

Bolton Data for Inclusion

The Action Research Centre for Inclusion

at

University of Bolton

Data No 46:

April 2008

Author(s):

David Kitchener

Title:

Inclusion or Selection? The 14+ Education and Training Reforms.

Abstract:

A chronologically presented overview of policy reforms designed to enhance skill levels via education and training for school age learners attending post-compulsory education institutions is provided. It is argued that the catalyst for change is economic rather than educationally based arising from the government's perception of the need to improve productivity and flexibility within the UK workforce.

Inclusion or Selection?

Inclusion or Selection? The 14+ Education and Training Reforms.

Abstract

A chronologically presented overview of policy reforms designed to enhance skill levels via education and training for school age learners attending post-compulsory education institutions is provided. It is argued that the catalyst for change is economic rather than educationally based arising from the government's perception of the need to improve productivity and flexibility within the UK workforce. Consideration is given as to whether the reforms enhance inclusive practice or represent a divisive curriculum, young people being partially excluded from the national curriculum to study vocational diplomas and invites comment as to whether within the state comprehensive system a covert grammar/secondary modern selection model is being reintroduced. Arrangements for information sharing between schools and colleges and the support available for young SEN learners is investigated via a small scale study of fifteen further education colleges and found to be largely inadequate. FE lecturing staff attitudes suggest they are largely positive about the possibilities the new arrangements can bring to young peoples' lives but are concerned as to the lack of staff development they have received.

Introduction.

The move towards more educationally inclusive practices from early twentieth century isolation via the integrative model instigated by *The Warnock Report* (1978) has been a slow process but has gradually gained momentum. Darlington (2004) notes inclusion as a process, a point echoed by the CISE (2002) whose six point charter also calls for participation by all in mainstream settings and a desegregated educational system. The

Inclusion or Selection?

literature is vast and diverse supporting Farrell and Ainscow's (2002) perception that defining inclusion is difficult, perhaps because the catalyst is an egalitarian philosophy attempting to meet such a wide spectrum of diverse developmental needs. Whatever one's own position, it is a fundamentally a rights based agenda as framed in the *Salamanca Statement* (UNESCO, 1994).

It is therefore disturbingly ironical that in a perceived advanced democracy its implementation such should be so problematical. For example, the House of Commons Education and skills Select Committee (2006) note that:

The government's changing definition of inclusion is causing confusion. If it is going to continue to use this term in key policy documents such as the SEN Strategy, the Government should work harder to define exactly what it means by inclusion. (p.106, para. 16).

The most generous reading of the evidence is that the Government is moving forwards to 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 no the basis for the approach outlined in SENDA 2001, the SEN code of Practice 2001, or the 2004 SEN Strategy. This should be put right. (p.106, para. 21)

Other negative findings include, in a strongly worded report, Skidmore, Cuff and Leslie's (2007 p.1) discovery that '*pupils taking Free School Meals and pupils with SEN are most likely to be the victims of disengagement and educational failure. 41% of persistent truants have SEN as do 64% of excluded pupil.*' Blandon, Gregg and Machlin (2005) note decreased UK social mobility with the better off benefiting disproportionately from

Inclusion or Selection?

educational opportunity, Feinstein, Duckworth and Sabates (2004. p.iii) suggest *‘differences in the capabilities of families to take advantage of educational opportunities exacerbate social class differences and limit actual equality of opportunity for many’* and Joshi and Verropoulou (2000) connect mothers’ own academic abilities to their children’s attainment.

There is then unsurprisingly a strong correlation between government policies, both educational and socio-economic, and the extent inclusive practices can be conducted. This study invites reflection as to whether the new DfES 14+ Diploma policy outlined in detail below is to be viewed as promoting inclusive practice and a challenge to inequalities or whether it is actually a divisive model based on selection. Also, in a small sample of further education colleges, the extent lecturers have been prepared for the new influx of young people is investigated and the extent pupil information is shared between schools and colleges.

Ideological context.

The Conservative government’s 1992 Further and Higher Education Act created a new framework and ethos for the post-compulsory sector based upon the ideological principles that a market-led, competitive, entrepreneurial environment informed by providers run as businesses with the flexibility of controlling their own budgets would raise standards and be more cost-effective than the previous arrangement of a close relationship with Local Education Authorities. The approach has been further endorsed by the Labour government though with a new emphasis upon training and skills geared

Inclusion or Selection?

towards national economic performance concentrated towards, though not exclusively, on younger learners which has created a new direction. This new strategy to deliver specialist vocational qualifications to young persons has changed the nature and climate of colleges as they attract more and more 14 to 19 year olds.

