An Exploration of Effective Inclusive Pedagogy for Children with Special Educational Needs who Exhibit Challenging Behaviour in Mainstream Primary Schools in England
Seeking ways to escape from the inclusion-exclusion maze

Lynda Kay

A thesis submitted to the University of Gloucestershire in accordance with the requirements for the degree of Doctor of Philosophy in the School of Education and Humanities

July 2023

Abstract

Lively learners, otherwise known as children who exhibit challenging behaviours [CB] in schools, have been a topic of concern over many years. Many lively learners have special educational needs and are highly represented in the statistics for exclusion from primary schools in England. This circumstance highlights issues relating to pedagogical approaches that, and teachers' preparedness to, effectively manage CB. A variety of factors may underlie CB including speech, language and communication needs [SLCN]. The aim of this research was to explore factors of, and further possibilities for, effective pedagogy for children who have SLCN and exhibit CB in mainstream primary schools in England. The research employed Cultural-Historical Activity Theory as a methodological frame. The theoretical framework drew on a combination of Sen's Capability Approach and Bourdieu's concepts of Field, Doxa, Habitus and Capital. Data was gathered in two phases in an inner-city primary school. Phase One involved semi-structured interviews with seven adults, group interviews with 16 children, and observations and conversations throughout the period of the study. Phase Two utilised Developmental Workshop Research [DWR] labs to engage adults in exploring tensions in practice, and for conversations between children and their teachers, using visual approaches, about factors that influence participation in learning.

The crucial role of a shared comprehension of inclusion, and of positive relationships, emerged from analysis of the data. The school constructed those relationships through a triadic lens of attunement, attachment and emotional security. Mental framing of behaviour as communication was identified as valuable to aid identification of causal factors underlying CB. SLCN was not routinely considered by teachers in this process. Examination of policy, literature and theory informed the construction of a typology of inclusion and exclusion, that offers a novel contribution to the field of inclusive education. The thesis concludes with recommendations for policy-makers, practice and for research aimed to support the continued development of effective inclusive practice that enables the successful participation of lively learners in education.

Declaration

I declare that the work in this thesis was carried out in accordance with the regulations of the University of Gloucestershire and is original except where indicated by specific reference in the text. No part of the thesis has been submitted as part of any other academic award.

The thesis has not been presented to any other education institution in the United Kingdom or overseas. Any views expressed in the thesis are those of the author and in no way represent those of the University.

Signed: Date: 21st July, 2023

doi: 10.46289/9NB85CR2

Contents

List of Tables

List of Figures

Abbreviations and Glossary

AT – Advisory Teacher

CB – Challenging Behaviour

CHAT – Cultural-Historical Activity Theory

CI – Communication and Interaction Needs

DfE – Department for Education

DoH – Department of Health

DWR – Developmental Workshop Research

EHCP / EHC Plan – Education, Health and Care Plan; *a legal document that explains the child or young person's needs, outcomes identified for them to achieve, and the provision that should be implemented to address their needs and enable their participation in education and achievement of the outcomes.*

HCESC / HCEC - House of Commons Education and Skills Committee / House of Commons Education Committee – *a select committee that examines policy, administration and budgetary decision-making of the Department for Education.*

IWM - internal working model

LA – Local Education Authority

Learning Walks – school procedure of observations and examination of classroom practice

MEd. – Masters in Education

RO – Research Objective

SEMH – Social, Emotional and Mental Health Needs

SEN – Special Educational Needs

SENCO – Special Educational Needs Coordinator; *this person holds responsibility for strategic leadership of SEN provision in a school*

SEND CoP or CoP – Special Educational Needs Code of Practice

SLCN – Speech, Language and Communication Needs

SLT – Senior Leadership Team

TA – Teaching Assistants

UDL – Universal Design for Learning

Chapter 1 Introduction: Stuck in the inclusion-exclusion Maze: starting the adventure

This chapter presents the genesis and rationale for the research, the research aim and objectives, and an overview of the research and of this thesis.

1.1 Experiences of the inclusion-exclusion maze

At the heart of any classroom are the teacher and the learners. On the surface it appears the teacher makes decisions regarding pedagogy, the structuring of the learning environment, and of the activities within it; this implies a high degree of autonomy and free choice, as though the world of the classroom exists in a vacuum. However, deeper investigation reveals that these inhabitants of a classroom are situated within concentric rings of distinct, yet interrelating, external influences upon pedagogical decision-making. Additionally, innate factors (within both teacher and learners) such as life-experiences, characteristics, personal values and beliefs also shape decision-making. Consciously and subconsciously, the teacher mediates all these influencing elements in their planning and enactment of pedagogy.

For much of my professional career, this is the part I have enacted. First as a classroom teacher in primary schools, then working to support and develop colleagues as Special Educational Needs Coordinator [SENCO] and senior leader, and then more widely through my role as Specialist Advisory Teacher [AT] for Special Educational Needs [SEN] in a shire county in England. Reflecting over my 26 years as primary school teacher, there was very little if any time given to critically analyse policy within staff discussions in schools. During that period new educational policies and reforms rolled in like relentless waves on a beach. The focus of discussions each time a new policy was introduced was about 'how do we make this work for our children'. It was only when I undertook my MEd. Inclusive Education studies that I was introduced to space to think, reflect, analyse and debate differing perspectives; this was transformative and emancipatory. It was like being fitted with new lenses for my glasses. The world in education as I had experienced it endeavouring day in and day out to make a difference for the children I taught directly or supported, was viewed in a whole new way. My colleagues observed this in the critical questions I asked and the ideas I brought to the staffroom during formal and informal discussions. This changed our debates about curriculum, policy and practice ...we talked much more about the 'whys' and

'how do we knows' rather than 'how do we do this'. Of course, the practicalities of day-to-day enactment of learning and teaching were still a significant part of our dialogue.

My research aim has its origins in my interests, passions and life experiences, that have stimulated questions related to solving the real-life problems I was grappling with, and a desire to develop a deeper understanding of the complexities involved (Bryman, 2016; Shah and Al-Bargi, 2013). I was fortunate to work in schools that had diverse learning communities, some more so than others. These schools encouraged and shaped my passion for inclusive education; my belief that all children should feel that they belong, are valued and can participate fully in learning and social activities. For me, this is about being on a never ending but rewarding journey of learning about and developing practice; the *magic moments* when a child experiences success act to sustain and encourage that journey. However, in my Advisory work and in my teaching at University, I have worked with educational practitioners who have not shared this passion. For some the classroom community is viewed through a binary lens with narrow convictions of who belongs in their mainstream classroom and who does not. I have witnessed over time a growing perception of exclusion (formal and informal) as an acceptable everyday tool in the teacher's regular toolbox of strategies to manage behaviour and learning in their domains. This is a huge change from exclusion being perceived an extreme measure, used rarely. For me, and a growing number of voices in wider society (Middleton and Kay, 2020), this is of huge concern. In my work to support teachers, children and young people and their families, there have been times when I felt stuck traversing a never-ending maze trying to resolve issues and find positive solutions to support learners and eradicate barriers to their participation in education and to persuade all that inclusive approaches, rather than exclusion, would be the most effective resolution.

1.2 Wider systems in England that influence the maze

Many of the children that were on my caseload in my Advisory Teacher role could be regarded as *lively learners.* This term was used by a close colleague to describe children who exhibit challenging behaviour in classrooms, and I have adopted this term in my own dialogue about practice. Many of the *lively learners* I have been privileged to work with have had undiagnosed language and communication difficulties. The case of Vignette 1 in Appendix 1 illustrates this. Even when a language and communication difficulty was

identified, frequently inappropriate pedagogical strategies and approaches have exacerbated those lively learners' difficulties with participation in learning and social aspects of school. These children are at high risk of exclusion, as evidenced by the repeated patterns in the annual statistical release from the Department for Education [DfE] statistics.

1.2.1 Exclusion and Challenging behaviour

Exclusion and challenging behaviour [CB] are frequently linked because behaviours classified as challenging are frequently cited as reasons for exclusion, which is the most severe sanction schools are able to implement (Middleton and Kay, 2020; Pomeroy, 2000). The statistics for exclusion from primary schools in England reveal a high prevalence of children with SEN that have experienced the sanctions of permanent or temporary (suspension) exclusion (DfE, 2023). This pattern has been identified to be persistent over time (Choudry, 2021; NASEN, 2019); similarly, the trajectory of rising numbers of exclusion over time has been noted (Martin-Denham, 2020a; 2020b). Exclusion has been subject to keen attention in news reports, social media and academic research in recent years (Middleton and Kay, 2020). The most prevalent reasons for exclusion in primary schools are behaviours classified as persistently disruptive or as physical or verbal assault (DfE, 2023).

Elucidations of CB are subject to individuals' perceptions of the notion of disruptive or difficult behaviours (Martin-Denham, 2020b, p.21). My professional experiences concur with this contention. Germane to this, Rae, Murray and McKenzie (2011, p.296) contend that teacher knowledge has a positive influence on effective pedagogical approaches for CB. This suggests that such knowledge may influence teacher perceptions of CB. Definitions of CB usually encapsulate descriptions of behaviours that negatively affect the learning of the child exhibiting the behaviour or of their peers. Additionally, concerns that these behaviours are difficult for teachers to successfully manage in a classroom situation may be included. CB has been reported to elicit stress for teachers (McGuckin and Síorán, 2021; Rae, Murray and McKenzie, 2011). Managing behaviour is an expectation of Teachers Standards (DfE, 2012) and behaviour is considered within inspections of schools (Ofsted, 2022); thus, the ways in which behaviour is managed in schools is subject to accountability judgements. This circumstance may be argued to act as a disincentive to schools to keep children who exhibit CB on their roll (Timpson, 2019, p.11). Indeed, managing behaviour is a key focus of schools alongside that of academic and social-emotional skills. However, teachers may feel

unprepared to manage CB, or the complex needs that may underlie the CB (Timpson, 2019; Rae, Cowell and Field, 2017), and has been identified as a causal factor of teachers deciding to leave their school or to change their occupation (Timpson, 2019).

Explanations of exclusion have included phrases that portray vivid pictures, for example '…barred from school…'(DfE, 2017, p.56) and '…forced absence from their classrooms…'(Hodkinson, 2012, p.678). In 2019, my reviews of literature and policy documents, at that time noted that there appeared to be an assumption that there was a widely shared comprehension of exclusion because definitions were frequently inferred rather than explicitly stated. Middleton and Kay (2020, p.3) define exclusion as,

> '…a sanction which may be employed by schools, within the remit of school leaders and governors. Exclusion means that learners are banished from attending school or from learning or social activities with their peers in the school environment.'

Interestingly, the most recent guidance from the Department for Education [DfE] (2022, p.12) changed the words used from '…barred…' used in 2017 to '…temporarily removed…' and '…no longer allowed...'. It may be that the new phrasing is less emotive; however, I do not have evidence or knowledge of the rationale for the changes made. In summary, exclusion from school may be for a short length of time, for specific periods of the day, or as a permanent sanction. Schools may also adopt internal exclusion as one of their approaches to manage behaviour. Middleton and Kay (2020, p.39) describe this as a

> '…short- to medium-term strategy used in response to learner challenges to school's behaviour or discipline policies.'

Such processes usually involve the child's removal from their usual classroom to another room or area in school; thus, they are away from their teacher and peers for some or all of the school-day (Martin-Denham, 2020a; DCFS, 2009, p.1). Hodkinson (2012, p.679) suggests that while teachers overtly express support for inclusive practice, they may covertly support internal exclusion or segregation.

1.2.2 Special Educational Needs and Speech, Language and Communication Needs

The current policy and legislative framework for SEN require educational settings and practitioners to include all children and young people, and to work in an anticipatory manner to meet the diverse needs of those learners. The SEND Code of Practice [CoP] (DfE/DoH, 2015) outlines the requirements that schools in England must adhered to

including a graduated approach to identification of needs and for development of provision, and the appointment of a qualified teacher for the SENCO role. The SEND CoP aligns with the requirements of Teachers Standards in its direction that children with SEN are the responsibility of their teachers (DfE/DoH, 2015, p.99). Echoing, the issues identified earlier with teachers' perceptions of preparedness to manage CB, the DfE (2018a, p.25) survey of newly qualified teachers identified that their participants felt '…less well prepared…' for teaching and assessing the progress of children with SEN and deploying support staff effectively. These factors are all important components of pedagogical practice. The low levels of preparedness felt by new teachers entering the workforce is highly concerning not least because high quality first teaching is a vital component of effective provision for children with SEN (Choudry, 2021).

Special Educational Needs is defined in the SEND CoP by DfE/DoH (2015, p.15) as:

> 'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

The CoP also explains that learning difficulties are evident when children have '…significantly greater difficulty in learning…' than those of their typically developing peers or if they have '… a disability which prevents or hinders him or her...' from accessing the amenities and resources typically provided in mainstream settings (DfE/DoH, 2015, p.16). Four key areas of need are outlined by the SEND CoP. Two of those areas pertinent to this thesis are Communication and Interaction [CI] and Social Emotional Mental health [SEMH] needs. Speech, Language and Communication Needs [SLCN] falls within the umbrella of CI. The SEND CoP recognises that each child with SLCN has a unique profile that may include one or more of difficulties with comprehending language, expressing themselves or with understanding and using social aspects of communication (DfE/DoH, 2015, p.97). Echoing the concerns I explained earlier, witnessed in my professional experiences, research studies have identified that teachers may not have knowledge of SLCN needs (ICAN/RCSLT, 2018; Dockrell *et al*., 2017), that may be compounded by a paucity of tools that schools can employ to identify the potential of SLCN and the low priority given to oral language skills in the education system (Dockrell and Hurry, 2018). This concern is heightened when considered in relation to research findings that have identified language and communication skills to be vital to children's learning (Dockrell and Marshall, 2015, p.122), and that children who have SLCN are at greater risks of social-emotional difficulties (Yew and O'Kearney,

2015; Dockrell *et al*, 2014). Returning to CB, SEMH is the broad area of need that is frequently used to categorise children who exhibit CB. The SEND CoP (DfE/DoH, 2015, p.98) defines SEMH as manifesting with behaviours that are '...withdrawn or isolated...' or '...challenging, disruptive or disturbing...' that,

'... may reflect underlying mental health difficulties...or disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.'

Although SEN is a term that has international recognition and use (Norwich, 2013), its use in English policy has been critiqued in terms of homogenising children who have a wide range of needs (Warnock, 2010), of enacting a '...pathologising function' (Glazzard, 2013, p.183) and focusing on a too narrow a range of factors that impact on children's learning and development (Norwich and Eaton, 2015; Norwich, 2010).

The implementation of the SEN framework has been influenced by a complex intertwining of policy agendas that have acted to increase and decrease central control of educational practices (Williams-Brown and Jopling, 2021). This includes the economic environment that has affected schools' access to multi-professional work (Norwich and Eaton, 2015; Soan, 2006) and funding for resources and professional development (Martin-Denham, 2020a; 2020b; Lamb, 2019). Additionally, concerns have been raised that the shaping of pedagogical approaches employed by schools from the influence of the standards and accountability agendas have negatively impacted on social-emotional wellbeing (Glazzard and Stones, 2021) and feelings of belonging for children who exhibit CB, arising from circumstances in which their provision is largely delivered by pastoral staff (O'Toole and Soan, 2021).

1.3 Inclusion

Inclusion is in many ways a contested social construct that has a variety of interpretations (Hellawell, 2019; Florian, Black-Hawkins and Rouse, 2017; Norwich (2014b); Liasidou, 2012; Villa and Thousand, 2005). Liasidou (2012, p.5) illustrates this evocatively using the metaphor of a 'semantic chameleon'. Indeed, both inclusion and inclusive are frequently used maxims across a broad range of societal organisations to delineate values such as inclusion, belonging, social justice, human rights, and equity (Norwich, 2013, p.154). However, the many interpretations attributed to inclusion and the layers of complexity and questions that this creates elicits ambiguities (Farrell, 2017, p.2; Norwich, 2013, p.154), and sets up barriers to shared understandings of inclusion and to its implementation into

practice (Hellawell, 2019; Laisidou, 2012). The focus of my research is upon inclusion within education, rather than social inclusion more widely. The legislative framework surrounding Special Educational Needs (SEN) does not currently set out a clear definition of inclusion for adoption by schools and settings in England (Tutt, 2016). This has been argued by some researchers to have been a missed opportunity; indeed, Norwich (2013; 2014b) contends that the lack of a clear and shared understanding of terms such as inclusion and inclusive practice, elicits tensions for schools and practitioners. These are arguments that will be examined within this thesis.

The concerns raised in relation to the risks arising from the many ways in which inclusion is elucidated highlights that it is important for me to set out and explain the definition adopted for my research. I have chosen to adopt this definition for inclusion within education taken from Middleton and Kay (2020, p. 66) that identifies inclusion to be:

> '… a dynamic concept which is about developing organisations and practice, with a diverse community, within the principles of empowerment, emancipation and equity (Argyropoulos and Nikolaraizi 2009) based upon the concepts of equity and social justice.'

In my examination of definitions of inclusion, I noted that there appeared to be focus on either principles or practice; an analysis that Hellawell (2019) concurs with. Values and practicalities are both important to inform the development of inclusive practice; this suggests a bridge is needed between the two key foci within definitions of inclusion to facilitate the development of a definition that is clearly articulated and embodies principles and practice. Subsequently, this may support the shaping of practice guided by values (Ainscow *et al.,* 2012; Thomas and Loxley, 2007; Cowne, 2003). This may mitigate the risks raised by Laisidou (2012) of the inclusion construct becoming meaningless. However, it is important to be mindful that the incorporation of procedures and precise approaches within any explanation of inclusion is problematic because new knowledge and understanding regarding diverse characteristics and pedagogical approaches is developed through ongoing research (Middleton and Kay, 2020; Cornwall and Graham-Matteson, 2012). For example, Tutt (2007) notes that the changing complexity of learners' needs in schools has been one of the influences upon changes within school practices. Thus, the delineation of inclusion

needs to reflect the importance of practice evolving (Ainscow, 2020; Trussler and Robinson, 2015; Florian and Black-Hawkins, 2011) to increase schools' capabilities to effectively meet diverse needs of learners (Trussler and Robinson, 2015; Ainscow, Dyson and Booth, 2006, p.297).

