving the provision. Some examples of outcomes are:

- Provision for an intervention to improve spelling at School Action – double expected progress in terms of increase in spelling age.
- Interventions for managing angry feelings – reduction in incidents of uncontrolled anger.
- In-class support to increase time on task – increase in on-task levels.
- Provision for numeracy (3 months) – 6 months increase in number age.
- Social skills group – pre and post observations of pupils interacting with peers.

An assessment tool is then identified to baseline pupils before they begin the intervention and reassess them at the end of the intervention. Schools should use a range of assessment tools including: frequency counts, incident counts, observations, standardised tests. Baseline assessments are recorded at the beginning of each intervention and again at the end of the intervention. In this way schools can build up a range of school level pupil progress data linked to interventions which can be used to evaluate the effectiveness of their provision and can inform future planning for effective interventions.

⁵ Keslair F, Maurin E and McNally S (2009) *Every Child Matters? An Evaluation of 'Special Educational Needs' Programmes in England*. CEE Discussion paper.

⁶ Ofsted (2010) *SEND Review: A Statement is not enough 2010*

⁷ Hrekow, M, (2006) *Provision Mapping/Management for Inclusion Guidance Materials*, SENJIT Publications

Within the Ofsted Inspection Framework for January 2012⁸, there is a strengthened focus on the progress made by pupils with SEN and disabilities relative to their starting points. Specifically the evaluation schedule identifies,

The school's evaluation of the attainment and progress of:

- *pupils who have received intervention and/or additional support*

TASK 3

Work with the SENCO and identify a specific intervention or 'special provision' which is currently being provided for pupils with specific needs (ASD, SLCN, BESD, MLD, SPLD). Ask the following questions:

- Are there clear expected outcomes for this intervention or 'special provision'?
- Are there clear baseline assessments undertaken at the start of the intervention and again at the end of the intervention?
- If there is progress data available, what does it tell you about the effectiveness of the intervention?

Listen to the MP3 Audio clip "How important is evidence based practice".

Listen to this clip:

www.education.gov.uk/lamb/autism/expectations-outcomes/evidence-based

How far do you think that your school uses evidence to inform its SEN practice, and make a note in your learning log of the types of evidence you use. Remember statistical and quantitative data is not the only source of information, qualitative data can be valuable as well.

WIDER EDUCATIONAL OUTCOMES

A detailed focus on the progress and attainment of children with SEN is essential to their learning and progress. However, taking into account children's longer term life chances, this, on its own, is not enough. Parents told the Lamb Inquiry about a much wider range of skills and experiences that their children needed if they were to lead successful, fulfilling lives and contribute to society as adults⁹: they needed to be able to work positively with their peers, both individually and in groups; they needed to be able to travel independently; they needed to be able to concentrate; they needed to

⁸ Ofsted (2011) *The draft evaluation schedule for the inspection of maintained schools and academies*

⁹ Lamb Inquiry (2009) *Lamb inquiry: Special educational needs and parental confidence*. DCSF

be able to participate in activities beyond the school day to support their development in a wide variety of ways.

ATTENDANCE

The highest rate of overall absence among children with SEN is amongst pupils at School Action Plus at 9.64%. This is 1.7 times that for pupils with no identified special educational needs. Special schools also have consistently higher absentee rates than mainstream schools¹⁰.

Pupils with SEN are also more likely to be persistently absent from schools than their peers. 47% of primary and 42% of secondary persistent absentees were recorded as having SEN in 2006–07. With schools identifying 20% of pupils as having SEN, this was more than double the rate observed across the school population¹¹.

See online resource:

www.education.gov.uk/lamb/autism/expectations-outcomes/absence

The *Guidance on the Attendance of Pupils with Special Educational Needs* (2009)¹² recognises a number of inter-related factors affecting the attendance of pupils with special educational needs:

- *there is a correlation between low income and the incidence of SEN;*
- *there is also a correlation between low income and poor attendance;*
- *some SEN, especially behavioural, emotional and social difficulties, manifest themselves through disaffection – and poor attendance is one of the ways in which disaffection presents itself;*
- *some pupils with SEN may become disaffected because they are finding it difficult to achieve, despite support being put in place for them, so their attendance may deteriorate*¹³.