The numbers and targets are significant. The DfES (2004a) departmental strategy noted over 90,000 14-16 year olds are studying for vocational qualifications in colleges or training providers with a target of just over 180,000 by 2007-08. The aim is to provide specialist diplomas shaped by employers' requirements replacing the estimated 3,500 separate qualifications that presently exist (DfES (2005a). Nationally, every geographical area is expected to have established a 14-19 partnership led by the LEAs and the local Learning Skill Council (DfES, 2005b). The same report aims for the number of 14-16 olds studying vocational qualifications other than the established GCSEs to increase from the present 25% to 40% by 2013. It is interesting to note none of the cited DfES references makes direct comment as to how young people within special needs categories are to be supported.

The plans are ambitious and will certainly change the 'feel' of what constitutes the climate of a post-compulsory provider. The experience of study for adults could possibly be undermined or tempered by the numbers of young people attending. The change also raises complex issues as to the role of post-compulsory providers and whether skills and training constitute the same pedagogy as education. Smith (2002) voiced a familiar concern that vocational programmes will not be perceived as having the kudos of

Inclusion or Selection?

traditionally viewed academic qualifications, a point perhaps endorsed by the reluctance of the government to fully implement *The Tomlinson Report* (DfES, 2004b) which resulted in maintaining the distinction between the two paths. It is unclear too how many lecturers welcome the changes and the impact this will have on their working lives. It is a fair presumption many have opted for the post-compulsory environment as a career preference to school teaching. Linked to this is a serious question as to how well equipped many lecturers will be to change their approaches to accommodate the varied needs of young learners? A small amount of evidence hints at disquiet, Whittaker (2006a) reporting on concerns felt by some lecturers as to young peoples' disruptive behaviours. The extent providers can meet the needs of young people with special needs also remains unclear, Golden et al (2003) reporting on the *Increased Flexibility for 14-16 Year Olds Programme* noted that 67% had no provision for special educational needs. Of the population studying on the programme they found that 6% had a statement and 27% were recognised for 'school action' or 'school action plus', higher figures proportionally than in the whole school sector populace. This specific area will be explored in detail later.

Including increased numbers of young learners in post-compulsory establishments would seem therefore to create a new set of challenges. A positive aspect is the range of facilities available, few schools being able to boast of what is standard in colleges such as hairdressing salons, motor vehicle workshops, construction departments, catering facilities and so on. Clancy (2004) reporting on Bedford College, notes the principal's enthusiasm for their *Way to Work* programme noting how successfully they accommodate school 'refusenicks'. Whittaker (2006b) outlined how The Kingswood Partnership in

Inclusion or Selection?

Bristol is '*beginning to bridge the divide between vocational and academic subjects.*' The Schools Minister Jacqui Smith (Nash, 2006) enthused at the numbers of highly motivated 14 to 16 year olds she saw at the College of North East London.

Perceptions and views of the reforms are therefore inevitably varied, an unsurprising observation given the extent of change they will provide. The next section explores the reasoning behind the policies with a brief overview of the Green and White papers and related research.

Overview of reforms.

Perhaps the most significant aspect of the changes to the post-compulsory sector is the emphasis upon the acquisition of skills thereby enhancing employability. The concept espoused by such humanistic pioneers as R.S. Peters as education and training to be two separate entities has been replaced by a more pragmatic approach. Ironically, the new model is not dissimilar to the function of the early founders of further education, the Mechanics Institutes, designed to provide education for the newly established working classes. Hall (1994) records there were 610 such establishments catering for 600,000 members in the mid-nineteenth century with the Royal Society of Arts in 1856 being the first examining board. There was a need for accreditation of study by employers to assess competencies and skills, such measures of performance sometimes including enhanced remuneration.

Inclusion or Selection?

The government's reforms are arguably equally based on economics and the perceived requirement to further improve nationally work-related skills to improve the competitiveness of British industry. The executive summary of *Further Education: Raising Skills, Improving Life Chances* (DfES, 2006, p.1) has this as its first point; "Our future as a prosperous nation depends on our education and training system" though it later does acknowledge the changes should also include "personal fulfilment, community development and the love of learning."