My exploration thus led me to the conclusion that inclusion is a broad construct that is dynamic in nature (Middleton and Kay, 2020), underpinned by values that seek to empower all learners to be able to participate in education (Booth and Ainscow, 2011), and perceives diversity positively (Laisidou, 2012; Ainscow, 2005). This deduction informed the definition I have adopted for this research. To offer further support to my review of literature, research and policy and my analysis of the data I gathered in this research I adopted a framework of inclusion to complement my adopted definition.

I chose to adopt Middleton and Kay's (2020) framework, which is shaped through six dimensions that encapsulate the fundamental components of inclusion. The dimensions are shown in figure 1 below with a brief explanation of each dimension. Table 21 in Appendix 2 provides a deeper explanation of each dimension. These align closely with the inclusion definition adopted for this research and the rationale I outlined.

Learning & Difference: This dimension focuses on change. It encompasses the notion that learning facilitates change in everyone and that when educators welcome and demonstrate value of difference in their learners and colleagues, this has an emancipatory action (Middleton and Kay, 2020)

Praxis: This dimension draws on Freire's critical pedagogy and advocates for a critical and reflexive approach to considering research evidence and how it may (or may not) apply to the learners and learning environment in which their learning activities take place. (Middleton and Kay, 2020)

Social Justice & Human Rights: Human rights to education underpin participation in education and the crucial role of schools to enact this participation for leaners with diverse needs (Middleton and Kay, 2020)

Empowerment: When practitioners and parents and/or carers listen to children and young people and find ways to involve them in decision-making, this empowers them and bolsters their sense of identity. (Middleton and Kay, 2020)

Humanism: This dimension underpinned by ethical principles and empathetic concern for others (Middleton and Kay, 2020)

Creativity: Creativity within education extends beyond creative subjects, such as art, to the process of developing creative approaches to facilitate learners to demonstrate and communicate their knowledge and understanding (Middleton and Kay, 2020).

Hexagons (clockwise from top): Learning & Difference, Social Justice and Human Rights, Empowerment, Creativity, Humanism, Praxis, with central hexagon: **Framework for an inclusive approach to education**

Figure 1 Framework for an inclusive approach, presented within six dimensions

(adapted from Middleton and Kay, 2020, p.86)

1.4 Research Aims and Objectives

This chapter has explained that issues and concerns from research and my professional experiences together with the education policy and legislation form the background and underpinning rationale for this study. This has informed the formulation of the overarching aim for the study is:

Research Aim

To explore contributory factors of, and further possibilities for, effective pedagogy for children with special educational [SEN] who exhibit challenging behaviour in mainstream schools in England.

Three research objectives have been identified to support fulfilment of the aim:

RO1: To analyse the theoretical and policy contexts within which effective pedagogical practice is constructed and enacted for children with special educational needs [SEN] who exhibit challenging behaviour.

RO2: To observe, document and analyse the perceptions of the key actors in terms of the factors involved in effective teaching and learning experiences.

RO3: To investigate strategies for teachers and learners to co-construct effective learning experiences facilitated through the theoretical framework and methodological approach of Cultural-Historical Activity Theory [CHAT].

The research objectives were sequenced to reflect my initial investigation of theory and policy before I moved on to the empirical research to investigate teachers' and children's perceptions and experiences. The context for the empirical research was a mainstream inner-city primary school – Oakleaf is the pseudonym used for the school. RO1 engaged me in an examination of the influence of educational policy on the design and enactment of teaching and learning strategies in England. It facilitated identification of the opportunities, tensions and challenges that are elicited, and that have to be navigated by teachers for pedagogical decision-making. RO1 also engaged me in a scrutiny of existing empirical and theoretical literature to facilitate a deeper understanding of the influences upon current

practices. RO2 and RO3 enabled me to explore the focus of the research through the perspectives and experiences of all the significant actors within the context of Oakleaf. RO3 shaped my investigation of opportunities for teachers and children to discuss and critically reflect on learning activities together; and to investigate the influences that currently shape opportunities for children and teachers to co-construct learning activities. This has provided insights on future possibilities for co-construction of learning. RO1, RO2 and RO3 worked through each other to enable me to gain a deep understanding of the influences that shape the factors involved in construction of effective inclusive practice.

1.4.1 Effective

The inclusion of the word *effective* within my research aims and objectives was instinctive, because *effective* is word frequently employed within education. In my examination of the term effective within literature, I noted that often there appeared to be an assumption of a comprehension of effective. This suggests it is important to define effective for my research for the two purposes of clarity and to aid my analysis of the raw data collected in the empirical research. Support for this notion can be drawn from Biesta (2020, p.30), who contends within his explanation of the term *effective* that it is a '…process value…' because it relates to appraisals about the positive or negative impact of a particular process on an outcome under focus. Additionally, he highlights the importance of articulating clearly what or who is being considered, in relation to the assessment of the effectiveness of that process. Further illumination is provided from the use of *effective* within literature, research, and within dialogue in practice that intimate the notion of positive changes or a '…transformative...' impact (Moreton, 2020, p.70; Biesta, 2020). This adds to the notion that in considering whether something is *effective*, we need to identify the positive change we are focusing on and engage in activities to develop a deep understanding of the impact of processes employed to try to achieve that change (Soan, 2017; DfE/DoH, 2015, p.99, 6.37).

An examination of explanations of SEN provision, described as *effective* within literature highlights that the dimensions included often extend beyond a focus on a positive impact on academic skills, drawing on wider holistic aspects of learning and development (for example, Farrell, 2012; Wearmouth, 2016; Cowne, Frankl and Gershell, 2019, p.57). Arguably, this is an important consideration for my research that investigates factors that contribute to *effective* inclusive pedagogy in order to ensure alignment with my definition of inclusion and

the framework for an inclusive approach presented in section 1.3. This notion has informed the definition of effective provision adopted for my research, which I present next.

Effective denotes processes employed by teachers within educational policy and practice that act to make positive change and impact for children with SEN (Biesta, 2020) in relation to:

- feelings of being valued and belongingness (Killey, 2018, p.9; Mitchell, 2014);
- participation in learning activities (James and Pollard, 2011);
- progress with academic skills (Bartram, 2018; Wearmouth, 2016; DfE/DoH, 2015, p.99, 6.37);
- progress with social-emotional skills and with behaviour (Wearmouth, 2016, p.191; Farrell, 2012);
- enabling children to thrive (Bartram, 2018, p.9; Cowne, Frankl and Gershel, 2019);
- the use of assessment for, and of, learning (Soan, 2017; James and Pollard, 2011).

These processes are likely to engage educators with adopting reflective approaches within their implementation of theory and policy into practice to analyse their impact to determine positive and negative impact for their pupils and inform pedagogical decision-making (Boddison, 2019; Glazzard *et al.*, 2019; Soan, 2017).

1.5 Methodological Frame and Theoretical Framework

I employed Cultural-Historical Activity Theory [CHAT] as a methodological frame for my research. I drew on several research studies that have utilised CHAT as a methodological frame in their investigations of practices in education to aid my methodological decision-making. CHAT aims to comprehend the '… social and cultural drivers…' that fashion the conventions of an activity, such as educational practices, overtime and in the present-day (Capper and Soan, 2022, p.433; Lockley, 2016). Thus, my research aim aligns with the aim of CHAT. The tools provided by CHAT facilitated the practitioners at Oakleaf to engage with examination of current practice and the tensions, contradictions and issues that they identified had to be navigated in pedagogical decision-making. Second generation CHAT informed the formulation of interview questions for semi-structured interviews (Capper and Soan, 2022), that examined senior and middle leaders, teachers and a teaching assistant's understandings of factors that influence the shaping of effective inclusive pedagogy. Third

generation CHAT informed the planning of Development Work Research [DWR] labs that draw on the instrument of focus groups to facilitate the practitioners' scrutiny of practice as described above (Engeström, 2010; Edwards *et al.,* 2009).

My theoretical framework drew on the Capability Approach (Sen 1992) and Bourdieu's (1984) concepts of Field, Doxa, Habitus and Capital for its construction. This combination of conceptual lenses offered opportunities to gain insights that augmented the possibilities from only utilising one of them (Hart, 2012b). The Capability Approach (Sen, 1992) is a framework that focuses upon the freedoms that individuals have to fulfil their desired 'functionings' (goals) (Sen, 1992, pp.4-5); it recognises that capabilities to achieve desired goals (functionings) are shaped by an individual's competences, resources and values, and by the freedom (agency) that the individual actually has to be able to engage in specific activities and decision-making (Hart, 2012a; Nusbaum, 2011). This was important for my research because teachers' agency in pedagogical decision-making for inclusive practice is empowered and constrained through the influence of many internal and external dimensions. Bourdieu's concepts, underpinned by breadth of sociological research, work together to support investigation of human activity (Thomson, 2014; Jenkins, 1992). Bourdieu's theories and concepts facilitate a framework through which practice can be examined and debated (Grenfell, 2014), and facilitate consideration of the interplay between power-relationships (within the social and the policy context), and the resources (abstract, human and concrete) that teachers may draw on to inform their practice.

The Capability Approach (Sen, 1992) is an ethical and moral framework that aligns with the values of inclusion, equality and social justice (Terzi, 2005b); pertinent to both the key focus and the philosophical underpinnings of my research. However, reflection on the critiques of the Capability Approach that highlight the risks of too great a focus on individuals rather than social interaction (Robeyns, 2005) encouraged me to combine the capability approach with the conceptual lens that is pertinent to human interaction. For this reason, I drew on Bourdieu's constructs along with the Capability Approach construct a theoretical framework that combined these two conceptual lenses. My theoretical framework, constructed by combining Bourdieu's concepts and the Capability Approach, holds congruence with CHAT because all three acknowledge the influence of social customs, culture, rules and individual perception and goal and whether individuals actually have agency with decision-making.

This coherence is important because the interaction of the methodological and theoretical frameworks play a crucial role in enabling me to gain the deep understanding in order to fulfil the research aim.

1.6 Structure of the thesis

This section provides an overview of the chapters in this thesis to aid navigation of the thesis.

Chapters 2 and 3 present the field of reference employed for my research. These chapters present my review of government reports and documents, academic and empirical literature relating to the theory and policy context in which inclusive practice in education is constructed. Chapter 2 focuses on the policy content and chapter 3 focuses on pedagogy. These examinations informed the creation of a typology of inclusion and exclusion to illustrate the contexts in which pedagogical practice is constructed across the spectrum of ideologies and beliefs, presented in Appendix 3.

Chapter 4 presents the theoretical framework that forms my analytical lens for this research. The chapter starts by explaining the theoretical constructs and then set out my rationale for blending these to form my analytical lens.

Chapters 5, 6 and 7 explain the research design and the process I followed across the phases of my empirical research. Chapter 5 explains the ethical and philosophical foundations of my research design and the methodological framework employed. Chapter 6 presents the explanation and rationale for my strategy for gathering data and for mitigating the risks to the quality of my research. Chapter 7 explains the data analysis strategies that I employed to analyse the raw data gathered during phases 1 and 2 of my research.

Chapter 8 presents the interpretations of the data that emerged from the data analysis.

Chapter 9 discuss the findings of my research regarding factors that contribute to effective inclusive pedagogical approaches, and to answer the research objectives. These findings are discussed in relation to literature, that has provided the field of reference, and theoretical framework adopted for my research.

Chapter 10 concludes the research. It draws the findings together and discusses and answers each of the research objectives, critiques the research and provides contributions to, and recommendations for, policy, practice and research.

Chapter 2 **Literature Review Part 1: Wider contextual influences upon inclusive pedagogy and practice: society, policy and legislation - The dance across different tensions.**

2.1 Introduction: start the dance

This chapter explores the external contextual influences upon pedagogical decision-making and the construction of inclusive practice through two dimensions: societal perspectives, and policy and legislation. For me the examination of policy and legislation over time has reminded me of meandering my way along the Bayeux Tapestry exploring the events of William the Conqueror's conquest of England in 1066 and reflecting upon the impact this had upon England's society, laws and structures. Visualising the warp and the weft of the tapestry helped me to consider the broader context of policies and societal attitudes and beliefs in which education policy in England is situated. While policy may be developed in response to issues or concerns within society, its implementation into practice may elicit tensions and challenges arising from factors such as discord between policies, difficulties with resourcing, and from practitioners' disagreement with the policy (Curran, 2019). Ball's (2021, p.40) analysis of the policy context over the last two decades identifies a high profusion of new and amended policies; this circumstance has left Teachers without sufficient space to deliberate these policies, arguably situating them in the role of recipient, rather than influencer, possibly with accompanying feelings of impotence (Curran, 2019, p.89; Ball *et al*., 2012, p.63). A contrasting perspective is that new policies offer opportunities for collaborative critical reflection that facilitate change, especially when they align with areas already identified for development (Curran, 2019; Ball *et al.,* 2012). This circumstance offers empowering opportunities for Teachers to enact positive change (Curran, 2019; Ball *et al*., 2012).

Reflecting on this and the construction of inclusive practice, elicited for me notions of a dance that is choreographed in response to the tensions and challenges arising from the interplay of all the factors that have to be navigated. First, I examine the influence of societal perspectives on the dance, and then that of the policy and legislative context. My review of literature has informed the construction of a typology of inclusion and exclusion to illustrate the contexts in which pedagogical practice is constructed across the spectrum of ideologies and beliefs. Table 24 [Appendix 3] sets out my proposed typology of different

ways of thinking and operationalising practice, situated on a continuum ranging from exclusion and isolation to inclusion and equity.

2.2 Society: the influence of ways of thinking on the dance

Language used to denote disability or difference has changed across time (Hodkinson, 2019). Changing perspectives around semantics and the way in which disability is constructed have been influenced by both social and political views (Cordina and Wharton, 2021). The language and conceptualisation of disability is important because of the impact this has on the fashioning of education policy and practice, and educational opportunities for learners with special educational needs [SEN] (Hodkinson, 2019; Oliver, 2009; Slee, 1996). Moreover, other influences include changing perceptions of childhood (Qvortrup, 2017) and of children with SEN (Glazzard, 2011, p. 56). The meanings that underlie language and their implications for practice are examined within four dimensions: inclusion, models of disability, language of SEN and constructs of childhood.

2.2.1 Inclusion: political dimensions

Inclusion is identified to be '… a highly political act and political pursuit…' (Liasidou, 2012, p.28; Booth, 2000). Related to this, Thomas and Loxley (2022, p.x) and Graham and Slee (2008, p.278) suggest that the word inclusion has become used more for a positive optic within political rhetoric and documentation than forming part of a considered approach to decision-making. In a similar vein, Hodkinson and Williams-Brown (2022, p.4, p.19) and Thomas and Loxley (2022, p.x) frame this as inclusion becoming '…an international buzzword…'. These contentions suggest a need to analyse policy and legislation to aid comprehension of how inclusion is delineated by governments (Glazzard *et al.*, 2019, p.35; Graham and Slee, 2008), because policy and legislation reciprocally shape the organisational structures, processes and tools that influence the enactment of inclusion in practice (Thomas and Loxley, 2007, pp.94-95). This may be directly through policies that are specifically focused on education; and indirectly from the influences of policies related to other areas of government, such as related to economic policy that sets up agendas that direct financial decision-making for the funding of education (Thomas and Loxley, 2007). It is important to also acknowledge that there has been an influence from international sources, such as global organisations, including the United Nations [UN], United Nations Educational, Scientific and Cultural Organisation [UNESCO] and the organisation for Economic

Cooperation and Development [OECD] (Slee, 2014). Within the scope of my thesis, I focus on three elements of the political dimensions of inclusion:

- the construction of difference;
- the impact of neoliberalism and conflicting policy agendas;
- tensions between inclusion and SEND.

Difference

Difference and diversity are naturally occurring phenomena (Corbett and Slee, 2000). Conversely, the way in which difference is theorised and portrayed is socially constructed (Armstrong, Armstrong and Barton, 2000). The conceptualisation of difference plays a crucial role in the fashioning of policy and legislative frameworks that reciprocally fashion the enactment of exclusion and inclusion within educational practice (Barton, 1996). Consequently, whether difference is regarded something to be valued, or problematised and viewed as something that has to be addressed and resolved within society and policy, will each have a different influence on how the education system is constructed (Graham and Slee, 2008; Thomas and Loxley,2022; 2007, p.80; Ainscow, 2005). Corbett and Slee (2000, p.134) advance our understanding in their declaration that,

> 'Inclusive Education is an unabashed announcement, a public and political
> declaration and celebration of difference.'

In contrast to this declaration, their analysis of the policy context identifies that the construction of education systems has been underpinned by perspectives that repudiate notions of difference being valued. Echoing this, Thomas and Loxley (2022) and Hodkinson and Williams-Brown (2022) contend that notions of difference from a conceptualisation of typical or normal development have underpinned exclusionary actions across time. This may manifest as overt or implicit forms of exclusion (Thomas and Loxley, 2022) [This relates to the construction of disability through a medical lens, referred to as the medical model, which is examined further in section 2.2.3 of this chapter]. Moreover, Slee (2013, p.895) identifies that the ways in which legal frameworks and policy documents are articulated may sustain perceptions of disability, impairment and difference as '…a social burden.' Consequently, while the stated intention of laws and policies is to eradicate discrimination; the language employed works to perpetuate exclusion and the subjugation of human rights (Thomas and Loxley, 2022; Slee, 2013; Armstrong, Armstrong and Barton, 2000).