Pupils' views are key to understanding the reasons for absence: secondary aged pupils are more likely to attribute their absence from school to school-related factors than home-related factors. These reasons included problems with lessons, problems with teachers, being bullied, peer pressure and social isolation¹⁴. Parents perceived the main cause of truancy to be bullying, problems with teachers and peer pressure to stay away from school.

¹⁰ Department for Education (2010) *Statistical First Release: Pupil absence in schools in England, including pupil characteristics: 2008/09*

¹¹ DCSFR (2009) *Guidance on the Attendance of Pupils with SEN 2009.00068-2009PDF-EN-01*

¹² DCSFR (2009) *Guidance on the Attendance of Pupils with SEN 2009.00068-2009PDF-EN-01*

¹³ DCSFR (2009) *Guidance on the Attendance of Pupils with SEN 2009.00068-2009PDF-EN-01*

¹⁴ Malcolm H, Wilson V, Davidson J and Kirk S (2003) *Absence from School: A study of its causes and effects in seven LEAs.*

The impact of missed education is recognised in research and highlighted in guidance. In the research, all the local authorities and teachers recognised the importance of good attendance because of its linkage to pupils' attainment and future career prospects. They pointed out the adverse effect that poor attendance has on Key Stage 2 and 3 tests and its association with disruptive behaviour. Educational attainment in turn has an impact on pupils' chances of being in employment, education or training on leaving school. 39% of those with no GCSEs are NEET at 16, compared to 2% of 16 year olds who attained 5 or more A* - C GCSEs¹⁵.

At the age of 16, young people with SEN and disabilities are twice as likely to be NEET as those without, and three times as likely to be NEET by the age of 19¹⁶. By the age of 26, disabled people are nearly four times as likely to be unemployed or involuntarily out of work than non-disabled people¹⁷. Sixty per cent of all pupils who get no GCSE passes at all have special educational needs¹⁸.

See online resource:

www.education.gov.uk/lamb/autism/expectations-outcomes/gcse

Research for the DfES in 2003 points to further links to:

...growing evidence of a connection between youth crime and unauthorised absence (Graham & Bowling, 1995; Basic Skills Agency, 1997). Other studies have linked truancy with teenage pregnancies and shown that truants are more likely than non-truants to face unemployment once compulsory school days are over (Casey & Smith, 1995), and are more likely to go to prison (Parker et al, 1989)¹⁹.

EXCLUSIONS

Disabled pupils and pupils with special educational needs are more than eight times more likely to be permanently excluded from school than other pupils. Pupils at

¹⁵ *Reducing the number of young people not in education, employment or training (NEET): The strategy* (2008) Department for Children, Schools and Families http://www.dcsf.gov.uk/14-19/documents/neet_strategy_0803.pdf

¹⁶ *Disability, Skills and Work: Raising our ambitions* (2007, p14) Stephen Evans for Social Market Foundation and Disability Rights Commission <http://www.smf.co.uk/assets/files/publications/Disability,%20skills%20and%20work.pdf>

¹⁷ *The education and employment of disabled young people* (2005) Tania Burchardt for Joseph Rowntree Foundation <http://www.jrf.org.uk/publications/education-and-employment-disabled-young-people>

¹⁸ *Tackling low educational achievement* (2007) Robert Cassen and Geeta Kingdon for Joseph Rowntree Foundation <http://www.jrf.org.uk/sites/files/jrf/2063-education-schools-achievement.pdf>

¹⁹ Malcolm H, Wilson V, Davidson J and Kirk S (2003) *Absence from School: A study of its causes and effects in seven LEAs*.

School Action Plus, who have significant needs but who do not have a statement of SEN, are over 20 times more likely to be excluded²⁰. Pupils identified as having behavioural, emotional, and social difficulties are the most likely group of pupils with SEN to be excluded²¹.