The economic argument for change is strongly stated. Two points taken from *Developing workforce Skills: Piloting a New Approach* (Public Enquiry Unit, 2002) illustrates the government's position:

- 1.4 There is a well established relationship between improvements in skills and increased productivity, supported by both theoretical and empirical research. Growth theory suggests that human capital is one of the prime determinants of labour productivity. Human capital is increased by formal education and training and by learning-through-doing. Growth is centrally driven by the accumulation or stock of human capital, which also, through the embodiment of technical knowledge, provides the basis for innovation.
- 1.7. Research examining the causes of international productivity performance suggests that differing levels of skills play an important role. For example, estimates have been presented which suggest that between half and all of the UK productivity gap with Germany can be explained by skills differences.

The DfES (1993) report *The Cost to Industry. Basic Skills and the UK Workforce* set the agenda which estimated the cost to industry to be annually £4.8 billion in loss of productivity. This informed the landmark *Moser Report* (DfEE,1999a), *A Fresh Start*,

Inclusion or Selection?

which estimated 7 million adults in England have difficulties with literacy and numeracy, a bigger proportion than in any other western country apart from Poland and Ireland. The report initiated the national *Skills for Life* programme which includes learning difficulty and/or disability categories. A later study (Feinstein, 2003) further developed the Moser Report investigation's concern of inequality of opportunity and employment prospects by following through the 1970 cohort study which complements a previous study (Feinstein, 1999) evaluating pre-school education inequalities. It would seem the argument to enhance skill levels to transform society to a more equitable and fairer model are overwhelming but it is worth noting that Feinstein's work also explored social contexts, injustices, and attitudes as contributing variables, factors further detailed in Feinstein et al's (2004) study into inter-generational transmission of educational success. However, though the government did acknowledge to an extent the social factors arising from inadequate skill levels, the drive was arguably still economic-led and the DfEE (1999b) *Learning to Succeed* paper argued for a new approach to post-compulsory learning compounded by the DfEE (2000) *Skills for All* whose drive was to raise skill levels to meet the estimated 65% to 70% of employment opportunities requiring a level 3 qualification by 2010. It noted that only 41% of UK 25-28 year olds had such a qualification in 1998 and for 19-21 year olds it was 43%. But, The Moser Report aside, arrangements for special needs or disability categories appear to be secondary largely ignoring Meager *et al* (1998) findings that disabled people are more likely than non-disabled people to work in manual and low skilled occupations. Burchardt (2005) reinforces such inequalities with disabled young people compared with non-disabled are

Inclusion or Selection?

at age 16/17 twice as likely to be out of work, at 18/19 nearly three times as likely and at age 26 four times as likely to be unemployed or involuntarily out of work.

Reports continued to flow. *In Demand: Adult skills in the 21st century* (Strategy Unit, 2001) was followed a year later by *In Demand: Adult skills in the 21st century – part 2* (Strategy Unit, 2002). They are detailed and comprehensive papers containing ambitious targets to increase the numbers achieving NVQ level 2 or equivalent, with the intention to further address basic skills need and increase the numbers involved in modern apprenticeships. The central tenet is framed on page 1 of the latter again in economic terms, “Our vision is that in 2010 the UK will be a society where Government, employers and individuals actively engage in skills development to deliver sustainable economic success for all.” It is worth reiterating the earlier point of a continuing absence of references to special needs or learning difficulties and/or disabilities.

Dovetailing with the above reports outlining the need to develop further skill levels, the Green Paper *14-19: extending opportunities, raising standards* ((DfES, 2002a) gave rise to *14-19: opportunity and excellence* (DfES, 2003a) which encouraged a higher level of collaboration between schools, colleges and work-based training providers and indicated that all KS4 students will undertake some form of work-related learning, DfES (2003b) *Work-Related learning at Key Stage 4* formalising the intent. With *Success For All* (DfES, 2002b) sandwiched in between, perhaps the skill reform strategies had largely been decided without the need for continuing consultation. The Green Paper stated, ‘The 14-19 phase must become more responsive to those with special educational needs’

Inclusion or Selection?