Policy makers' formulation of educational policy has been influenced from their keen interest in positivist and scientific approaches to the development of empirical evidence and theory (Thomas and Loxley, 2007). Indeed, Thomas and Loxley (2007, p.23) propose that this underpinned the expansion of specialist settings. One example to illustrate this is the research evidence presented by Cyril Burt, the first Educational Psychologist in London in 1913, that was underpinned by his beliefs in eugenics and later identified to be falsified (Chitty, 2014). His advice played an instrumental role in the shaping of the segregation according to ability in the education system outlined within the 1944 Education Act (Thomas and Loxley, 2007, p.35). Moreover, Thomas and Loxley, (2022) and Graham and Slee (2008) contend the medical model has dominated policy-makers' approaches to designing education systems in ways that act to channel teachers towards appraising learners' achievements through the lens of the *norm*. Thomas and Loxley (2022, pp.46-51) advance this perspective with their contention that the dominant influence of positivistic approaches to investigating issues relating to poor progress and attainment has engendered a focus on recommendations for strategies and procedures, akin to a medical focus on treatments, that disregard other forms of knowledge, such a teachers' knowledge and understanding about their pupils and the factors that are negatively impacting on their learning. One example of the manifestation of the influence of the construct of difference is the '…twin track system…' of specialist and mainstream settings that have been persistent within the education system over many decades (Hodkinson and Williams-Brown, 2022, p.4). Moreover, Tomlinson (2022, p.viii) highlights that The United Nations Convention on the Rights of Persons with Disabilities has determined that education systems that sustain dual structure of mainstream and specialist schools, such as have persisted overtime within England, does not hold coherence with the tenets of inclusion. The perceptions of the efficacy of special settings were predicated on beliefs about the best ways to address the needs of some children whilst '…safeguarding the efficient education of…' children in mainstream schools (Thomas and Loxley, 2007, p.37). Hodkinson and Williams-Brown (2022, p.4) identify that the influence of the positivist medical model, and the lens of the *norm*, is evident from the placement of children classified as disabled in special schools, without consideration of whether they could be successfully educated in mainstream settings.

Thomas and Loxley (2022) contend that notions of difference, normal, and beliefs about children's abilities to learn and progress are persistent in their enduring influence on the

ways in which educators act. This shapes actions that are both overt and subtly exclusionary. Graham and Slee (2008, p.282) draw on the work of Foucault to underpin their contention that the impact of the constructed norm presented within the legislative and policy framework sets up circles of power that act to categorise individuals and elicits assumptions about the expectations for the different groups that individuals are placed into. They caution that this situates policy makers and educators in making comparisons; it is socially created, but the prevalence of the use of a norm have engendered perceptions that believe the construct of the norm to be '…natural and true...' (Graham and Slee, 2008, p.281). Thomas and Loxley (2022) caution that this can have a homogenising effect on educators' perceptions and expectations of those children. Moreover, Slee (2013) identifies that this encourages educators to perceive that they are not equipped to teach children who have difficulties and disabilities and thus encourages segregation and demands for specialists. The influence of this on the perceived need for specialist consultants and resources is explored further in chapter 3. Insight into the negative impact of this is provided by Thomas and Loxley (2007, p.55) who contend that this subjects children to 'incarceration by smothering …[within] the cocoon of professional help.' This intimates an exclusionary action towards children, classified as different, and their families through the denial of their voice and agency in decision-making (Slee, 2011). Furthermore, Slee (2011, p.70) argues that special schools are '…a vital part of a political project to order and regulate the childhood population.' He identifies that in addition to denial of agency, this acts to segregate those children from their local communities and negative affects longer-term outcomes in life. Thomas and Loxley (2022) concur and advance this perspective contending outcomes for learners are not better at special schools than mainstream schools; a contention that is informed from their analysis of research studies investigating special schools [the issues raised in this examination of difference are illustrated by the segregation and spatial integration sections of my typology in table 24, Appendix 3].

Impact of neoliberalism and conflicting policy agendas
During the 1970s and 1980s, there was a considerable and fundamental shift in political ideologies from those that had been embedded in the period following the world war II. While it is important to acknowledge that there were differences in beliefs and principles (both explicit and nuanced), Thomas and Loxley (2022, p.115) summarise this shift as a move from beliefs in the importance of '…high levels of state economic intervention and welfare

provision...' for members of the population classified as vulnerable, to that of a keen on the efforts of the individual, that Slee (2014, p.895) frames as promoting '...competitive individualism.' The are two key strands to the shift in political ideologies: neoliberalism and neoconservatism (Bates, Lewis and Pickard, 2019). Neoliberalism places an emphasis on a free market economy that provides little intervention from the state so that government services are deregulated and marketisation is introduced, together with a focus on the individual working to ensure their own security and needs are met (Thomas and Loxley, 2022). Neo-conservativism has a keenness to preserve values that they perceive to be traditional, for example, '...nationhood, duty, hierarchy, family,' (Thomas and Loxley, 2022, p.115). This has negative connotations for the way in which inclusion is constructed and the state's role within its enactment, described by Thomas and Loxley (2022, p.116) as a '...corrosive influence...' on ideas extolling the importance of work to achieve equality and the valuing of difference in society.

Echoing notions of inclusion becoming a political buzzword, Thomas and Loxley's (2022) analysis of the use of inclusion within government announcements identifies that despite its frequent use, this appeared to have been empty of actual practical planning for developing inclusion within education. The ideology of neoliberalism has sustained its influence on political policy development across many decades and changes in the political persuasion of governments (Thomas and Loxley, 2022; Bates, Lewis and Pickard, 2019; Ball, 2013). Additionally, Slee (2011) contends that international organisations, such as the OECD and the World Bank, have acted as a conduit for extending the neoliberal construct of citizens as productive beings, through the medium of their education policies. The policies developed and implemented through the lens of neoliberalism have focused on measures to ensure efficiency, choice and accountability within the education system in order to address perceived shortcomings of the state system (Thomas and Loxley, 2022, p.118). One example of this, and the negative connotations for inclusion identified by Thomas and Loxley (2022), was the closing of sure start centres that provided early years education and support for vulnerable children and their families as an outcome of austerity measures (Thomas and Loxley, 2022, p.118); that subsequently constrained opportunities for early identification of need and access to support for those children and families.

Those neoliberal measures have included quasi-marketisation, choice, and competition that have shaped strategic and operational decision-making by schools and thus reciprocally the inclusive and exclusionary practices implemented within schools (Thomas and Loxley, 2022, pp.3-4). Thomas and Loxley (2022, p.116) draw on several studies to support their contention that this has had a '…segregatory impact.' Slee (2013) advances our understanding in his contention that policies and legislation underpinned by neoliberalism have introduced levers that act to appraise schools through a lens of measurable metrics. He argues that this acts as a catalyst for schools to engage in '…educational triage…', which may lead to exclusionary actions towards their pupils (Slee, 2013, p.895). Thomson (2020) concurs with this contention. Additionally, Thomson's (2020, p.30) analysis of research studies and media reports identifies that that these policies have precipitated a '…gaming culture' within schools; a circumstance in which schools draw on workarounds that exist in rules and policies to take actions aimed at enhancing their performance in relation to the measurable metrics used for school appraisal. She argues that this situates teachers in navigating tricky ethical decisions about whether to act in the best interests of their pupil(s) or their school at times when each of these conflict with one another. Examples of this include making decisions about which pupils will benefit from additional resources to improve outcomes or persuading parents to remove their child from the school (Thomson, 2020).

Further illumination is provided by Glazzard *et al.*'s (2019, p.36) analysis of policy documents that identifies that the language used aligns with the neoliberal philosophies. They contend that this reflects government priorities that have been keenly focused on ensuring a thriving economy, which has channelled focus within education policy towards the shaping of learners to be economically productive members of society. De Beco (2018, pp.21-22) contends that the main focus of education and schools has been shaped by government policies to develop individuals who will be economically productive for the benefit of the country who can react to market forces and adapt as needed, thus forms them to, '... become the subjects of "neoliberal-ableism"' (Godley, 2014, p.26, quoted by de Beco, 2018, p.21). Aligned with this, Glazzard *et al.* (2019, p.36) identify that neoliberalism places emphasis for learners to be '…able, productive, skilled, independent and enterprising…', and its influence on educational practice acts to marginalise and exclude those learners who experience challenge in mastering the skills and competences aligned to this profile. Thomas

and Loxley (2022) and Thomson (2020) concur with this analysis. Moreover, Salokangas and Ainscow's (2018) empirical research identifies that '…school improvement becomes a search for one-size-fits-all teaching approaches…' underpinned by the premise that these will enhance outcomes for all learners, disregarding influencing factors on learning such as diverse needs. This conflicts with research evidence that advocates for flexibility and adaptation in pedagogical approaches to respond to diverse needs. Together with the appraisal and performativity cultures in schools (Ball, 2013), this may channel teachers pedagogical decision-making in ways that do not benefit learners with diverse needs because of the high levels of control placed on their practice by leadership and governance of the school (Salokangas and Ainscow, 2018). Arguably, this sits in stark contrast to the framing and defining of inclusion within academic literature and research. Indeed, Biesta (2016) reminds us of the influence of language upon perceptions of, and actions implemented within, policy and settings for education. He identifies that the different interpretations of the vocabulary used impact upon the notions individuals and groups have about what constitutes the concepts of learning and education, and how these should be enacted.

Aligned with this, Slee (2013, p.904) contends that the impact of economic levers and funding systems within many countries encourage the categorisation of learners and the focus of the location for their education. He identifies that this also triggers categorisation as a learning difficulty and channels a focus on within-child deficits rather than a holistic approach that considers a broader range of dimensions that influence development, such as social economic status [illustrated by my typology, table 24 in Appendix 3]. Echoing this, Thomas and Loxley (2022, 2007) argue that the inflexible systems of funding mean that a child with complex need is automatically considered for special school rather than exploring using that same funding to enable mainstream to be able to effectively support the child. This is an important consideration because while human rights do not completely discount economic issues, this is not their main focus (De Beco, 2018). Concerningly, in light of Thomas and Loxley's (2022) identification of poorer outcomes for those children attending special schools, Slee (2011, p.109) contends that this calls into question the neoliberal argument that placement in special schools acts to protect children with SEN and disabilities from '…the unsympathetic culture of the regular school.' Further constraints arising from the neoliberal influences on inclusion are revealed by Slee's (2011, p.4) analysis of the rhetoric

and policies by governments (whose decision-making is underpinned by neoliberalism), that reveals many contradictions. Table 1 provides examples of this contention.

Table 1: Examples of contradictions between rhetoric and educational policies, both underpinned by neoliberalism [informed from Slee (2011, p.4)]

Content of spoken intentions	Content of policy
Develop 'flexible and adaptable' learners	**Acts to constrain choice owing to the implementation of a '…narrow national curriculum.'**
Develop 'autonomous learners'	**Acts to '…disqualify the role of mistakes (or failure in learning'.**
Encourage 'creativity'	**Enact '…uniformity and standardization.'**
Keenness for 'educational excellence'	**Disregards contextual factors within the appraisal of educational settings and systems**
Constructing 'professional learning communities'	**Acts to remove '…professional autonomy.'**

Arguably, these contradictions are important to note because of the negative impact this has for teachers working to develop inclusive practice to meet the diverse characteristics within their classrooms. Slee's (2011, p.109) response to this circumstance is to advocate for a fundamental change to the education system that acts to positively facilitate inclusive education.

Thomas and Loxley (2022, p.118) caution that focus should not be wholly on the impact of neoliberalism on inclusion within education; they contend that the neo-conservative keen belief in '…self-reliance, self-restraint and self-governance…' with its '…evaluative and moralizing intent...' acts to pathologise the people who are not categorised as '…"deserving poor" or "hard-working families" …'   Arguably, this suggests an encouragement of exclusionary practices rather than inclusive practices. The issues discussed in this section will be explored further later in section 2.4.

Tensions between inclusion and SEND

International conventions (for example, Convention on the Rights of people with Disabilities [CRPD] and the Salamanca Statement) delineate inclusive education as being vital to ensure that all children receive an excellent education (Byrne, 2022, p.303). Indeed, the UNESCO Education for All Monitoring Report 2020 has in its subtitle the phrase 'All Means All' and highlights a broad range of contextual dimensions that may negatively affect children's learning, such as poverty, war and displacement from the learner's home country, the world-wide pandemic, gender and disability (UNESCO, 2020). UNESCO (2020, p.6) make the declaration that education for all is fundamental to the construct of inclusive education. This perspective is echoed within literature (for example, Thomas and Loxley, 2022; 2007; Hodkinson and Williams-Brown, 2022; Booth, 2000). Slee's (2014, pp.11-12) analysis of educational policies from a range of international organisations, including UNICEF, UNESCO, OECD that fall under the goal of education for all, identifies that these have caused countries across the world to formulate policies, strategies and procedures for inclusive education. However, Slee identifies that while these are framed to encompass a wide scope, to align with the notion of education for all, they tend to focus on SEN. Echoing this contention, Hodkinson and Williams-Brown's (2022, p.256) analysis of policies and practice across a range of countries highlights that inclusion has been wholly focused on SEN. Thomas and Loxley's (2007) analysis of the context in England notes this pattern within the English context; they identify that a key role in this was the exclusion of wider dimensions that affect learning in the definition of SEN in the 1981 Education Act. Thomas and Loxley (2022, p.11) evocatively describes this narrowing of focus for inclusion to simply SEN, as adopting a '… one dimensional plane.' The concerns about the way in which SEN is defined in current legislative framework is examined further in sections 2.2.4 and 2.4.2.

Slee (2014, p.12) cautions that the tendency to perceive inclusion as SEN raises apprehensions about the influence this has on the construction and enactment of practice, specifically the procedures that are designed for identification and interventions. In a similar vein, Hodkinson and Williams-Brown (2022, p.256) contend that the focus on SEN within constructs of inclusive practice has helped to encourage the persistence of the segregatory dual system of mainstream and specialist schools. Slee (2011, p.121) advances this perspectives contending that when inclusion is conceptualised as being about meeting SEN needs, this encourages thinking to be channelled towards a focus on deficits and

impairments. Aligned with this, Booth (2000, p.91) and Riddell (1996) contend that the definition of SEN within the SEND Code of Practice 1994 '…exerted considerable power…' over the fashioning of practice and policy channelling a focus within education to within-child deficits. Booth proposes that this triggers, '…collective indifference,' towards those children identified with SEN needs, whereas inclusion aims to channel policy-makers and educators away from using the medical model within policy making and practice. Further exploration of the impact the ways in which SEN is defined within current policy in England is presented in chapter 3.

Slee and Allan (2001, p.177) draw out the tensions arising from this situation in the declaration that inclusion goes beyond a focus on the children identified with special education and / or disabilities, because it is about combatting actions for all children that would act to exclude them from education. This suggests that the focus on SEN, rather a diverse range of dimensions that negatively affect learning, does not act to combat exclusion of those children who are vulnerable to inequalities and exclusion. Indeed, a lack of focus on the broad range of dimensions that can negatively affect learning is noted as hindering progress in enabling participation of all children in education by UNESCO (2020). Slee (2011, p.122) frames this as 'Policy reductivism' because the focus on SEN channels focus onto deficits, identification, intervention and location of education, and funding. He contends that leads to diagnostic labels being used to delineate the child's identity, rather than adopting a holistic view of the child, and for labels to be regarded as the gateway to funding and resources. Booth (2000) notes that this directs educators away from thinking about environmental factors within the learning context that may negatively affect children's learning. Thomas and Loxley (2022, p.52) contend that acknowledging that children's learning and development is affected by interacting factors rather than only one dimension aids consideration of inclusion as education for all rather than focussing on SEN and disability; they frame this as an '…intersectional understanding…'(p.52) that encourages a perception of inclusion that adopts a '…three-dimensional terrain.'

Summary

In summary, Lasidou (2012, p.58) contends that '…special education policy should be conceptualised and theorised within an interactive network of ideological and structural dynamics (Grace, 1991) whereby the notion of power is central.' Indeed, while inclusive

education is conceptualised as a process that works to transform education to facilitate excellent education for all leaners and act to challenge those circles of power (Booth, 2000, p.86). Slee (2011) acknowledges that governments do not aim to trigger exclusionary practices; he explains that this arises from the interplay of factors that include education and other policies, structures and values with society, and the rigid processes implemented for schools and funding. Slee (2011, p.171) proposes that policy-makers need to develop a deep understanding of exclusion and use this to inform development of policies across all government departments and services. Additionally, he recommends that the alignment between policies should be analysed to mitigate tensions between policies that trigger exclusionary practices; which he contends is vital to facilitate inclusion. De Beco (2018) concurs and contends that inclusive education is not a proposal for a something that is discrete to all other aspects of society. He contends that inclusion needs to be reconceptualised to include a broader range of dimensions than SEN. The next section examines the different ways in which inclusion is defined within literature.