These figures do not include informal exclusions. The Lamb Inquiry into parental confidence heard from parents who reported that informal exclusions were routinely used to manage their child's behaviour²². Statutory guidance²³ is clear that informal exclusions are unlawful.

See online resource:

www.education.gov.uk/lamb/autism/expectations-outcomes/exclusion

Ofsted is of the opinion that high exclusion rates are not inevitable. They found that outstanding primary schools use a range of approaches, such as nurture rooms, work with SEN colleagues, specialist advice and liaison with families, to minimise behaviour difficulties.

...outstanding schools see the main key to improving behaviour in engaging a child through expert teaching and fascinating learning²⁴.

Ofsted makes further links between behaviour and the quality of teaching and learning, identifying most of the secondary schools in which behaviour is inadequate as having inadequate teaching and learning²⁵. Ofsted has also found that behaviour is poor where there is too little emphasis in behaviour management strategies on improving the quality of teaching²⁶.

In 2005, the Government's Practitioners Group on School Behaviour and Discipline identified learning, teaching and promoting good behaviour as *inseparable issues for schools*²⁷. This point was echoed in Sir Alan Steer's more recent review of behaviour in schools:

much poor behaviour has its origins in the inability of the child to access learning²⁸.

²⁰ Department for Education (2010) *Statistical First Release: Permanent and Fixed Period Exclusions From Schools and Exclusion Appeals in England, 2008/09*

²¹ *ibid*

²² DCSF (2009) *Lamb Inquiry – special educational needs and parental confidence*

²³ DCSF (2008) *Improving behaviour and attendance: guidance on exclusion from schools and pupil referral units*

²⁴ Ofsted (2009) *Twenty outstanding primary schools – excelling against the odds in challenging circumstances.*

²⁵ *The Annual Report of Her Majesty's Chief Inspector of Education, 2008*

²⁶ Ofsted (2005) *Managing challenging behaviour*

²⁷ DfES (2005) *Learning Behaviour. The report of the Practitioners Group on School Behaviour and Discipline*

²⁸ Institute of education (2009) *Learning Behaviour: lessons learned - A review of behaviour standards and practices in our schools*

A number of reports have raised questions about the extent to which exclusions are linked to unidentified or unmet special educational needs^{29,30}. Sir Alan Steer suggests that the links between behavioural standards and SEN and disability are *intricate and profound*³¹.

*Where the needs of pupils are not addressed at an early stage, frustration, alienation and poor behaviour can result*³².

Pupils may then be identified as having behavioural difficulties rather than learning difficulties and the learning difficulties may go unaddressed. Early identification is therefore very important to the appropriate identification and meeting of needs and to reducing the risk of exclusion.

BULLYING

A literature review carried out by the University of Cambridge in association with the Anti-Bullying Alliance, found a body of evidence that confirms that children with SEN and/or disabilities are significantly more likely to be bullied or victimised than their non-disabled peers³³. The amount of bullying experienced by disabled children and children with SEN was found to be high. Reports indicate that 80% of children with learning difficulties; 70% of children with autism; and 40% of children with speech and language difficulties are bullied and/or victimised³⁴.

See online resource:

www.education.gov.uk/lamb/autism/expectations-outcomes/bullying

The review found that children with a wide range of conditions and impairments were affected, including children with speech and language difficulties, autistic spectrum disorder, attention deficit hyperactivity disorder, sensory impairments and specific learning difficulties such as dyslexia. There is some suggestion that pupils with mild difficulties, hidden disabilities, and pupils who have adult support are more at risk of being bullied.

²⁹National Foundation for Educational Research (2005) *Admissions and Exclusions of Pupils with Special Educational Needs* DfES Research report RR608

³⁰Audit Commission (2002) *Special Educational Needs: a mainstream issue*

³¹DfES (2005) *Learning Behaviour: the report of the Practitioners' Group on School Behaviour and Discipline*. Sir Alan Steer. Ref:1950-2005DOC-EN

³²DfES (2005) *Learning Behaviour. The report of the Practitioners Group on School Behaviour and Discipline*

³³McLaughlin, C *et al* (2010) *Knowledge Phase: Part 2 – A comprehensive review of the literature Responding to Bullying among Children with Special Educational Needs and/or Disabilities*, University of Cambridge

³⁴ibid

A number of sources suggest that there is some under-reporting of bullying by disabled pupils and pupils with SEN³⁵. The Cambridge literature review points to consistent messages suggesting that:

...school staff tend to underestimate, to be unaware of, or to ignore the teasing, bullying and victimisation of children with SEN and/or disabilities³⁶.