(1.23) though the National Autistic Society (2002, p.1) noted ‘there is little information in the rest of the Paper on how this will be achieved. As the purpose of the Green Paper is to create employable adults, the fact that no mention is made of the specific education and training of young people with autism spectrum disorders and other disabilities and their need to find employment represents a serious missed opportunity.’ NIACE (2002) responded cautiously and wondered whether community education could play a role and also bemoaned the lack of reference to family education, an interesting point given the lack of reference to the SEN transition plan and how this would function in the new arrangement (Maudslay, 2003). Taubman (2000) wondered whether the new arrangements organised and overseen by the then new Learning and Skills Councils would create a ‘dumping ground’ in further education for the less academic. Ainley et al (2000) saw the changes as creating pathways of learning shaped by social groups defined by ethnicity, class and ability, an observation having implications for special needs categories given that their numbers are likely to be disproportionately high (see Golden, et al (2003) above). Mackney (2002) wondered whether a tertiary tripartism was being created: ‘tertiary grammars (6FCs); technicals (CoVES); and moderns (General FE).’ These concerns hint at selection and again raise concerns of parity and equality for special needs groups and whether these changes represent a divisive curriculum model or one in which needs are being best met.

Whatever the concerns expressed, the momentum for change continued unabashed at a rapid rate. Skill attainment was reiterated as central to self development and necessary for economic sustainability exemplified in DfES (2003c) *Realising Our Potential*, with the

Inclusion or Selection?

DfES (2004) *Five Year Strategy for Children and Learners* culminating in the DfES (2005a) *14-19 Education and Skills Act* accompanied by the DfES, (2005 b) *Implementation Plan* and DfES (2005c) *Collaborative Arrangements to 14-19 provision*. It was a breathless year of change and now the arrangements and the government's policies had been formalised, ratified by parliament and agreed. The final affirmation of government policy was encapsulated in The Leitch Report (2006), *Prosperity for all in the global economy – world class skills*, which among a string of recommendations supports the 14-19 reforms though it is hard to find any clear reference to disability unless one includes basic skills as a category. Outside of the 14-19 Education and Skills Act was the LSC (2004) paper *Guidance for FE Colleges providing for Young Learners*, an invaluable and perhaps long overdue document given the numbers of young people already studying in post-compulsory centres. It emphasises the imperative of collaboration, information sharing, CPD and bullet points a series of good practice points including (p.13) '*For young learners who are statemented as having special educational needs, provide a copy of their most recent statement.*' It is this document that provides the fulcrum for the small scale research project outlined below.

Study of support available for young SEN learners of school age attending post-compulsory institutions.

The small scale study was conducted in late 2006 and involved 15 further education colleges. 73 lecturers delivering vocational programmes to 614 14+ year old learners completed the questionnaire in the presence of the researcher. Confidentiality was assured. Two only requested clarification, both querying *statement of special educational needs*, as they were unfamiliar with the term. The findings were as follows:

Inclusion or Selection?

- Of the 614 young people studying, only 29 were formally notified to lecturers as having additional needs, the information being provided by the school. All 73 lecturers however felt their groups included a range of learning difficulty categories, challenging and disruptive behaviour being the most common cited. Only 8 lecturers knew who the school SENCo was. Contact with him/her was described as 'occasional' and 'infrequent'. These 8 lecturers had seen statements, the other 65 had not. This raises real concerns as to whether the SEN statement was being adhered to (a legal requirement) and how this was being measured.
- Including the above 29, 42 lecturers had received some information from the school before studies commenced. This varied from a detailed profile (two) to general information gleaned from informal contact with the school. 24 had received no information whatsoever. Overall, information sharing was identified as: excellent – 2, good -4, satisfactory – 27 , poor - 16 and non-existent – 24, The two lecturers who had SENCo contact were the ones in the 'excellent' category and represented two colleges only.
- Formal contact with the school (defined on the questionnaire as 'minuted meetings') varied. 2 had weekly contact, 5 fortnightly, 26 monthly, 34 termly and 6 had no formal contact at all. However, 29 lecturers had on average informal weekly contact by telephone, all noting the conversations were mostly referring to disciplinary issues. Generally, informal contact was not an established pattern and was usually only made if a difficulty had arisen.
- Only 19 lecturers received from the school classroom support in the college setting. 9 respondents described it as 'ad hoc', 4 'regular' and 6 as 'full time Teaching Assistant'. Interestingly, of these 6 with a TA, only one was from a college with SENCo contact.
- 51 lecturers viewed the arrangement as a 'dumping ground' (term taken from Taubman (2000) above) and even with the concerns the above data suggests, they