2.2.2 Inclusion: a contested construct

International commitment to inclusive education, including that of education for all children in 'regular schools' was initiated by the Salamanca Statement and Framework for Action (Glazzard, 2022; 2014a; 2011; Soan, 2021; UNESCO 1994, p.viii). In England, current legislation requires full participation of people with disabilities in education (Hamilton, 2021; Equality Act 2010). However, despite the prominence accorded to inclusion over time within debates, developments and policy for education, ambiguity remains regarding the operationalisation of inclusion (Soan, 2017, 2005; Tutt, 2016; Glazzard, 2011, p.56; 2013, p.182; HCESC, 2006, p.22). Indeed, one element within critiques of the current legislative framework for SEN identifies issues surrounding ambiguity and constructing practice (Tutt, 2016). Arguably, the literature can be divided into two broad categories of focus: principles and practice (Hellawell, 2019). Undoubtedly, the many different cultural and ideological perspectives of inclusion influence sense-making of the construct of inclusion and its implementation into practice (Hellawell, 2019; Liasidou, 2012). I have observed within discussions with postgraduate students studying education courses, that their focus is often upon the operationalisation of inclusion; the idea of peeling back the layers to explicitly examine the underpinnings of inclusion appears somewhat novel to them. Perhaps this is because in the busy life of practice, the stronger pull is towards practicalities of extending

capacity to respond to diverse needs (Norwich, 2013, p.19), whereas finding time to reflect upon underlying values is elusive. Indeed, explorations of inclusion often become narrowly focussed on SEN rather than other diverse characteristics (Hamilton, 2021; Norwich, 2014b; Glazzard, 2013; Soan, 2005).

The shaping of systems and practice from beliefs about inclusion are illustrated by Arduin's (2015) review of inclusive education policy and practices in four European countries. The review examines the correlations between their societal values and approaches to inclusive education. Arduin contends that debates about inclusive education within the UK and Ireland appear to be focused upon the location in which a child with SEND is educated. This focus on location within dialogue about policy and practice has been noted by other analyses of the UK education systems (Glazzard, 2022; Norwich, 2014b; Warnock, 2010) [illustrated by the spatial integration section of table 24 in Appendix 3]. Arduin's analyses of Norway and Finland identifies that in contrast to the UK, more emphasis is on the pedagogical approaches employed to educate a child with SEN. She contends that this focus on high quality teaching that meets the range of diverse of learners is indicative of a more values-led approach to inclusion. In light of Arduin's analysis and contention, perhaps there is a need to build a bridge between the more abstract notions relating to values and beliefs and the practicalities of implementing an inclusive approach to formulate an explanation of inclusion that is both principled and practical in its essence (Clough and Garner, 2003; Coles and Hancock, 2002). Perhaps this will mitigate the risk for practice raised in relation to the ambiguity surrounding inclusion.

A starting point is offered by Corbett (2001a, p.35) who conceptualises inclusion as a '…connective process…'; one that works dynamically to create a welcoming ethos that values differences and focuses on both values and participation in learning. Hellawell (2019, p.33) advances Corbett's arguments in her direction to include ambitions and systems for education that seek to combat '…. marginalisation, exclusion and under-achievement…' with an overt articulation of principles, as opposed to focusing on regimes that implement techniques and programmes that make broad claims of success without tailoring them to the individuals' needs. This conceptualisation accords with education as a fundamental human right, and emphasises the importance of high-quality provision that has aspirational long-term goals, rather than focussing upon the locality in which the learner will be

educated (Hellawell, 2019; Tutt, 2016). Echoing this notion, Villa and Thousand (2005, p.5) posit that, '…inclusion is a belief system, not just a set of strategies…,' which is underpinned by a values-focused belief that everyone has a right to be part of the community [illustrated by the altruistic and agentic inclusion section in table 24 in Appendix 3]. The argument for highlighting values, alongside procedural elements, within a definition of inclusion is predicated upon the notion that practices are informed and guided from our values, beliefs and attitudes (Ainscow *et al.,* 2012; Thomas and Loxley, 2007; Cowne, 2003).

It is important to acknowledge the construction of knowledge about needs and pedagogy is perpetual informed from ongoing research (Middleton and Kay, 2020; Cornwall and Graham-Matheson, 2012). Thus, definitions of inclusion need to assimilate notions of inclusion as a process, a construct that is evolving rather than being constant or fixed (Hamilton, 2021; Ainscow, 2020; Trussler and Robinson, 2015; Glazzard, 2013; Florian and Black-Hawkins, 2011; Hayward, 2006; Briggs, 2005, p.1; Soan, 2005; Booth *et al.,* 2000). Thus, inclusion is about increasing the capacity of schools to effectively meet the diverse needs of all learners (Ainscow and Messiou, 2018; Trussler and Robinson, 2015; Ainscow, Dyson and Booth, 2006, p.297; Soan, 2005, p.40), rather than being about the *integration* of individual learners and expecting them to fit into inflexible systems and practices (Hodkinson, 2016; Glazzard, 2013; Barton, 2003). Echoing the examination within section 2.2.1, while inclusion has had a prominence in debate and policy initiatives, the pace of transformation towards effective inclusive practice for all arguably has been sluggish (Soan, 2017, p.11).

2.2.3 Models of Disability

Within the scope of this thesis, I focus on two key models: medical and social. The medical model constructs SEN and disability through a lens that focuses upon the individual's impairments (Hodkinson, 2019; Oliver, 2004); informed from a medical stance that embodies identification, labelling and treatment of difficulties (Wearmouth, 2016; Barton, 1996). The notion of impairments centres on comparison of an individual's development with those classified as age-expected norms or typical development (Slee, 1996). The application of the medical model to educational provision for learners with SEN, encourages rigid systems and processes which focus upon individual impairments, labelling and segregation for specialist treatment (Oliver, 2009; Terzi, 2005c); or, for individuals who can,

an emphasis on fitting-in with existing systems and practices (Hodkinson, 2019) [illustrated by the segregation and spatial integration sections of table 24 in Appendix 3]. This manifests in a focus on the areas of difficulty from practitioners, rather than the potential to learn, and thus risks an ethos of low expectation for this group of learners (Hodkinson, 2019). Vignette 2.1 [Appendix 4] presents an example to illustrate this. Indeed, this resulted in segregation of children with disabilities over a significant period in English educational history (Hodkinson, 2019). Additionally, schools may exhibit a reduced sense of accountability for the progress of learners with SEN, owing to attention on positive and negative influences of contextual factors being neglected (Hodkinson, 2019). Moreover, operationalisation of practice through the lens of this model effects power-imbalances between professionals and parents and carers and their child (Barton, 1996; Riddell, 1996). Hodkinson (2019) advances this perspective in his contention that positivist approaches to assessment and appraisal places control of decision-making with professionals and discourages notions of involving the individual or their family in any decision-making. This may be argued to conflict with their human rights (Hodkinson, 2019) [illustrated by segregation and spatial integration section of table 24 in Appendix 3].

The foundations of the social model emerged from the experiences of people with disabilities (Oliver 2013; 2004), described by the union of the Physically Impaired Against Segregation [UPIAS] in their Fundamental Principles of Disability (UPIAS, 1976). The model was named and shaped by Oliver, who worked to apply it into practice (Oliver, 2009; 1996). Oliver (2013; 2004) explained that he was keen to develop a schema to support professionals (such as social workers and occupational therapists) with understanding the experiences of people with disabilities, and with making changes to enhance their practice. The social model defines disabilities as a social construct, and separates the concepts of impairment and disability (Glazzard *et al.* 2019, p.38; de Beco, 2018, p.7). The model contends that society acts to constrain communication, movement and functioning of individuals through barriers created by attitudes and the physical, social and sensory environment, which effectuate the disability (Oliver, 2009). This contrasts with impairments, which are deficits that are organic in origin and may be '…physical, cognitive or sensory…' (Choudry, 2021; Glazzard *et al*, 2019, p.38; Laisidou, 2012, p.115). Moreover, the societal barriers that act in discriminatory and exclusionary ways enact '…social oppression…' for individuals with impairments (Hodkinson, 2019; de Beco, 2018, p.7; Liasidou, 2012, p.116;

Oliver, 2004, p.24;). Oliver (2004, p.21) contends that the separation of impairment from disability does not seek to deny or disregard impairments, or the potential benefits from support or intervention from health, education or social care professionals. Rather, it seeks to channel attention away from wholly focusing on the impairment to the barriers created from the environment, and the limitations this elicits for participation in the same opportunities as individuals without impairments (Choudry, 2021; Hodkinson, 2019, p.34; Glazzard *et al*, 2019, p.38; Oliver, 2004). These barriers to participation may manifest through various dimensions including political, societal, environmental and economic. Table 2 provides examples of how these may manifest:

Table 2: Examples of the ways in which barriers to participation may effectuate disability (informed by Glazzard et al., 2019, p.38; Hodkinson, 2019, p.35; Oliver, 2009, pp.32-33)

Dimension	Examples of manifestation
Societal	• Prejudicial and unsympathetic attitudes towards individuals with impairments. These may manifest implicitly and explicitly. • Decisions being made for people with impairments and their views are not requested or listened to.
Political	• Laws and policies that do not positively address factors that act to discriminate against individuals with impairments.
Environmental	• Information and signs that are not provided in accessible forms (such as braille). • Buildings that are not designed to enable access for wheelchair users. • Alarm systems that have not been designed to consider deaf people.
Economic	• Paucity of paid employment opportunities. • Lack of financial support to enable individuals with impairments to access the services they need.

Consequently, by separating the two concepts of impairment and disability, the model's contention affirms that individuals may have an impairment, but that person can still participate in opportunities and access services when adjustments are made (Glazzard *et al*., 2019, p.39). Slee (2013, p.902) argues that the ways in which disability is discussed in society and articulated in policy documents perpetuals the perception of '…disability as a

personal tragedy…'; arising as an outcome of the differences identified by medical diagnostic processes from the conceptualisations of normal (Liasidou, 2012); a viewpoint that is echoed by Oliver (2004). The social model sought to move the notion of tragedy away from individuals' impairments to that of the disabling impacts of society (Glazzard *et al.*, 2019, p.38) and to develop an understanding that disabled and non-disabled individuals need to work collaboratively to remove barriers, rather than imposed solutions created solely by non-disabled individuals (Hodkinson, 2019; Oliver, 2004). Norwich (2013) and Laisidou (2012) advance our understanding with their contention that the social model advocated for emancipatory transformation.

In education, this manifests as settings that do not adapt their environment, curriculum or practice, which is exclusionary for learners with disabilities for participation (Hodkinson, 2019). This may include decision-making for those learners being solely in the domain of professionals, with children and their families having little or no participation in those processes (Hodkinson, 2019; Oliver, 2009). Contrastingly, implementing the social model within education focuses on developing learning environments that facilitate participation in learning (Norwich, 2010) and developing independence (Oliver 2009). Norwich (2013, p.21) also highlights the influence the social model has on the ways in which teachers discuss children's learning so that it includes the strengths and difficulties within each child's profile, and considers factors within the learning environment that act to create barriers to that child's participation and learning. Hodkinson (2019, p.36) claims operationalising the social model in all schools would create major changes to education systems; enacting community schools for all, rather than mixed provision of mainstream and specialist settings. Critiques of the social model have highlighted a lack of focus on the uniqueness of each individual's profile (Hodkinson, 2019; Oliver, 2004), and that that it does not expand on how changes may be realised in practice (Norwich, 2010). Hodkinson (2019) suggests that the notion of ceding agency to individuals with disabilities has caused conflict for some professionals. Critiques of the social model have highlighted a lack of focus on the uniqueness of each individual's profile (Hodkinson, 2019; Oliver, 2004), and that that it does not expand on how changes may be realised in practice (Norwich, 2010). Hodkinson (2019) suggests that the notion of ceding agency to individuals with disabilities has caused conflict for some professionals.

The tensions between the medical and social models and the complexities within a consideration of how each may inform the shaping of practice has been captured by Minnow (1985, p.158) in the phrase '…dilemma of difference…'. Minnow (1985) identified the tensions between adjusting practice to meet individual needs and offering the same for all in working to mitigate against barriers, while avoiding stigmatisation and lack of care. She does not suggest solutions, but advocates that awareness of this dilemma can support a sensitive approach to developing practice. Terzi (2005c) concurs and proposes that practitioners draw on the capability approach (Sen, 1992) to aid critical reflection on the dichotomy between the positions of the medical and social model. She advocates this may aid understanding of the need to consider both learners' profiles and learning environments to aid construction of effective inclusive practice. Terzi (2005c, p.457) advocates this facilitates an ethical approach to developing provision that empowers learners and addresses issues of 'justice and equality'. Soan's (2017, p.10) analysis of Terzi's proposals concludes they offer strong evidence for the allocation of supplementary resources for children with SEN and disabilities. Aligned with this, Middleton and Kay (2020, p.69) contend that when practitioners '… welcome and value difference…' the actions they engage in enriches learning for everyone and facilitates the expunction of prejudices, all of which subsequently facilitates the positive outcome '…of emancipating those who have been disabled by society.'

2.2.4 Language of SEN

In the late nineteenth and early twentieth century, terminology employed to describe disability or difference, frequently aligned with social Darwinism and eugenics; underpinned by beliefs that education was inappropriate for some children because of their specific social, mental or physical characteristics (Codina and Wharton, 2021). Moreover, these beliefs engendered segregation for learners with disabilities and learning difficulties and marginalisation for those groups within wider society (Codina and Wharton, 2021; Oliver, 1996; Slee, 1996). Table 3 illustrates this pattern overtime.

Table 3: Examples of language used in reports and legislation

Date	Language employed	Legislation
1914	'…mentally defective…'	Elementary Education [Defective and Epileptic Children Act] Act 1914 (chapter 45, p.103, 1:1).
1944	'treatment'; 'suffer from'; 'handicap'; 'educationally subnormal'.	Education Act 1944 (8.2c, 8.33)
1967	'children suffering from all kinds of handicap' 'the problems of backward children'	Plowden Report 1967 (Chapter 21, pp.296-297)
1978	'many children suffer from more than one disability'.	Warnock Report (1978, 3.23)

The examples in table 3 illustrate that issues relating to inclusion were frequently problematised (Slee, 1996); and encouraged a mindset of catastrophe and pathos, requiring assessment and treatment aligning with a medical model of disability (Codina and Wharton, 2021; Warnock, 2010; Oliver, 1996). While the Warnock Report (1978) is included in table 3, it should be acknowledged that the report introduced changes to language; the intention was to move focus away from the deficit model to environmental factors that affect learners (Oliver 2009), and to eradicate classifying groups of children (Hodkinson, 2019). Indeed, the report contended that existing terminology was unsupportive for developing effective practice to address learning needs (Hodkinson, 2019; Chitty, 2014). To facilitate this change, the report proposed the introduction of 'special educational need' [SEN] (Hodkinson, 2019).

The phrase SEN is credited to Professor Ron Guilford, and is an umbrella term covering a range of learning difficulties and disabilities (Norwich, 2013). The terminology introduced by the report (SEN and integration) were reformist in nature (Soan, 2021; Corbett, 2001a). However, concerningly, children with SEN were perceived to hold less priority than their typically developing peers, illuminated by a maxim that required efficient use of resources was to be applied; which attests the placement of learners with SEN in mainstream settings was conditional on, their needs being reasonably addressed without negatively affecting the education of their peers (Hellawell, 2019; Hodkinson, 2019).

SEN has been adopted internationally, for example within USA and by the OECD (Norwich, 2013). In England, SEN is used within the current legal framework. Nevertheless, despite this widespread adoption, the terminology has been subject to growing criticism (Corbett, 2001a). These arguments contend that SEN is affiliated with negative perceptions of learners and with problems within decision-making processes (Frederickson and Cline, 2015); they have not changed focus on a construct that highlights notions of deficits within individuals to one that focuses on barriers within the learning environment (Hodkinson, 2019). There is an inherent tension within the use of labels between the negative impact of besmirching learners, and that of identifying and / or safeguarding effective provision to support their needs (Florian, Black-Hawkins and Rouse, 2017; Norwich, 2010). Moreover, Florian, Black-Hawkins and Rouse (2017) argue SEN continues the notion of classification and exclusion, not least because it is embodied within decision-making processes for resources and accountability. Hellawell (2019, p.32) and Glazzard (2013, p.184; 2011, p.61) concur and advance this perspective contending that individuals' identities are particularised by the label, which highlights their differences with others' achievements, and negatively impacts on their self-efficacy. Indeed, Glazzard (2013, p.183) accentuates this perspective with his contention that SEN '… serves a pathologising function.' Further critiques of the term include the association between SEN and low expectations by educators, and that it obfuscates some learning needs, which hinders such things as the analysis of the effectiveness of provision owing to data not being specific (Florian, Black-Hawkins and Rouse, 2017). Indeed, Warnock's (2010) own critique drew attention to SEN acting to homogenise children who had distinctly different needs, which she claims was an unintended outcome of the Education Act 1981. Soan's (2021, p.6) use of the phrase '…umbrella term…' to describe SEN, eloquently illustrates and highlights this issue for teachers. The issues raised within the analysis of SEN arguably are compounded by societal views and interpretations of language as negative preconceptions precipitate negative influences over educational provision for learners with additional learning needs (Hodkinson, 2019; Warnock, 2010). In conclusion, SEN is arguably no longer be the positive term that Warnock intended it to be (Glazzard, 2013; Corbett, 2001a).

2.2.5 Conceptualisations of childhood: children's rights and voice

The Conceptualisation of childhood is multifaceted and influenced by a multiplicity of factors, for example, social economic status, culture, and geographical location (Raby and

Sheppard, 2021; Sorin and Torzillo, 2018; Qvortrup, 2017; Soan, 2017). Two constructs are frequently highlighted in academic literature: beings who have agency, rights and value, and becomings who are being shaped from interaction with others [such as education and family] (Beaton, 2021; Christenson and Prout, 2005). Childhood in Euro-Western cultures is defined as a time of needing care, protection and education to prepare them for adulthood (Sargeant and Harcourt, 2012; Christenson and Prout, 2005). This ascribes value to children but does not accord them the same social standing as adults (Arnold and Hoskin, 2021). The United Nations Conventions on the Rights of the Child [UNCRC] (UNESCO 1989) outlined rights for all children across the world within 54 articles that addressed the dimensions of '…civil, political, economic, social and cultural rights…' (UNESCO 2021a, para. 2). In the UK, the UNCRC was affirmed by the government in 1992 (UNESCO 2021a; Tutt, 2011). Articles 12 and 13 outlined the right of children to be able to communicate their views and contribute to decision-making (UNESCO 1989). An important point to note is that this extends beyond the act of hearing the children's views to listening, considering and responding to those views (Bucknall, 2014). Recent developments in educational policy have given greater significance to the child's voice, influenced by the changing beliefs of human rights for children and constructs of childhood and child as social actors (Kellett, 2014). In England, the SEND Code of Practice [CoP] (DfE/DoH, 2015) has placed an increased importance to the voice of children with SEN within decision-making (Palikara *et al*., 2018).