A swift response by schools to bullying can do much to minimize the distress caused to pupils. Parents responding to a web-based survey identified positive responses by schools that ranged from the head teacher speaking to the bullies, to longer term responses to increasing understanding, such as bringing in an expert to talk about the management of a particular condition, or setting up buddy systems or Circles of Friends³⁷.

Parents, and pupils themselves³⁸, also said that schools did not always believe pupil reports of bullying or take action to address bullying. 44 per cent of parents of children with autism, who responded to a survey by the National Autistic Society, said no action was taken by the school to address the bullying of their child³⁹. 68 per cent of parents responding to the online survey by Contact a Family reported negative responses from their child's school. These ranged from the school not believing or denying that the bullying had happened, to excluding a pupil when he had reacted after repeated provocation⁴⁰.

See online resource:

www.education.gov.uk/lamb/autism/expectations-outcomes/bullying-action

The Cambridge literature review has been followed by a more detailed examination of a range of strategies schools use to prevent or respond to bullying. This work has highlighted the challenges of gathering robust evidence on effectiveness. Where well-established approaches are being used, there is some evidence that these are

³⁵ DCSF (2008) *Bullying involving Children with Special Educational Needs and Disabilities* DCSF. Ref: 00372-2008

³⁶ McLaughlin C, Byers R and Peppin-Vaughan R (2011) *Findings of the comprehensive review of the literature: Responding to Bullying among Children with Special Educational Needs and/or Disabilities. Briefing paper for Head teachers and school staff*: www.anti-bullyingalliance.org.uk

³⁷ Contact a Family and the Anti-Bullying Alliance (2011) *Bullying of children with disabilities and Special Educational Needs in schools: briefing paper for schools on the views and experiences of parents, carers and families*

³⁸ Council for Disabled Children and Anti-Bullying Alliance (2010) *Responding to bullying among children and young people with SEN and/or disabilities: the views and experiences of children and young people with SEN and/or disabilities*

³⁹ National Autistic Society (2006) *B is for Bullied*

⁴⁰ Contact a Family and the Anti-Bullying Alliance (2011) *Bullying of children with disabilities and Special Educational Needs in schools: briefing paper for schools on the views and experiences of parents, carers and families*

not being adequately adapted for disabled pupils and pupils with SEN or indeed that they are effective with these pupils.

As well as requirements on anti-bullying policies, schools have duties under the Equality Act 2010 to promote equality of opportunity and to eliminate discrimination against and the harassment and victimisation of disabled pupils⁴¹.

TASK 3

Listen to the MP3 Audio clip “Bullying”.

Listen to this clip:

www.education.gov.uk/lamb/autism/expectations-outcomes/bullying-audio

To what extent do you feel your anti-bullying strategies are fully developed and implemented?

Identify a group of pupils with specific needs (ASD, SLCN, BESD, MLD, SPLD). For your chosen group review any data within school relating to:

- Attendance
- Exclusions
- Bullying

Is there any relationship between these data?

Identify one area which seems to be a priority for this group of pupils. Your aim is to investigate what the main barriers are for this group of pupils in each area.

- Find out what strategies and resources the school already has in place to address this area.
- Undertake some interviews with a sample of pupils and parents/carers to find out what they perceive as the barriers and explore whether they have any ideas as to how things could be improved.
- Prepare a PowerPoint presentation to summarise the outcomes of your investigation, including any proposals for improvements.
- Share this presentation with the senior leadership team.

⁴¹ Public Sector Equality Duty, Section 149, Equality Act 2010