Inclusion or Selection?

were mostly positive of the benefits to the young people. The majority felt the young people were gaining new skills and past experience suggested up to 80% of the young people would join the colleges on leaving school and continue their studies on a full time basis. They were accruing basic vocational qualifications and achieving in new areas unavailable in schools. All but two felt they were insufficiently involved in the selection process in the schools and young people were frequently changed to different pathways by the college more akin to their particular interests and learning needs. All 73 lecturers conducted their own initial assessments or were forwarded simple screening tests by college support colleagues. Disruptive and challenging behaviours were cited as the most challenging aspect of teaching these groups. Only seven had experience of working in schools. Most lecturers felt described themselves as 'ill equipped' to efficiently perform their new role and several were resentful managers had timetabled them without consultation into this specialised area. 9 colleges employing 47 of the sample had delivered in-house staff development, mostly on the legal requirements though all 73 lecturers felt they would benefit from more sessions.

It must be emphasised this is a small study but it is clear a number of difficult issues are highlighted. Across the sector, practice may be better than found here and it might be more profitable to note the issues discovered as a means of evaluating what should be happening and how it could be achieved. A summation follows highlighting the consequences of the findings and how they can be resolved.

5. Conclusion.

Several contentious issues arise from the study, the most significant perhaps being whether colleges are meeting their legal requirements. *The Disability Discrimination Act 1995* as amended by the *Special Educational Needs and Disability Act 2001* part 4 and the *Code of Practice Post 16 COPP 16* (July 2002) require that schools and colleges do

Inclusion or Selection?

not subject students with disabilities to less favourable treatment and should accordingly make reasonable adjustments. It could be ironically argued the SEN groups are not receiving a less favourable service than the peers given the apparent general lack of co-ordination, information sharing and communication between the schools and colleges indicated by this study. This though is a pedantic and overtly simplistic interpretation in that it does not recognise the learning needs and act accordingly. A particular concern is the lack of specific information from the schools especially with regards to the statement. The Learning and Skill Council's (2004) guidance (see above) notes a copy of the young person's most recent statement should be available which this study suggests was not the case. This questions whether parity of learning experience between disabled and non-disabled learners was achieved and therefore whether the Act's requirements had been fulfilled. Part of the *Learning and Skills Act 2000* has a section explaining every school leaver with a statement of special educational need should have a written assessment of their needs and one wonders given the scenario uncovered in this study the extent this is being applied nationally?

The majority of the difficulties the study highlights could be easily resolved by information sharing between the two sectors, which fell into categories of 'poor' or 'non-existent' is a concern. A term used by one respondent as the classroom situation having an 'integrated model' might just be a loosely applied term or could be a reflection of the approach favoured from the 1970s to the mid-1990s which is merely a social model of practice. This has been superseded by a more inclusive paradigm as described earlier and the Learning and Skills Council (2005) *Through Inclusion to Excellence: A Summary and*

Inclusion or Selection?

Consultation Document begins to address the issues of learners with learning difficulties and/or disabilities and includes reference to the influential *Tomlinson Report* (FEFC, 1996). A new DfES (2007) report proffers a new ‘person-centredness’ approach via consultation and collaboration between agencies to support learning difficulties and/or disabilities groups in post-compulsory provision though there is only a small section on 14-19 provision which is surprising.

Linked to the inclusion agenda, the arrangement between schools and colleges questions the very nature or philosophy of inclusive practice. Does the splitting of the academic and non-academic and by implication sections of special needs categories match learning to need or is it a form of division or selection? This study shows the lecturers, whilst expressing concerns of support and expertise, felt the majority of learners were benefiting. This is a difficult and contentious issue. Defining inclusion is problematical in that it is a multi-faceted concept but a common theme is the recognition of rights, the previously noted *Salamanca Statement* (UNESCO (1994) being a strong starting point. Given this study’s findings, it is difficult to recognise the implementation of point 1 of the statement urging governments to , “*give the highest policy and budgetary priority to improve the education system to enable them to include all children regardless of individual differences or difficulties.*” The scenario rather appears to be schools have identified groups of young people who they perceive as benefiting most from vocational programmes as opposed to designated ‘academic’ studies and with little co-ordination with colleges they are being taught, largely unsupported.