These requirements for child participation in decision-making is subject to enactment through the lens of adult constructs of childhood (Kellett, 2014; Lundy, 2007). This has precipitated disparity between the policy requirements and practice (Palikara *et al.,* 2018; Slee, 2018). The act of conferring this right to children does not necessarily accord them agency and control, or address the differential balance in power-relationships between adults and children (Bucknall, 2014). One example, identified by the UK UNCRC Committee (UNESCO, 2018, 56a), is of children with disabilities, many of whom feel their views are not considered within decision-making about their lives. Norwich (2013) cautions that there may be tensions elicited from disparities in what adults perceive to be in the child's best interest and the child's view, not least because the child's positioning in societal hierarchy and legislative framework places adults as gatekeepers in decision-making. This is illustrated by the case of Vignette 2.2 [Appendix 5]. Norwich contends that this tension is created within the intersection between participation and safeguarding. O'Reilly and Dogra (2017,

p.140), concur and advance this perspective using three key lenses to illustrate the stances that adults may adopt that range across a spectrum that includes children being free to express their views ('Libertarian'), placing on importance safeguarding children ('Protectionist') and belief that decision-making is more appropriately located with parents than children ('Parentalist').

Another element that influences adult implementation is the belief they hold about children's abilities to have '… meaningful input …' to decision-making processes (Lundy, 2007, p.929). Pertinent to education, Beaton (2021, p.166) draws on her empirical research to support her contention that the construct of '… professional identity…' for teachers includes the belief that it is their responsibility to make decisions for their learners, because children (especially young children) do not have capacity needed for decision-making and high-level discussion about learning. The perception held by the adult(s) of the child with SEN's competences with language, cognition and reasoning skills may rate these skills lower than reality (Arnold and Hoskin, 2021; Soan, 2005); thus, placing these children at greater risk than their typically developing peers from being excluded in decision-making, with adults believing it is best if they articulate views for the child (Arnold and Hoskin, 2021).

Two factors that may aid changing teachers' perspectives and practice are increasing awareness of children's rights, and the beneficial influence this has on learners (Curran, 2020, p.82; Lundy, 2007). The empowerment of children through seeking their views for differing aspects of school life enhances positive motivation for learning and feelings of belonging (Middleton and Kay, 2020; Tyrrell and Woods, 2018). This stance is supported by Flutter and Ruddock's (2004) empirical research that identified positive outcomes for drawing on pupil voice in schools including confidence, metacognitive skills and engagement in learning. Pertinent to inclusive practice, pupil voice has been positively linked to a sense of belonging to the school community and children's sense of being valued (Curran, 2020; Middleton and Kay, 2020; Tyrrell and Woods, 2018; Roffey, 2011; Soan, 2005). This holds significance for children with SEND, owing to the high prevalence of this group of learners feeling marginalised (Tutt, 2011). This approach also recognises that children with SEND often have deep acumen into their strengths and needs (Palikara *et al.*, 2018; Ekins, 2015; Lamb, 2009; Soan, 2005) and thus should be involved in setting goals and planning for their

learning (Middleton and Kay, 2020). The ways in which child voice is operationalised in practice, influenced by different ways of thinking, is illustrated within table 24 in Appendix 3.

The next sections present my exploration and analysis of the policy context in which inclusive practice is constructed. The issues raised within the analysis of societal perspectives and language will continue to weave through the analysis of the policy context.

2.3 Reframing and Confliction: Catalysts for changing the dance

In this section, I present the case that two key transformational catalysts influenced the shaping of reforms for educational provision for learners with SEN, that were implemented by the Children and Families Act 2014. The two catalysts are: The Warnock Report (1978) and the House of Commons Education and Skills Select Committee Report [HCESC] (2006).

2.3.1 Reframing the focus from a deficit model to a social model

The Warnock Report (1978) heralded a fundamental shift in perception in the UK's history of inclusive education, owing to the major influence it had upon the structure and systems of educational provision for children with disabilities (Esposito and Carroll, 2019; Hodkinson, 2019; Terzi, 2010)]. The catalytic nature of this report is signposted within Esposito and Carroll's (2019) contention that the report was transformative in moving the position of education provision to children and young people with disabilities from that of being bestowed through philanthropic activities to that of being part of their human rights. Further signposting is provided by Glazzard's (2011, p.64) use of the phrase '…the seeds were sown…' by the report. To aid an understanding of this contention, it is important to reflect on my earlier analysis of language and societal views, and on the context prior to 1978. In summary, the long period before Warnock witnessed changes from children with disabilities being embedded within their community, to entrenched systems of segregation that had been shaped through philanthropic activities and beliefs that children with learning needs and disabilities should not be educated with their typically developing peers (Hodkinson, 2019; 2016). Additionally, responsibility for decision-making was situated with professionals until the Plowden Report (1967) championed that parents should be involved in decision-making (Hellawell, 2019; Central Advisory Council for Education, 1967, Part III, chapter 4, pp.37-49).

Among the transformatory changes enacted from the recommendations of The Warnock Report (1978) was the legal ring-fencing of resources for children with complex needs to enable them to access education (Esposito and Carroll, 2019; Warnock, 2010). This was enacted through a process and documentation that were given legal standing: Statutory Assessment and Statements of SEN (Hodkinson, 2019, p.91); which was inclusive rather than exclusionary in its intent (Warnock, 2005). Statements of SEN continued without many amendments until 2014 (Hellawell, 2019). The recommendations stated that the statutory assessment process should be a multi-professional approach, which transformed identification from being a wholly medical determination (Hellawell, 2019, p.18) and advocated for early diagnosis (Soan, 2004). Another transformatory change was the report's advocacy for parents to be partners in decision-making for their children (Esposito and Carroll, 2019, p.2). Further support for these contentions can be drawn from Hallewell's (2019, p.18) description of them as '… enduring concepts…'. Certainly, both have received continuing attention within policy and practice for inclusion since that time.

As discussed earlier in the chapter, the Warnock Report (1978) introduced new terminology. While I presented the case that SEN is no longer be the positive term that Warnock intended, Hodkinson (2019) claims that of greater significance than the introduction of new terminology and protocols for statutory assessment within the Warnock Report, is the endorsement of integration rather than segregation as the underlying philosophy for educational provision. The report's conceptualisation of integration incorporated three consecutive elements: "… locational (sharing a base); social (mixing for recreation); functional (full curricular inclusion) …" (Corbett, 2001a, p.39). This conceptualisation presents a notion of the emphasis being upon the learner to assimilate into the school rather than the school employing flexible approaches to meet diverse needs (Corbett, 2001a) [illustrated by table 24 in Appendix 3]. Nevertheless, this report, and the Education Act 1981 that implemented many of the report's recommendations into law, facilitated a fundamental change in attitudes towards both provision and the assignation of responsibility for the learning of children and young people with SEN (Hodkinson, 2019).

One final argument to support the notion of the transformative nature of the Warnock Report (1978) is the catalyst it provided for educators to engage in professional development activities to develop their practice for supporting learners with diverse

learning needs (Esposito and Carroll, 2019, p.2). The report had identified that there was a paucity of professional development in relation to supporting SEN needs which elicited barriers to learners to effective provision for learners with SEN. Warnock (2010) contends that once the recommendations of the Warnock Report were enforced within the Education Act 1981, they motivated teachers to engage in professional development to enable them to meet the special educational needs of learners.

2.3.2 Confliction within the system

A noteworthy moment within the evolution from the Education Act 1981 to the current legislative framework is observed within a report from the HCESC Report (2006). The committee conducted an examination of policy relating to children SEN and disability. This report identified a variation in provision between different counties, a lack of clarity in the policy for special schools, and a need for a radical change to the existing systems and procedures for SEN (Soan, 2017). My belief that this report represents a watershed moment within the historical context for inclusion within the UK is drawn from three elements. First of all, the identification and acknowledgement of tensions for practice arising from the convergence of education policies by a government committee:

> '… in practice the evidence clearly demonstrates that SEN and the raising attainment agenda sit very uncomfortably together at present. Furthermore, it is clear from the Education and Inspection Bill that the standards agenda still remains the much greater priority for the Government. It is the standards agenda, not SEN, that is at the heart of the existing personalisation agenda.' (HCESC, 2006, p.66 section 282).

Secondly, the recommendations made by the report flagged the need for major revisions in SEN processes:

> 'It is the view of this Committee that the original Warnock framework has run its course. With Ofsted identifying a "considerable inequality of provision" - both in terms of quality and access to a broad range of suitable provision - the SEN system is demonstrably no longer fit for purpose and there is a need for the Government to develop a new system that puts the needs of the child at the centre of provision.' (HCESC, 2006, p.6).

The third element is that following the report of the Education and Skills Committee the (then Labour) government commissioned a number of research projects to investigate these

issues and specific areas of need more deeply (Soan, 2017). Moreover, mandatory qualifications for SENCOs and a requirement that they were qualified teachers were introduced (Soan, 2017). Thus, I propose that the report acted as catalyst for work which led to significant revisions of the statutory framework and processes for SEN.

2.4 Next steps: the current context

Those significant revisions were framed as a radical overhaul' by Edward Timpson, Children's Minister in 2014 (cited in Hodkinson, 2019, p.141). They were enacted into legislation by The Children and families Act 2014 and the SEND Code of Practice [CoP] 2015 (Tutt, 2016). This current framework is situated in wider interconnected web of policies that arguably has had a larger influence than the 2014 reforms (Bernardes *et al.,* 2015). Indeed, the education system is shaped within a warp and weft of policies that work to increase and decrease central control (Williams-Brown and Jopling, 2021) [Appendix 6 presents an overview]. Dissonance between policy agendas elicit tensions that have to be navigated by teachers as those policies are implemented into practice.

The wide-ranging conceptualisation of inclusion in England, and the different positioning with regard to inclusion across policy documentation, has proved challenging and confusing for schools (Ekins 2015; Norwich, 2013). Alongside this, concerns about standards are a reoccurring thread in education policy and wider societal debates across time, owing to links being made between the function of education and needs for a workforce that ensures a sound economy (Chitty, 2014; Brodie, 2001). Such concerns have driven a policy agenda of standards aimed at raising attainments (Williams-Brown and Jopling, 2021; Arduin, 2015). This has included actions such as the introduction of a national curriculum [NC], accountability measures including assessments, school inspections and league tables (Williams-Brown and Jopling, 2021; Arduin, 2015), and championed the use of quantitative data for appraisal of the proficiency of schools and individual teachers (Hodkinson, 2019; Glazzard, 2014b, p.40). This intertwining of economic and education policies has acted to reconstruct economic priorities as '…"pedagogic discourse"…' (Ball, 2006, p.132), which has had implications for schools enacting policy into practice. While curriculum and pedagogy has been tightly controlled by successive governments (Williams-Brown and Jopling, 2021), control of other elements has been devolved to schools, including a sizeable proportion of the SEN budget (ERA, 1988, section 33; Hellawell, 2019). Education policy has also been

underpinned by neo-liberalist values including competition, success and failure, and the framing of parents and carers as consumers who make choices of their preferred educational setting for their children (Ball, 2013). Choice has been utilised as a devise for apportioning resources to schools (Forrester and Garratt, 2016), with an intent of positively influencing effectiveness, independence and efficiency of schools (Ball, 2013).

2.4.1 The intertwining of policy agendas for inclusion, marketisation and standards

Against this background, my analysis of the challenges and opportunities created for inclusive education identified four elements: values, pathologisation, parental choice and messages of hope.

Values

The inclusion agenda is framed as an instrument to further the emancipation of disadvantaged groups (Florian, Black-Hawkins and Rouse, 2017), which suggests alignment between drivers for standards and inclusion. However, Ball (2013) argues that this perception of the relationship between economic improvement and knowledge, influences prioritising economic value over social relationships within our value system. This correlation made between knowledge and economic development positions education within a narrow focus that has a negative impact upon social inequalities (Ball, 2013). Arguably, this prioritising of values is concerning, owing to considerable reduction in the value placed on social relationships as measurable attainments become highly valued (Bates, Lewis and Pickard, 2019; Glazzard, 2013; Ball, 2006). This change in values precipitates exclusionary actions by schools for children who are unable to attain the identified expected outcomes (Glazzard, 2013, p.184; 2014c). Similarly, Biesta (2016, p54) identifies that individuals' focus is moved from community to self, in his analysis of the neo-liberal focus on choice within education. He contends that situating parents as a client of a service, such as choosing the education for one's child, changes their values from concern for the greater good to an ego-centric focus.

Pathologisation of children and teachers

The intertwining of the inclusion and standards agendas has been presented as channelling focus on high standards for every child (Glazzard, 2013, p. 183). While this is laudable, Ball (2013; 2006) draws upon several research studies to support his contention that this may

influence changes to values of schools; enacted as appraisal of pupils in terms of positive or negative benefits they contribute to the accountability measures used to judge the school's performance. Slee (2018, p.16) concurs and advances this perspective with his contention that the influence of neoliberal policies holds responsibility for framing children as individuals who offer schools '… risk or opportunity.' Similarly, Liasidou (2012) reports on the influence this framing has on dialogue used to describe pupils; with positive phrasing employed for those who are perceived to have positive value and the framing of children perceived to offer negative value as encumbrances. This negative framing of children with SEN is compounded by the narrow lens of measurable factors that has been chosen for those metrics (Biesta, 2016), and that policies underpinned by the standards agenda are predicated on the notion that all children can have similar trajectories of progress (Glazzard, 2014c). Echoing Slee's (2013, p.895) notion of '… educational triage…', the decision-making of leaders is shaped through a risk-reward lens that seeks to mitigate potential of negative judgements from external appraisal (Biesta, 2016) or to the school budget. This may manifest in actions such as:

- encouraging the enrolment of children that are likely to achieve good results and progress (Bates, Lewis and Pickard, 2019, p.103);

- excluding from the school's roll those who offer negative risks [such as children with SEN] (Done and Knowler, 2021; Long and Danechi, 2020; McShane, 2020; Martin-Denham, 2020a; 2020b; Bradbury, 2018; Children's Commissioner, 2017);

- directing resources towards children regarded as having greater likelihood of an increased rate of progress to age-related expectations, which may restrict quality of provision for children with SEN (Biesta, 2016; Glazzard, 2014a).

In this way, echoing earlier contentions about the language of SEN, children with SEN are at risk of being pathologised (Glazzard, 2013; Dyson and Gallannaugh, 2007), and at risk of being marginalised within the school environment (Liasidou, 2012). This risks difference being disparaged (Glazzard, 2014b, p.42) and increases focus on a deficit model of practice for SEN (Glazzard, 2014c) [illustrated by the segregation and spatial integration sections of table 24 in Appendix 3].

This risk not only applies to school leaders, because individual teachers are also appraised in relation to children's progress and outcomes (Glazzard and Trussler, 2020, p.21; Glazzard 2014c); indeed, Ball (2013, p.57) encapsulates this as '…a culture or a system of "terror".'

The systems enacted to respond to standards agendas encourage teachers to focus on actions that aim to increase academic outcomes, and directs them away from actions related to care and holistic development (Glazzard, 2014b), or from engaging in critical analysis of practice and policy (Glazzard, 2013, p.183). Laisidou (2012, p.47) argues this is unsurprising because teachers are '…pathologised…' by the neoliberal discourse that requires them to meet criteria for performativity, which she argues acts to subordinate teachers and '…exacerbate ethical dilemmas…'. Glazzard (2014b) concurs and highlighted the negative impact this has on teachers' wellbeing in his research. He contends that teachers have to decide whether to maintain a values-led approach to pedagogical decision-making or allow themselves to be subsumed by performivity (Glazzard, 2014b, p.36). Indeed, for leaders and teachers the circumstance of a large proportion of children with SEN in their school population, offers reputational-risks owing to challenges with meeting the expected norms and reciprocal risks of subjection to '…perpetual surveillance.' (Glazzard, 2014a, p.105) and to financial stability (Glazzard, 2014c).

Parental choice

Neo-liberal rhetoric has presented the argument that choice and market forces will create an efficient system, with a diverse range of schools that will effectively address diverse learning characteristics, and offer choice for parents (Bates, Lewis and Pickard, 2019; Liasidou, 2012). However, the realisation of choice in reality has great variability for different families shaped by the dynamic interplay of economic and geographical factors (CSJ, 2011; Wright, Weekes and McGlaughlin, 2000). Echoing the previous section, the categorisation of children with SEN as risk further compounds this issue.

Messages of hope

There are opportunities for positive developments for inclusive practice, that I frame as messages of hope. The first element is the notion of critical spaces for developing pedagogy (Middleton and Kay, 2020; Dyson, Gallannaugh and Millward, 2003, p.238). The notion of space is not focused on a physical location; it refers to practitioners working together collaboratively to reflect critically on issues in practice to make positive changes to facilitate the participation and progress of children with SEN (Middleton and Kay, 2020). This space should be a *safe place* for debate and work to resolve issues, elicited from tensions between the standards and inclusion agendas, through dimensions of social justice and creativity

(Middleton and Kay, 2020, p.xv). Critical spaces are about schools valuing rather than pathologising diversity (Dyson and Gallannaugh, 2007), and moving away from deficit models of thinking (Ainscow, Dyson and Weiner, 2013). This facilitates the refashioning of issues, elicited by tensions between inclusion and standards, from insuperable to resolvable.

