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- Training and developing the skills of other professionals, for example teachers and early years staff, to improve children's attainment and achievement
- Highlighting the importance of understanding the interactive nature of assessment, teaching and learning – where adults and children can build new ways of responding to each other in different contexts, and over time
- Working directly with schools to think about the needs of the whole child and reach solutions which overcome barriers to learning by building on the strengths and assets of individual children and their families.
- Aiming to ensure that assessment and planning for children and young people leads to their successful inclusion in their class, school and community
- Using research to inform the development of targeted and universal services and the implementation of effective interventions in local authorities
- Supporting effective transitions (early years into primary, primary to secondary and secondary to post school) to ensure young people are eventually successful in employment, further education or training
- Highlighting the importance of young people developing transferable skills and flexible attitudes to respond to this changing world of work
- Working with others to make sense of what's happening and how people think, feel and behave so that children and adults can make informed choices and decisions
- Encouraging families and children with Additional Support Needs to foster an optimistic view of the future through awareness of strengths and capabilities