Inclusion or Selection?

As noted above, only seven lecturers had experience of working in schools, and though no appraisal of qualifications was conducted, it is a fair assumption the other 66 did not have any recognised school level teaching qualification. This again raises concerns of parity and equitability of delivery across the two sectors and whether those young people that stay in school experience different approaches to teaching and learning compared to those attending a college. It is possible that lecturers have as a career choice chosen post-compulsory education as a preferred option but now find they are acting as school teachers on a lower pay scale. The study clearly shows an expressed need from all of the lecturers involved for more training.

To conclude, sadly the findings of this study suggest there are concerns to be addressed as to whether young SEN learners are being provided with a supportive and learner-centred educational experience. Information sharing between schools and colleges seems to be insufficient and co-ordination arrangements ad hoc. Staff in colleges are motivated but express concerns as to their level of expertise in meeting the young learners' particular needs. It could be argued the new 14+ arrangements create possibilities for a new way of addressing learning needs and begin to equip identified groups with new skills, equipping them with employable skills. On the other hand, perhaps cynically, the arrangements reflect schools safeguarding their league table status. Certainly, there are now new opportunities to gain hitherto unreachable qualifications at an earlier age but it all leaves an uneasy feeling that schools unable to provide an inclusive ethos and reach certain groups of young people, particularly SEN categories, have adopted an official government initiative as a means of indirect exclusion by covert selection procedures.

Inclusion or Selection?

Whatever the arguments, this study suggests present arrangements are not conducted in a fair and equitable manner necessary to meet perceived developmental needs.

Inclusion or Selection?

Bibliography

- Ainley, P., Smith D., Watson J. and Yeoman, S. (2000) *Report to the ESRC on research into progression and pathways in 16-25 Education and Training*. ESRC
- Blandon, J., Gregg, P. and Machlin, S. (2005) *Intergenerational Mobility in Europe and North America*. London: Centre for Economic Performance. London School of Economics and Political Science (LSE) with The Sutton Trust.
- Burchardt, T. (2005) *The education and employment of disabled young people. Frustrated ambitions*. Bristol: Joseph Rowntree Foundation and The Policy Press.
- Centre for Studies on Inclusive Education (CISE), (2002).. The Inclusion Charter. <http://inclusion.uwe.ac.uk/csie/charter.htm> (accessed 25th June 2007).
- Clancy, B. (2004) Colleges inspire under-16 learners. *Times Educational Supplement*. 13.2.04.
- Darlington, C. (2003). The challenges of effective inclusion. *Times Educational Supplement*. 19.09.03
- Department for Education and Employment (1999a) *A Fresh Start. Improving Literacy and Numeracy. The Moser Report*. London: DfEE.
- Department for Education and Employment (1999b) *Learning to Succeed: A New Framework for Post-compulsory Learning*. London: DfEE.
- Department for Education and Employment (2000) *Skills for All: Proposals for a National Skills Agenda*. London: DfEE.
- Department for Education and Science (DES) (1978) *Special Educational Needs (The Warnock Report)*. Report by the Committee of Enquiry into the Education of Handicapped Children and Young People. London: HMSO.
- Department for Education and Skills (1993) *The Cost to Industry: Basic Skills and the UK Workforce*. London: DfES.
- Department for Education and Skills (2002a) *14-19: extending opportunities, raising standards*. London: DfES.
- Department for Education and Skills (2002b) *Success for All. Reforming Education and Training*. London: DfES.
- Department for Education and Skills (2003a) *14-19: opportunity and excellence*. London: DfES.

Inclusion or Selection?

Department for Education and Skills (2003b) *Work-Related Learning at KEY Stage 4*. London: DfES.

Department for Education and Skills (2003c) *Realising Our Potential*. London: DfES.

Department for Education and Skills (2004a) *Five Year Strategy for Children and Learners*. London: DfES.

Department for Education and Skills (2004b) *14-19 Curriculum and Qualifications Reform. The Tomlinson Report*. London: DfES.

Department for Education and Skills (2005a) *14-19 Education and Skills Act*. London: DfES.

Department for Education and Skills (2005b) *14-19 Education and Skills Implementation Plan*. London: DfES.

Department for Education and Skills (2005c) *Collaboration Arrangements for 14-19 provision*. London: DfES.