The notion of critical spaces is informed Dyson, Gallannaugh and Millward's (2003) research with 25 schools across three local authorities over a three-year period. Their findings identified that the tensions from the interplay of dissonant policy-drivers acted as a catalyst for schools to engage in collaborative problem-solving, as communities of learning; which facilitated development of effective inclusive pedagogical approaches that enhanced participation and progress. Key factors for success were leadership that was open to discussing the issues, risk-taking and problem-solving, a whole school ethos of support and collaboration, and external expertise willing to work with teachers in a meaningful way (Dyson, Gallannaugh and Millward, 2003). These critical spaces engaged teachers with moving outside the trammel lines within which policy seeks to confine them Dyson and Gallannaugh, 2007, p.483), thus offering opportunities to create creative responses for overcoming tensions.

Allied to critical spaces, Florian, Black-Hawkins and Rouse (2017, p.14) frame the construct of school effectiveness through the dimension of human rights and social justice, because effectual practice works to proactively identify and address the needs of all leaners, including those who are most vulnerable to low attainment and poor progress. They highlight the importance of schools perceiving practice, policy and systems as being fluid in nature. Thus, effective schools move the focus from diversity posing insurmountable barriers to progress and attainment, to that of a professional conundrum to be resolved through creativity, problem-solving and collaboration (Florian, Black-Hawkins and Rouse, 2017). Arguably, this notion of practice, policy and systems being fluid aligns to the framing of inclusion as a process. This is because it is suggestive of practice that develops, is a dynamic entity, in order to meet the diversity in the school population [illustrated by the altruistic and the holistic and agentic inclusion in table 24 in Appendix 3].

2.4.2 The Children and Families Act 2014 and the SEND Code of Practice 2015

The Department for Education described these reforms as the most noteworthy restructuring of SEN processes and procedures for 30 years (DfE 2014). These reforms were shaped from findings from reviews and research published between 2006 and 2010 (Soan, 2017, p.6) [Appendix 7]. Vignette 2.3 illustrates one of the research projects [Appendix 8]. Key influencing messages included unfairness in accessing resources (Ofsted, 2010), conflation of SEN and poor progress (Ofsted, 2010; Lamb, 2009), variability in the quality of SEN provision (Lamb, 2009; HCESC, 2006), and parental dissatisfaction with existing processes for SEN (Lamb, 2009).

Key components of the framework are partnership (Hellawell, 2019) and aspiration (Tutt and Williams, 2015; DfE 2011). Schools are required to employ a graduated approach to identification of need and implementing provision for children with SEN, and to work collaboratively with children, parents and external agencies in decision-making (DfE/DoH 2015). The SEND Code of Practice [CoP] 2015 requires that attention should be directed towards working for positive longer-term outcomes for children, thus extending the scope on goals from the here and now (Curran, 2019; Burch, 2018). However, challenges with funding are identified as constraining schools' abilities to focus on longer-term outcomes (HCEC, 2019). The economic context of austerity, with reductions in funding for LAs, Health, and Social Care, has negatively impacted upon resources for SEN provision (Curran, 2019; Lamb, 2019; Barnardes *et al.,* 2015); heightening tensions between identified needs and the provision that can be implemented (HCEC, 2019; Lamb, 2019). The SENCO Workload Survey (Curran *et al.*, 2020, p.4) identified that Headteachers and SENCOs have experienced challenges with accessing expeditious support and lucid guidance from local authorities; the findings are informed from a large survey in England that had 18,006 participants comprising '…SENCOs, teachers, headteachers, local authority staff and outreach workers…' (Curran *et al.*, 2020, p.16). The focus on long-term outcomes within the SEND CoP (2015) is framed within dimensions identified by the government as being important to adulthood: '…employment, independence community inclusion and health…' (Arnold and Hoskin, 2021, p.112, Burch, 2018). Burch (2018) contends the government's contention that the SEND CoP directs attention on activity to ensure positive educational outcomes is misleading, acknowledging the policy does focus on outcomes, but highlighting the alignment between the government's neo-liberal policy and the areas identified as being important to

adulthood. These aim to shape productive individuals who contribute positively to society, rather than facilitating aspirations of children (Arnold and Hoskin, 2021; Burch, 2018). Perhaps it is ironic, when considered in relation to the increased controls discussed earlier, that a paucity of accountability within the SEND systems has been identified and critiqued within analysis of the operationalisation of the reforms (HCEC, 2019, p.3, 13; Lamb, 2019).

There are four elements that I would like to draw attention towards: changes in culture, increasing autonomy, professional ethics, and missed opportunities.

Changes in culture

These changes were underpinned by '…a change in culture…' (Tutt, 2016, p.13) with children and young people with SEN and their parents or carers being active partners within decision-making (Hellawell, 2019; Wearmouth, 2016). This cultural shift to participatory approaches to decision-making and planning for learners with SEN is significant when considered in relation to the points raised earlier about inequalities in the power-relationships between parents and other professionals in decision-making (Hellawell, 2019; Riddell and Weedon, 2010). Tutt (2016) notes that working collaboratively with parents and carers was a change in practice for some schools, and that requirements to include parents and carers in decision-making was received positively by families of children with SEN. Another momentous change was a shift in the cultural perspective of responsibility for the progress of children and young people with SEN from SENCOs to class or subject teachers (Tutt, 2016) and to focusing upon outcomes over the longer-term, rather than short-term (Hellawell, 2018, pp.4-5). Correspondingly, the conceptualisation of the SENCOs role was also formalised into that of strategic leadership for SEN in their school (Middleton and Kay, 2021; Cowne, Frankle and Gerschel, 2019; Soan, 2017; Ekins 2015).

The perspective of a change of culture introduced by the Children and Families Act 2014 and the SEND CoP (DfE/DoH 2015) perhaps echoes other changes in culture being introduced within the education reforms post 2010, that of introducing greater autonomy and different ways on providing support services to schools within the education system and structures.

increasing autonomy

Post-2010 educational reforms created fragmentation, or multifaceted organisation, of settings within the education system (Bates, Lewis and Packard, 2019; Chitty, 2014). The inclusion of a range of schools (for example, academies, free schools, …) within the education system was advocated by government as an effectual strategy to enhance standards, and offer wider choice of schools and settings for parents (DfE, 2010; 2011). Additionally, the government proposed that providing schools with greater autonomy would enhance their capabilities to innovate, and adopt creative solutions to meeting the diverse range of learners' needs (DfE, 2010; 2011). A scrutiny of the post-2010 reforms to the education system, identifies that the autonomy and fragmentation created by those reforms was infused with risk upon the quality of SEN provision (Bernardes *et al*., 2015). Bernardes *et al.* (2015, p.3, p.22) draw attention to two important risks: isolation and opaqueness. They suggest there are risks of schools being isolated, even when part of a multi-academy trust [MAT]. This is important in relation to children with SEN in that the isolation can present challenges to accessing external expertise to support developing effective provision. Although most academies are now part of MATs, there is disparity in the quality of, and approach to, leadership for SEN (Bernardes *et al.,* 2015). Three factors are highlighted within the notion of opaqueness: lack of transparency regarding deployment of funding for SEN, enactment of admissions policies, and responsibilities for the legal obligations of SEN legislation [for example, ECH Plan reviews] (Bernardes *et al.,* 2015). The HCESC's review of SEN also identified the tensions arising from the fragmented school system thwarting local authorities [LAs] in their work to ensure academies met children's SEN needs appropriately (HCEC, 2019, p.53). This is illustrated by the case of vignette 2.4 [Appendix 9].

Risks arising from fragmentation of the system include leadership structures (Bernardes *et al.,* 2015). The government made strategic changes to the role of local authorities, a shift in responsibilities from sole providers of education services and provision to '… a strategic commissioning role championing educational excellence …' (DfE 2010, p.65). The ways in which this might be operationalised were not clearly articulated or deliberated on (Fowler, 2011); or accompanied by training or communication ahead of the implementation, so LAs were not sufficiently prepared for implementing these changes to their practice (Bernardes *et al.,* 2015). The economic environment in which the policy changes were introduced constrained funding for support services and resources for children with SEN (HCEC, 2019;

Palikara *et al.*, 2019). Indeed, Meijer and Watkins (2019) contend that the efficiency of funding systems, and levels of finance, hold crucial influence over implementation of policy into practice, and the nature and quality of systems and provision. Bernardes *et al.*'s. (2015) caution that attention is frequently channelled towards economic factors, leaving the issues surrounding lack of clear guidance for LAs to be overlooked.

Middle-tier leadership networks within local areas (for example, MATs and Teaching School Alliances) have influenced quality of SEN provision both negatively and positively (Bernardes *et al.,* 2015, p.24). Bernardes' *et al.,* (2015) analysis describes the system as '…fragmented…', highlighting that with some networks work remotely from any other networks that, compounded by competitiveness between networks, creates challenges to sharing good practice. This contrasts with the government's championing of school collaboration to facilitate mutual support (DfE 2010); and echoes Ball's (2006) contention that marketisation within education risks decreased willingness for mutual support between schools.

The conclusion drawn by Bernardes *et al*. (2015), is that key elements for mitigating the risks, arising from fragmentation and increased autonomy to effective practice, are school leadership teams, ethos of inclusion and meeting needs within classrooms, clarity of information about a learner's needs for teachers and high-quality professional development opportunities. The vital role played by strong leadership that values diversity and inclusion in developing effective practice has been recognised by other studies (Bartram, 2018, p.1; Morewood, 2018). Boddison (2018) advocates that systems and processes need to be situational to the context, as there is not a uniform approach that will fit every institution. Dr. Boddison draws on a wealth of professional experience in the field (including CEO of NASEN) and research, to inform his recommendation. If we adopt the stance that autonomy offers opportunities to seek resolutions to issues within practice more creatively, then it could be argued that Boddison's recommendation has potential alignment with the drive for greater autonomy for schools within government policy and post-2010 reforms. Indeed, autonomy may not mean complete isolation. Schools may seek to work collaboratively to develop their practice for all learners and to resolve issues. I draw on anecdotal and empirical evidence in support of this contention. Vignettes from practice offered by my postgraduate students during their MA studies have described instances of this partnership approach to seeking solutions to concerns in practice. Research engaging schools,

universities, and local community and organisations in working collaboratively to develop effectual practice has been enacted in a variety of locations in the UK (Salokangas and Ainscow, 2018; Hadfield and Ainscow, 2018). One example of this is the Greater Manchester Challenge, which involved over 1,000 schools in Manchester; this project reported positive outcomes related to increasing quality of practice and to improving learners' progress and attainment (Ainscow, Chapman and Hadfield, 2020; Hutchings *et al.,* 2012). The partnerships within the Greater Manchester Challenge have continued to work together as can be observed, for example, in the findings of research to develop practice post-pandemic (GMCA, 2021). This may offer hope that the risk of negative influences upon the quality of inclusive practice and provision for SEN arising from fragmentation and greater autonomy, identified by Bernardes *et al.* (2015) may be mitigated.

Professional ethics

Inclusive practice is intrinsically bound up with ethics and social justice owing to the values-based approach to developing practice and decision-making, some of which is addressing difficult choices and issues (Hamilton, 2021). Hellawell (2019, p.66) explains that decisions and subsequent actions of practitioners have the potential to benefit or harm an individual, and thus are moral issues. Guidance to inform decision-making can be drawn from reflecting upon previous experience, debate with colleagues, professional codes and guidelines and from ethical theories (Hellawell, 2019). Neoliberal policy reforms situate responsibility and culpability for actions with the individual (Hellawell, 2019, p.50). This requires practitioners to adopt a self-reflective and self-critical appraisal of the actions they engage in (Hellawell, 2019). While this may encourage a stance of enhancing practice, individuals are at risk of becoming '…ontologically insecure…' owing to the depth of confusion and anxiety engendered from inner and external appraisal (Ball, 2003, p.220). In my professional experience, this can lead to inaction owing to the degree of anxiety about doing what will be construed as the wrong thing. Hellawell (2018; 2019) contends there has been a shift in the paradigm of professional ethics from that of expectations set out by professional associations and of subjective values, to a greater emphasis upon formalised guidelines and codes.

 The SEND CoP may appear to professionals as a manual that offers them a set of regulations and guidance that will lead them through the moral quagmire of conflicting pressures and

requirements related to meeting the needs of children with SEN. This inflexible approach towards following the regulated processes may appear to reduce the risks for them (Hellawell, 2019). Hellawell (2019) postulates that the SEND CoP does not include preparation for professionals about acceptance and management of risks. She argues that this is important in light of the conception of ethical practice being underpinned by critical thinking, empathic approaches, social justice, and operating within tensions elicited by conflicting issues about meeting needs and following regulated processes. Another shift in professional ethics is the moving of responsibility for children with SEN from the SENCO to their class teacher, articulated within the SEND CoP (DfE/DoH, 2015, p.99) and in Teachers Standards (DfE, 2012, p.11), which could be framed as an additional ethical duty for class teachers (Hellawell, 2019).

Missed opportunities

Some important elements were not addressed by the reforms; Tutt (2016, p.19) frames these as missed opportunities. The most pertinent of these for this thesis are the missed opportunity to set out lucid definitions of inclusion and SEN, which has implications for developing effective identification processes.

The term SEN is used to identify learners in schools and settings who are experiencing barriers to participation and progress owing to underlying factors, often framed as needs (Wearmouth, 2016). Reflecting back to my earlier analysis, Codina and Wharton (2021, p.19) describe SEN as being situated within a '… complex web of discourses, located in a network of overlapping ideas and concepts'. Arguably, Laisidou's (2012, p.5) '…semantic chameleon…' metaphor could therefore be applied to SEN. Codina and Wharton's (2021, p.19) critique of SEN identification processes claims this operates on a '…binary system…', placing children and young people into one of two categories: SEN or not-SEN. This holds implications for pedagogical decision-making and for resource allocation. Indeed, the definition of SEN within the SEND CoP (DfE/DoH 2015) can be argued to focus on too narrow a range of dimensions that influence a learner's participation and progress (Norwich and Eaton, 2015; Norwich, 2010) and on a negative perception of the learner (Warnock, 2016). Indeed, its phrasing is subject to many different interpretations, which has precipitated inconsistent quality of identification and provision (Martin-Denham, 2020a, p.16; Ekins, 2015, p.93). Moreover, the definition neglects theory that has identified that children's

development is affected by a multiplicity of systems and dimensions (for example, Frederickson and Cline, 2015, pp.114-117; Bronfenbrenner, 2005). Arguably, the SEND CoP's definition is in stark contrast to the World Health Organisation's [WHO] International Classification of Functioning [ICF] that works to combine medical and social models of disability (Norwich 2014a, p.418). Moreover, it contrasts with the systems in Scotland and Wales that use the term Additional Support Needs [ASN] and employ a different approach that examines wider dimensions that impact learners, thus acknowledging factors influencing learners over the short and / or longer term (Tutt, 2016; Norwich, 2014a). The holistic approach of the ICF or ASN arguably facilitates a person-centred approach and effective approaches to identification and practice (Norwich and Eaton, 2015). This supports the contention that the reforms missed an opportunity to set out lucid definitions to aid teachers' understanding of barriers to participation and development, identification and practice. The case of vignette 2.5 illustrates a case of inclusive practice that considers holistic dimensions influencing learning [Appendix 10].

The Children and Families Act (2014) and the SEND CoP (2015) do not set out a definition of inclusion to be adopted across education (Martin-Denham, 2020a). Tutt (2016, p.22) recounts the heated debate and responses to the phrase remove the bias towards inclusion within the Green Paper. This was elicited from the interpretation that this meant moving more children from specialist to mainstream settings. As a result of the clamour, the phrase was not included within the Act. Tutt (2016, p.22) postulates that in '…trying to not to upset anyone, the government seemed to please no one…' and that the lack of a clear definition of inclusion for education structures and organisations has left a conflicting picture between the '…presumption of mainstream education for pupils with SEND, while also stressing that parents should be able to exercise choice.' Indeed, in light of Tutt's contention it could also be argued that the lack of clear leadership regarding the concept of inclusion for education has engendered much heated debate about how inclusion should be operationalised.

2.4.3 Further tensions: Behaviour and SLCN

The tensions arising from the dissonance between policy agendas have precipitated issues for inclusive practice for children who exhibit challenging behaviour [CB]. Two key pieces of evidence support this contention. First, the House of Commons Education and Skills committee report (HCEC, 2018, p.40:7):

'An unfortunate and unintended consequence of the Government's strong focus on school standards has led to school environments and practices that have resulted in disadvantaged children being disproportionately excluded, …'

Second, the high rate of exclusion of children with SEN, evidenced within DFE statistics (DfE 2023; Timpson, 2019), that appears stubborn in its persistence (NASEN, 2019). The most prevalent reasons for exclusion in primary schools are behaviours classified as persistently disruptive or as physical or verbal assault (DfE, 2023). Soan (2006, p.214) powerfully illustrates this issue using a quotation from Leman's (2004) TES report '….every child matters, but only if they behave themselves.' This is a crucial issue for inclusive practice, owing to the negative impacts for the excluded child, their families and wider society (Middleton and Kay, 2020). My analysis of the challenges and opportunities created for inclusive practice for CB and SLCN has identified four elements: terminology, behaviour policies, workforce and the intertwining of agendas.

terminology

One factor within construction of effective inclusive practice is reducing elements that act to exclude (Martin-Denham, 2020a, p.24; Glazzard, 2018; Booth and Ainscow, 2011). These elements encompass school practices, and the internal and external dimensions of children's lives [for example, neurodiversity, bereavement, poverty, unmet needs …], that affect their development and participation in learning activities (Middleton and Kay, 2020; Glazzard, 2018; Carroll and Hurry, 2018, p.311; Frederickson and Cline, 2015, pp.114-117). Arguably, this aligns with the arguments that SEN, employed in current policy, needs to change to terminology that aligns with holistic assessment processes for identifying development and barriers to participation.