Department for Education and Skills (2006) *Further Education: Raising Skills, Improving Life Chances. Executive Summary*. London: DfES.

Department for Education and Skills (2007), *A Joint Strategy between the DfES, DH and DWP in the role of Further Education and Training in Supporting People with Learning Difficulties and/or Disabilities to Achieve Fulfilling Lives*. London: DfES.

Farrell, P. and Ainscow, M. (2002) Making special education inclusive: mapping the issues. In p. Farrell and M. Ainscow (eds) *Making Special Education Inclusive*. London: Fulton.

Further Education Funding Council (1996) *Inclusive Learning. Report of the Committee on Students with Learning Difficulties and/or Disabilities*. Coventry: FEFC.

Feinstein, L. (1999) *Pre-school Education Inequalities? British Children in the 1970 Cohort*. London: Centre for Economic Performance and University College.

Feinstein, L. (2003) Inequalities in the early cognitive development of British children in the 1970 cohort. *Economica* no.70. Issue 277.

Feinstein, L., Duckworth, K. and Sabates, R. (2004) *A Model of Inter-generational Transmission of Educational Success*. Centre for the Wider Benefits of Learning. London: DfES.

Inclusion or Selection?

- Golden, S., Nelson, J., O'Donnell, L. and Morris, M. (2003) *National Evaluation of the Increased Flexibility for 14-16 Year Olds Programme*. London: National Foundation for Educational Research.
- Hall, V. (1994) *Further Education in the UK*. London: Collins.
- House of Commons Education and Skills Select Committee (2006), *Special Educational Needs*. Third Report of Session 2005-06. Volume 1. HC. 478-1. London: The Stationery Office.
- Joshi, H. and Verropoulou, G. (2000), *Maternal Employment and Child Outcomes. Analysis of the British Cohort Studies*. London: The Smith Institute.
- Learning and Skills Council (2004) *Guidance for FE Colleges providing for Young Learners*. Coventry. LSC. Funded by AOL and LEACLAN.
- Learning and Skills Council (2005) *Through Inclusion to Excellence: A Summary and Consultation Document*. Coventry: LSC.
- Leitch Report (2006), *Leitch Review of Skills. Prosperity for all in the global economy – world class skills*. London: H.M. Treasury office.
- Mackney, P. (2002) Presentation to *Beyond Success For All* conference. London: 3.12.02
- Maudslay, L (2003) Policy changes in post-school learning for people with disabilities and learning difficulties: the implications for practice. Oxford: National Association of Special Needs (NASEN). *Support For learning. Vol. 18.1.2003*.
- Meager, N., Bates, P., Dench, S. and Williams, M. (1998) *Employment of Disabled People. Assessing the Extent of Participation*. DfEE Research Department. RR69 1998.
- Nash, I. (2006) Former teacher and 'Blair Babe' schools minister Jacqui Smith talks to Ian Nash about her latest task – the 14-19 education and reform training programme. *Times Educational Supplement*. 10.3.06.
- National Autistic Society (2002) *The 14-19 Green Paper. Extending Opportunities, Raising Standards*. Available at www.nas.org.uk. (accessed 25th June 2007)
- National Institute of Adult Continuing Education (2002) *14-19: extending opportunities, raising standards. A Commentary and Response from NIACE*. London: NIACE.
- Public Enquiry Unit (2002). *Developing Workforce Skills: Piloting a New Approach* London. H.M. Treasury.

Inclusion or Selection?

- Skidmore, C., Cuff, N. and Leslie, C. (2007), *Invisible Children*. London: The Bow Group.
- Smith, D. (2002) *ATL says proposals for Green Paper may not go far enough*. Press Release. 8.2.2002. London: Association of Teachers and Lecturers.
- Strategy Unit (2001) *In Demand. Adult Skills in the 21st Century*. London: Cabinet Office.
- Strategy Unit (2002) *Adult Skills in the 21st Century part 2*. London: Cabinet Office.
- Taubman, D. (2000) Learning bill is under way. *NATFHE Journal*. April 2000.
- United Nations Educational, Scientific and Cultural Organisation (UNESCO) (1994) *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
- Whittaker, M. (2006a), Wayward pupils a cause for concern. *FE Focus. Times Educational Supplement*. 31.3.06.
- Whittaker, M. (2006b), Flexibility is the key. *Times Educational Supplement*. 10.3.06.