Aligned to this perspective of SEN, terminology within the SEND CoP (DfE/DoH 2015) employed for identification of area of need may also hinder understanding children's needs. The SEND CoP (2015) brought a change of terminology for behaviour to social, emotional and mental health [SEMH] (Warnock, 2010). However, the change did not address issues arising from previous terminology that explicitly included behaviour because focus remains channelled to identification of children's innate difficulties, rather than examination of wider dimensions that affect their development (Wearmouth, 2016). Echoing critiques of SEN, SEMH encourages a deficit approach to identification and pedagogical decision-making, with

a focus on intervention and treatment (Glazzard and Stones, 2021, p.3). Moreover, the definition of SEMH in the SEND CoP does not indicate the boundaries or starting point at which children's needs may be identified as SEMH (Norwich and Eaton, 2015, p.127), which is unhelpful for practice. Similarly, SLCN (which falls within the communication and interaction in the CoP) can be argued to be affected by these issues. Furthermore, the lack of clear definition, agreed language and shared objectives across education, health, and care impacts negatively on multi-professional work for holistic identification and planning (Norwich and Eaton, 2015; Soan, 2006)

Behaviour Policies

School exclusion has been linked with issues relating to social exclusion more widely; thus, some government policy initiatives have targeted reducing school exclusion (McCluskey *et al.,* 2016). Contrastingly, the sanction of exclusion remains in policy guidance for school discipline (Middleton and Kay, 2020). One issue relating to exclusion is tolerance, in the whole school and in classrooms, which has a contextual or subjective element manifesting in differing levels of acceptance of behaviours (Middleton and Kay, 2020). Interestingly, there has been a rise in school behaviour policies underpinned by zero-tolerance, identified as contributory factor that precipitates inflexible approaches to responding to behaviour, frequently including internal isolation and formal exclusions (Graham *et al*., 2019; HCEC 2018). Martin-Denham (2020a) advances this notion with her contention that zero-tolerance contexts may exacerbate negative behaviours as children respond to their environment. Indeed, Middleton and Kay (2020) draw on a range of studies to support their claim that schools with low exclusion rates do have effective inclusive policies and practice for behaviour.

Related to SEMH, the government Green Paper on mental health (DfE/DoH 2017) pledged to address mental health needs prosing to provide intervention delivered by mental health professionals for schools. Glazzard and Stones' (2021) analysis of this raised concerns regarding the focus on the internal factors for the child rather a holistic approach, which they contend aligns with a deficit or medical model of practice. Aligned to the issues raised regarding terminology in the CoP, the Green Paper did not offer a lucid definition of mental health to aid development of practice (Glazzard and Stones, 2021).

Workforce

Issues relating to terminology and identification are compounded by teachers' lack of knowledge and awareness in SEMH (Martin-Denham, 2020b; Glazzard, 2018), and SLCN (ICAN/RCSLT, 2018), that hinder identification and pedagogical decision-making. More recently, there has been a growing awareness of the increased prevalence of mental health difficulties (Grim *et al.,* 2022; O'Toole and Soan, 2022), and recommendations for increased professional development activities for teachers for both SEMH (Glazzard, 2018) and SLCN (ICAN/RCSLT, 2018). Indeed, education professionals are unlikely to have the specialist knowledge and expertise to address complex SEMH needs (Martin-Denham, 2020b; Glazzard, 2018). Interestingly, while teachers are required to make pedagogical adjustments to address needs, there is no explicit requirements for pastoral care in either the teachers Standards or 2019 Ofsted framework (O'Toole and Soan, 2022, p.198). Policy initiatives have sought to support schools with addressing SEMH by introducing pastoral roles, although there are no guidelines or qualification requirements for these roles (O'Toole and Soan, 2021, p.199; Glazzard, 2018). Concerningly, this may create circumstances in which provision for children with CB may have a greater proportion delivered by pastoral staff or TAs, rather than teachers, which risks negatively affecting feelings of belonging and progress with learning (O'Toole and Soan, 2021). Workload is reported as a contributory factor to the quality of inclusive practice; with issues such as stress arising from heavy workloads and paucity of time, affecting developments of social- emotional climates and positive relationships with children (Martin-Denham, 2020a).

Intertwining of agendas

Teachers are required to address needs, implement pedagogy, curricula and assessments in specific ways and meet requirements for attainment. Interestingly, school effectiveness research has been influenced by an assumption that all children want to do well at school, which risks setting up recommended approaches to fail (Kane, 2011). Moreover, the emphasis on attainments hinders effectual practice as focus is channelled away from developing social-emotional skills, which risks children becoming socially isolated (Benstead, 2019) or excluded because of behaviour. Benstead (2019, p.45) contends that current policy does not draw on research-evidence about social inclusion. Similarly, ICAN/RCSLT (2018) raised concerns about speaking and listening being removed from curricula, assessment and

Ofsted inspection frameworks; the report claimed this impacted negatively on identification and support for SLCN.

There appears to be a dichotomy in that the pedagogical approaches employed to respond to the standards and accountability agendas may negatively affect social-emotional wellbeing of children (Glazzard and Stones, 2021). Correspondingly, Messeter and Soni (2017, p.5) claim the high prevalence of exclusion by academies, as compared to local-authority maintained schools, '…may be driven by their need to produce favourable academic results to attract funding…'. Martin-Denham (2020a, p.5) advances this perspective in her contention that, '…academic expectations and curriculum…' are among the elements negative impacting children's participation in education; drawing on empirical evidence from a large-scale qualitative investigation of exclusion in support of her claim. This suggests existing systems need to change to enable flexible approaches to pedagogy and assessment, that facilitate participation and demonstration of accomplishments across a broader spectrum of competences (Glazzard, 2011). Finally, the economic environment and austerity have influenced practice owing to reduced availability of specialist professionals, funding for resources and professional development (Martin-Denham, 2020a; 2020b; ICAN/RCSLT, 2018) [The school leadership section of table 24 in Appendix 3 illustrates how the issues raised in section 2.4 may shape the enactment of leadership practices in schools in relation to inclusion and exclusion].

2.5 Leaving the dance

This chapter has drawn out the powerful role played by conceptualisations of difference, disability and childhood and the associated language in shaping the development of policy and systems for education and the implications for inclusive practice. Systems and practices are also shaped by the policy and legislative framework. There are there are challenges to the operationalisation of the positive intention of the current framework. These arise from elements within the framework and from the interplay of policy drivers, especially those for inclusion and standards. The next chapter examines the theoretical context.

Chapter 3 Literature Review 2: Specialist pedagogy or pedagogy for all? Developing effective inclusive pedagogy for children who exhibit CBs.

3.1 Introduction

This chapter moves away from the dance across tensions of policy and beliefs to examine the influence of practitioner perceptions of inclusion and special educational needs (SEN), and how these perceptions shape classroom practice. It also argues that a transformatory influence can be elicited from changing the framing of these constructs within practitioner perceptions. This stance seeks to move teachers away from the perspective of learners matter, '...only if they behave themselves,' (Leman, 2004 cited by Soan, 2006, p.214) to one that embraces '...every learner matters and matters equally,' (UNESCO, 2021b, p.10). Additionally, this chapter examines the factors that are involved in constructing effective inclusive pedagogy are examined.

3.2 Inclusion and exclusion in practice

The terms inclusion and inclusive education permeate educational policy and legislation, in the UK and many other countries (Donne and Knowler, 2021). Indeed, these terms are also imbued within discourse in wider society and in political rhetoric. Yet, in contrast to the picture this may present, 'Exclusion resides deep in the bones of education,' (Slee, 2018, p.1); indeed, the exclusion of some groups or individuals is pervasive in education (Allen, Riley and Coates, 2020; Stanforth and Rose, 2020; Graham *et al.,* 2019; Pyne, 2019, p.59). One example to illustrate this embedded propensity for the exclusion of some groups within education in England can be observed within analysis of the annual statistical release on exclusions by the Department for Education (DfE). This reveals an upward trajectory in the annual rate of exclusion over many years (Choudry, 2021); with the exception of the period of national lockdown (DfE, 2022). Chapter 2 reported the high representation of SEN and behaviour within national statistics (DfE, 2023). Indeed, the inclusion of children, who present with Challenging Behaviour [CB], in mainstream schools has been reported to be viewed by many teachers as taking inclusion a step too far (Lindner *et al.,* 2023; Cook *et al.,* 2007; Corbett, 2001b) owing to:

- the stress and workload this elicits for teachers (Allen, Riley and Coates, 2020; Adera and Bullock, 2010; Glazzard, 2011, p.61; Crisp and Soan, 2003, p.156);
- disruption to the learning of others (Donne and Knowler, 2021);

- feeling unprepared from professional development for identifying and meeting needs of learners with CB (Graham *et al*., 2019; Armstrong, 2014);

More positively, teacher motivation and engagement in developing practice that effectively facilitates pupils' access to the curriculum has been identified in circumstances when:

- teachers acquired knowledge of contextual factors that underpinned a learner's behaviour (Stanforth and Rose, 2020), and
- held a strong belief in their pupil's ability to learn (Choudry, 2021).

Another factor to facilitate success is school teams working together to develop shared comprehension of inclusion (Glazzard, 2011; Coles and Hancock, 2002). This may support schools with appraising the effectiveness of their practice (Soan, 2005) and identifying areas that need development to ensure effective inclusive practice that enables participation and progress for children with SEN (Soan, 2005; Coles and Hancock, 2002).

3.2.1 Perpetuating negative perspectives

There are arguably two dimensions that perpetuate a negative perspective of the inclusion of children who exhibit CB: terminology that feeds anxiety and marketisation of specialism. The rhetoric of a need for specialists or specialist teaching intertwines through both dimensions.

Dimension 1: terminology that feeds anxiety

Chapter 2 chartered the terrain of the introduction of Special Educational Needs [SEN] into education policy and systems, initiated with intentions of enacting positive change (Codina and Wharton, 2021; Hodkinson, 2019). The chapter mapped arguments that suggest there have been unintended unhelpful outcomes for inclusive practice (Norwich 2013). This label may risk triggering alarm and anxiety in teachers about whether they can address effectively the needs of children with SEN (Laisidou, 2012). For example, the DfE (2018a, p.25) survey of newly qualified teachers identified that their participants felt '…less well prepared…' for teaching children with SEN. Similarly, poor understanding of particular conditions (such as SLCN, or of triggers for CB) heighten teacher anxiety. The presenting behaviour becomes the focus of teacher attention, rather than considering underlying causal factors of those behaviours (Dockrell *et al*., 2017). As chapter 2 mapped, another contributory factor is that teachers have to mediate is the demands of dissonant policy requirements (Glazzard, 2014b; Liasidou, 2012). Indeed, the self-perception of feeling unprepared for effective teaching of

children with CBs can act as a catalyst to teachers adopting a stance in which the children are problematised and excluded from their classroom (Stanforth and Rose, 2020). Additionally, the categorisation of learners as having SEN can elicit a perception in teachers that goals for learning may need to be different from their peers (Ellis and Todd, 2018, p.29). This precipitates practice that has reduced expectations for anticipated achievements of children with SEN as compared to the expectations for their peers (Ekins, 2015; Lamb, 2009), which risks negatively impacting progress of children with SEN.

The use of the word *special* as a classification label for children who are regarded as difficult to teach, has been argued to encourage beliefs that specialist modes of teaching and resourcing are required (Gross, 2022; Thomas and Loxley, 2007). This is not to negate the valuable role experts and specialists can offer to support teachers with developing effective provision. However, the language of specialised knowledge creates layers of mystery about expertise aimed at presenting a convincing case about the knowledge being imparted (Rose, 2010, p.35). This notion suggests that such language contributes to teacher beliefs that that they need specialist knowledge beyond the extent of their existing knowledge to manage SEN; and risks undermining teachers' confidence regarding managing needs of pupils. Moreover, the perceptions of educators are similarly affected by other choices of vocabulary in education policy documents and parlance. Norwich (2013, p.75) argues that the term *barriers* is consistent with a medical model of disability rather than social model, owing to its focus upon impairments. The pertinence here is regarding the educator's focus that is channelled towards the learner's difficulties rather than their potential to learn (Hodkinson, 2019), and towards a belief in the need for specialist skills rather than focussing on developing high-quality teaching for all learners (Norwich, 2013). The phrase, used in the SEND code of practice (DfE/DoH 2015, p.25 1.24), '...additional and different...' may act to reinforce this belief, and risks misdirecting teachers to plan for pupils with SEN as a discrete action to that for typically-developing pupils (Norwich 2013; Florian and Black-Hawkins, 2011).

The emphasis placed upon the specialist aspect of a SENCO's role, can elicit a view that pedagogy for SEN is specialist pedagogy (Barnades *et al.,* 2016). Allied to this, the circumstance of a pattern overtime of a larger proportion of children with an EHC Plan being educated in special rather than mainstream schools (O'Brien, 2020; DfE, 2018b), poses a

concern that mainstream teachers' skills in pedagogical approaches for children SEN may be reduced (O'Brien, 2020).

Dimension 2: Marketisation and commodification of specialism

Reform in education policy has been argued to have created growth in commercial opportunities for marketing a range of commodities to schools (Ball, 2018). The perception of a need for specialist skills has precipitated increased numbers of consultants, offering advice, training and specialised resources being marketed to schools (Demir and Done, 2022; Slee, 1996). While such resources may present evidence to support their claims, critiques of the underpinning research have often identified concerns regarding the lack of rigour and poor quality of the research (Mitchell and Sunderland, 2020; Biesta, 2016). Additionally, evidence-based practice is often lauded as a way to achieve outstanding practice in education, which holds alignment with framing pedagogy as interventions and treatments, akin to medical practice of medicines, therapies and treatment (Biesta, 2016) or specialisms. One example of this is government initiatives such as 'what works' research, that is underpinned by a cause and effect approach or protype and ideas of applying 'what works' (Biesta, 2016, p30) to the situation. The what works initiative is predicated on a belief that decision-making should be based on evidence. It has provided resources (some are referred to as toolkits) that summarise research evidence, predominantly informed from meta-analyses, for teachers including the cost and impact of the strategies and interventions (Mitchell and Sutherland, 2020). The presentation of research evidence for teachers to aid decision-making, while laudable in its intention, is not without issues. Two concerns particularly pertinent for pedagogical decision-making for SEN have been drawn from Mitchell and Sunderland's (2020) analysis:

- The use of meta-analyses may lead to the presentation of information in such a way that obscures clarity of rationale for why something worked.
- The question of whether teachers have sufficient time or skills to critically appraise the research evidence presented to them.

 Nevertheless, despite these concerns, there is an attraction for teachers to purchase specialist materials, CPD resources, and texts owing to the combination of claims made by marketising information and the demands arising from the standards agenda (Demir and Done, 2022). One potential negative unintended outcome from this marketisation of specialism is that teachers may wait for specialists to resolve issues, rather than proactively

considering adaptations to existing practices to facilitate positive outcomes for learners (Trussler and Robinson, 2015). Indeed, Biesta (2016; 2007) cautions against a positivistic approach to research and practice in education; he reminds us of the importance of values and considering broader questions of appropriateness of a specific activity, resource or strategy for the learners with whom we are working. This highlights the importance of teachers reflecting on professional experience in addition to evidence presented from research to aid their decision-making (Rose, 2010).

3.2.2 Ah but…let's reframe thinking from Challenging Behaviour to *lively learners*

The perceptions that teachers hold about children with SEN and teaching these children within their class are shaped by their mental frames that provide a lens through which they conceive, analyse and enact practice. Indeed, the behavioural theory that teachers employ also shapes their mental frame (Crisp and Soan, 2003). Our mental frames or '…conceptual system…' (Lakoff and Johnson, 1980, p.3) are '…mental structures that shape the way we see the world' (Lakoff, 2014, p.xi). They develop through our interaction with the physical and social world (Scott and Vare, 2018), and in turn shape our perceptions and interactions with the social and physical world (Lakoff and Johnson, 1980). Thus, mental frames influence our planning of goals, of actions to achieve those goals, and our appraisal of the outcomes of those actions. Framing ideas, issues or situations in a particular way can help us to convince others to agree with our conception of those, or support them to re-construct a view of a situation or an issue from a different perspective (Scott and Vare, 2018). Key to this process is the choice of vocabulary, and the way in which it is used, because these influence thinking about a topic, which in turn supports shaping or re-shaping mental frames (Lakoff, 2014).

However, changing frames (or '…reframing…' Lakoff, 2014, p.xii) is not an easy undertaking. Lakoff and Johnson (1980, p.3) contend that the mental frames we construct are '…fundamentally metaphorical in nature …' and that we draw on our language, culture and experiences to form those metaphors that become part of our lexicon. They argue that this facilitates explaining one type of experience in another type of experience. Thus, we use metaphors to help ourselves and others understand the rationale underpinning our perspectives and beliefs and to explain new ideas and language. Lakoff and Jonson (1980, p.159) use the metaphor of a vehicle to present the case that this process facilitates metaphors becoming part of our lexicon, just as our language, culture and experiences form

those metaphors. This suggests that the use of metaphors in addition to the careful consideration of choice and use of vocabulary facilitate the challenging task of reframing an individual's perspectives. This is illustrated by the case of Vignette 3.1 [Appendix 11].

This is relevant to inclusive education because personal and professional experiences shape and reshape teachers' mental frames, the lens through which planning and implementation of strategies, approaches and programmes. If we work to reframe a teacher's thinking about a specific issue, such as concerns in relation to children who present with CB in their class, then we can encourage a more positive outlook and engagement by teachers. This approach seeks to change teachers' focus from terminology, such as SEN, to participation and learning (CSIE 2018; Booth and Ainscow, 2011; Corbett, 2001a). Reframing requires teachers to be open to suspending their judgement and reflecting on these four factors [adapted from Blamires (1999); Hart (1996) and O'Brien (2020)] to inform pedagogical decision-making:

- relationships for learning and teaching
- considering the child's perspective
- analysing what underpins the behaviours in the classroom of (i) the adults and (ii) the children
- analysing the learning environment (social, physical, sensory and cognitive).

Lakoff and Johnson (1980, p.xii) contend that 'Reframing is social change'; which is achieved through making changes to mental frames held by individuals. This notion aligns with my belief that working to reframe teachers' perceptions of issues in practice is transformatory in nature, because the resultant change in lens through which practice is being conceived, analysed and enacted facilitates a more positive outlook and engagement. This is illustrated by the case of vignette 3.2 [Appendix 12]. Allied to this, Crow (2010) argues that impairment needs to be separated from notions of disaster and sadness as this engenders anxiety, which hinders purposeful reflections and discussion. Thus, impairment needs to be considered within a functional explanation of the difficulties being experienced by the individual, rather than another's perception of those difficulties. The chapter will next examine the four factors identified above.

3.3 Learning Environment

Education involves individuals making sense of what is being taught; the learning process involves social interaction with, and mediation of, and is influenced by the interplay of

environmental and internal factors (Biesta, 2016). Thus, in addition to the curriculum, teachers thus need to consider a variety of factors within their pedagogical decision-making. Current legislation and policy require schools to employ an anticipatory approach to meet the needs of learners with SEN (DfE/DoH 2015), being proactive rather than reactive in planning for their pupils. This proactive approach to designing the classroom and high-quality teaching includes the sensory, physical, social, and cognitive dimensions of the environment (Soan, 2017, p.23, pp.74-78), because these all influence learning and behaviour (Claxton and Carlzon, 2019; Glazzard et al., 2019; Ellis and Tod, 2018; Tutt, 2016). This notion has synergies with the Reggio Emilio's metaphor of the environment being the third teacher, that is employed to encourage teachers to plan the classroom environment with careful attention to factors that act to support or impede children's focus and engagement (Santín and Torruella, 2017; Strong-Wilson and Ellis, 2007). Thus, priority should be accorded to creating a physical, sensory and social-emotional space that acts favourably to facilitate learning (Sobel and Alston, 2021).

The design of a learning environment involves consideration of a range of aspects, such as organisation of furniture, and resources and nature of displays (Glazzard et al., 2019; Soan, 2017). These decisions may be mediated through the physical space and the available resources, pedagogical considerations and the demands of the curriculum (Starkey et al., 2021). Within England, there are many different sizes, shapes and designs of school buildings. The physical spaces of the classroom can intensify or reduce the challenges that teachers face in fulfilling the variety of different purposes that classrooms need to satisfy, whilst at the same time meeting the needs of individual children (Sobel and Alston, 2021). The interplay of the physical space and severity of need may elicit tensions for teachers as they work to address sensory, physical or emotional needs of children. Regular audits of the environment through devices such as checklists and learning walks can support appraisal, and adaptations, of the environment. Soan (2017, p.23) proposes a collaborative approach to these audits that includes pupils as well as practitioners who hold a variety of roles within school. This collaboration can facilitate the pupil voice to be part of the decision-making process for the design of the learning environment, and enable professional development for practitioners (Soan, 2017).

3.4 Relationships for learning and teaching

Overtime, in wider society and in schools, concern and attention given to, children's emotional wellbeing and mental health needs have increased (Grimm *et al,* 2022; Henderson and Smith, 2021). While a complex interplay of multi-dimensional factors influence children's wellbeing (DfE, 2019) and behaviour, it is interesting to note from a number of research studies that the nature of relationships, and feelings of connection or disconnection, are key causal factors affecting wellbeing (for example, The Children's Society, 2020; 2019; DfE, 2019). There may be a disparity between the home and wider community that children inhabit with their school community and environment. While this influences children's behaviour in school, their behaviour is also influenced by the structures, culture and processes operating within the school environment (Elliot and Tod, 2018; Glazzard, 2018; Elliot and Place, 2012). Allen, Boyle and Roffey (2019, p.5) concur and advance this notion with their contention that a focus on building '…positive relationships across the school…' are vital for engendering a sense of belonging. This highlights the importance of investigating the influence of relationships between adults and children, and between the children and their peers, together with the sense of connection with the school community, to inform the development of effective inclusive pedagogy.

3.4.1 Climate for learning

Key functions of the human brain are learning, memory and application of learning. A vital process within these functions involves the neurons within the brain changing their structure and relationships with other neurons, a process referred to as '…neural plasticity…' (Satchwell-Hirst, 2017, p.52; Cozolino, 2013, p.16). The interaction of the social environment, or ethos, and the curriculum within every classroom shape the learning of the pupils (O'Brien, 2020; Elliot and Place, 2012). A sense of belonging to the school is vital for both children and adults (O'Brien, 2020), and has a positive impact on children's progress and engagement in learning (Allen, Riley and Coates, 2020; Glazzard *et al.,* 2019). As there is a close connection between the constructs of belonging and inclusion (Kovač and Vaala, 2021; Glazzard *et al.,* 2019; Shaw, 2019), this is pertinent to the development of effective inclusive practice.

Relationships engendered by teachers with their pupils that are empathetic and supportive are crucial for learning (Cozolino, 2013). This is because that attunement between teacher

and learners facilitates the processes of neural plasticity and supports a level of arousal in learners that is positive for motivation and engagement in learning (Sidorkin, 2022; Cozolino, 2013). In concurrence with this argument, O'Brien (2020, p.19) draws on the work of Winnicott's (1960) construct of a '…holding environment…' in support of his advocacy for classrooms in which pupils and teachers are attuned. O'Brien explains these classroom environments have clear boundaries, consistent expectations, and adults who are supportive and empathetic. Another important ingredient in the construction of safe trusting environments is Carl Rogers' (1902-1987) construct of 'Unconditional positive regard' that advocates that practitioners should '…value the person, irrespective of differentiated values which one might place on his specific behaviours' (Rogers, 1959, p.208). This construct was developed from an evidence-base underpinned by a wide range of empirical research and clinical psychotherapy work (Rogers, 1959). O'Brien (2020, p.17) contends Rogers' construct is an essential element necessary within the ethos of schools, and imperative for children who exhibit CB. This underpins approaches in which behaviour is not perceived through a binary lens of being either positive or negative, but rather a more analytical approach is adopted aimed at understanding the behaviour. One in which understanding informs support that is aimed at changing observed behaviours from negative to positive.

3.4.2 Attunement between teachers and children in the classroom

Attunement relates to the circumstances when individuals are able to ascertain how another individual may be feeling from observations of actions and non-verbal cues (such as facial expression or tones of voice) and then acts towards them in an appropriate manner (Henderson and Smith 2021; Perry 2020; Piper, 2017). This can be observed in classrooms when teachers adjust their intended plans to better accommodate the mood of the children to improve participation and engagement in learning activities, for example following a distressing incident at playtime that has triggered lively or angry behaviours. This is captured evocatively by Perry (2000, p.20) as 'Reading the Rhythms of the Child'; he contends that attunement is vital for effective learning and teaching. Teachers need to work to be attuned to their whole class, not just one or more single individuals (Henderson and Smith 2021); it is important to acknowledge the challenges arising from factors such as size of class or breadth of diversity of learning characteristics. Elements that can aid teachers with navigating these challenges are empathy (Visser, 2022; Cooper, 2004), relational practices (Black, Bettencourt

and Cameron, 2017) and experiencing successes in managing difficult behaviours or situations (O'Brien, 2020). This section examines attunement through two elements: empathy and attachment.

Empathy

A classroom ethos that facilitates feelings of physical and emotional safety is underpinned by a foundation of emotional attunement (Cozolino, 2013). This foundation is constructed from teachers actively working to understand their pupils lived experiences, interests and needs, which is key to being able to empathise with those pupils' beliefs about themselves and the world. Empathy is a multifaceted construct (Lamm, Rütgen and Wagner, 2019), defined by Saban and Kirby (2019, p,62) as '....an emotional or cognitive response to another's emotional state,' and acknowledged to be part of emotional intelligence (Goleman, 1998). The cognitive processes involved in empathy have been referred to as employing '…theory of mind…' (Baron-Cohen *et al.,* 1985) or '…mind reading…' (Frith and Frith, 2005). Within education, empathy is argued to be valuable to aid teachers' understanding of their pupils, and engages them in drawing on the cognitive aspect or '…perspective taking…' through observing verbal and non-verbal cues from children (Warren, 2018, p.171; Luff, 2009; Cooper, 2004). Teachers use this to demonstrate to the child their awareness of the child's emotion and signal their keenness to support the child with managing the situation (Henderson and Smith 2021). Warren (2018, p.171) contends that teachers' skills in using empathy within professional practice develops through an '…iterative process…' overtime of gaining knowledge, applying the knowledge within practice and reflections on experiences. Empathy is an important factor in effective teaching because it facilitates pedagogical decision-making that responds to the needs of learners in everyday situations (Piper 2021; Warren, 2018; Weare, 2000), with helping children to feel valued (Piper, 2017), and with building relationships (Luff, 2009). Thus, empathy is closely intertwined with attunement in classroom practice. In this way, teachers fashion a classroom that provides the security vital for exploration and risk-taking within learning activities to positively influence pupils' self-belief, resilience and self-esteem, factors that play a key role within academic and social learning (Cozolino, 2013). Indeed, empathetic teachers are regarded as '…highly moral individuals…' who value their pupils and enact ethical and inclusive practice (Piper, 2021, p.76; Cooper, 2004). Moreover, the care demonstrated through empathy and attunement facilitates an ethos that is inclusive and

promotes effective academic and social learning (Cooper, 2004). Empathy and attunement can thus be argued to be factors within effective inclusive pedagogical approaches.

Attachment

The theoretical underpinnings of emotional attunement is from Attachment Theory. Attachment Theory, originally conceived by Bowlby (1988) from his clinical observations of parent and child relationships and further developed by others including most recently studies in the field of neuroscience. The theory expounds that the early relationship between a young child and their primary carer shapes development of an attachment relationship that influences development of an internal working model [IWM] for the child of themselves and of others (Bowlby 1988; Geddes, 2017). A relationship in which the carer is attuned, nurturing and responsive to the child's needs facilitates a secure attachment, whereas when the carer is not an insecure attachment is formed (Bowlby 1988). A secure attachment supports development of neural pathways in the brain that form an IWM that develops a sense of being valued, other people are trustworthy, and the world as a safe place (Henderson and Smith, 2021; Geddes, 2017; Bombèr, 2007). Conversely, an insecure attachment will develop a poor sense of self and difficulties with trusting others and their environment (Geddes, 2017; Bombèr, 2007, p.25). Attachment Theory establishes the crucial importance of feelings of safety in relation to trying new activity (Rose, 2010; Bombèr, 2007). This is important to classroom practice because positive relationships support that feeling of safety that is vital for learning and development (Rose, 2010). Emotional security is also important because of the negative impact that feelings akin to humiliation and to stress have on learning (Cozolino, 2013). Circumstances that induce these emotions act as catalysts for the release of cortisol; this hormone can constrain an individual's ability to think and focus; thus, can negatively affect learning (Cozolino, 2013). For children who develop early insecure attachments, positive relationships with key adults in school (such as mentors and TAs) can offer a '…reparative relationship…' that facilitates new IWM and behaviours (Bombèr, 2007, p.58). Developing a sense of safety is part of building positive connections and the feeling of belonging for learners (Rose, 2010). Thus, relationship building arguably aligns with work to develop effective inclusive practice.

3.4.3 Relational classroom practice

The notion of giving attention to relationships in the classroom aligns with empathy and attunement. Indeed, Noddings, who is credited with introducing the term relational pedagogy (Bovill, 2020), advocates for the importance of care and empathy in the classroom, highlighting the vital role attentive listening plays within this (Noddings, 2012). Sidorkin (2022, p.17) describes teaching as '…relational labour…' and observes that learning is deeply embedded within social relationships. Indeed, learning activities can be viewed through two dimensions: teaching and practicing skills and knowledge, and as a conduit for building relationships (Rose, 2010). This suggests that there is reciprocity between development of learning and relationships, that an iterative process is engaged within the classroom (Sidorkin, 2004). Those who advocate for relational pedagogy argue that positive and authentic relationships engender increased motivation and engagement in learning, and encourage positive behaviour (Sidorkin, 2022; Henderson and Smith, 2021; Bovill, 2020; Dix, 2017), and positive academic outcomes (Papatheodorou, 2009).

Bovill's (2020) analysis of definitions of RP identifies two key elements:

- Recognition that the nature of relationships between teachers and children is important;
- The crucial nature of developing positive connections between teachers and children and between children and their peers to facilitate effective learning.

The philosophical underpinnings of RP lie in social constructivism (Papatheodorou and Moyles, 2009), owing to the '…interconnected experience…' that takes place between teacher and learner (Papatheodorou, 2009, p.5). This highlights the fundamental dimension of relationality within RP predicated on the understanding that humans are '…relational beings and teaching as relational processes' (Ljungblad, 2021, p.863; Papatheodorou, 2009). RP draws on theoretical frameworks including those of Dewey (Bovill, 2020), Friere (Bovill, 2020; Papatheodorou, 2009), and Giroux (Bovill, 2020; Peters, 2009). Freire (1996) argued for education that is formed through the influence of the interaction of teacher and learner, together with the dimensions of their social, cultural and political experiences, that has dialogue at the heart of the process. Papatherodorou (2009) contends that Freire's framework highlights the crucial importance of teachers and children building relationships and constructing shared experiences and goals. Bovil (2020) expands our understanding through her analysis that RP draws on Giroux's recommendations for placing greater value on relationships between Teachers and learners (and between learners) and facilitating

opportunities for pupils to be involved in decision-making within his framework of critical pedagogy. Additionally, Peters (2009) notes concordance between RP and Giroux's framework owing to their congruent aims to develop critical, analytical and reflective learners.

While the ecological dimensions that influence a child's profile are acknowledged, PR places greater emphasis on examination of the quality and nature of relationships within schools that work to facilitate effective learning and changes to practice (Sidorkin, 2022; Ljungblad, 2021; Bovil, 2020). RP does acknowledge the importance of positive academic outcomes, advocating that relationships can inform effective practice to ensure those positive outcomes, which appears to undermine the argument that there is a disparity between relationship and outcome orientated pedagogies (Papatheodorou, 2009). This is important to consider owing to the policy drivers for standards and accountability that can act to create tensions with the intersection of work to develop inclusive practice (Williams-Brown and Jopling, 2021).

Communication is an important dimension of RP owing to its important function within construction of relationships (Vasilic, 2022; Papatheodorou, 2009). Biesta (2004, p.18) frames examination of communications between teacher and learners through the metaphor of a gap, the '…*in-between* space…'; which he argues plays a vital role in communication and interaction and hence the construction of meaning-making. He suggests this provides '…a better understanding of the relationality of the educational relationship' (Biesta, 2004, p.21). Papathedorou (2009, p.11) contends that this compels teachers to critically reflect on their own beliefs in order to better understand their pupils, an act that is transformatory for both teachers and pupils and engenders respect. Biesta's contention of the *in-between* holds alignment with Bronfenbrenner's ecological theory owing to the shared belief that development is shaped from the interplay overtime of the micro and macro systems (Papathedorou, 2009, p.11).

It is important to acknowledge that building relationships in the classroom can be a complex process owing to the multi-dimensional factors involved (Ljungblad, 2021); for example, the diversity of perspectives held by individuals in the classroom. In my professional experience, this is particularly the case in circumstances in which children are exhibiting CB; for example,

owing to anxiety elicited by angry outbursts for the child's peers and teacher, or because the adults hold differing perspectives about the CB. Webster's (2022) analysis of empirical research examining the experiences, provision and outcomes for children with SEN identifies an issue that is pertinent to consideration of relationships between teachers and children with SEN. Webster (2022, p.38) identifies that children with Statements of SEN (currently replaced by EHC Plans) in primary schools were withdrawn from their classroom to work away from their peers '…more than one day per week…' for specific interventions, because of disruptive behaviours and also for teaching of lessons. This is significant because of the impact it has on the nature of the children's experience of school-life owing to the exclusion, separation and segregation from their teacher and their peers (Webster, 2022, p.47). Such circumstances arguably risk constraining the development of feelings of connection with peers and teacher, and thus negatively affect the quality of relationships. Appendix 13 provides examples to illustrate the ways in which focusing on relationships in classrooms can support inclusive practice [The themes examined in section 3.4 are illustrated within the pedagogy row of table 24 in Appendix 3].

3.5 Changing teachers' mental frame for Challenging Behaviour

Behaviour management is a term frequently used in schools in relation to responding to observed behaviours, which elicits connections with terms such as discipline, consequences and rewards (Bombèr, 2020). Indeed, Ellis and Tod (2018) note that the focus on behaviour remains on compliance. Bombèr (2000) contends that this may lead to viewing behaviour through a prism of binary perspectives that behaviour is either good or bad. In my professional experience, the attention of many teachers becomes focused on the observed behaviour that is problematic, rather than the potential causal factors of the behaviour. Indeed, when people feel under pressure to resolve a difficult issue with behaviour quickly, this can elicit speedily made decisions (often influenced from the heightened emotion of the situation), that do not work to resolve the issue over the longer term (O'Brien, 2020). Focusing on the child, Bronfenbrenner's (1979) ecological model supports us to understand that children's development is influenced by a range of organic and environmental factors. Indeed, children's profiles are multi-faceted comprised of co-existing factors, such as biological and environmental (Frederickson and Cline, 2015). Some of these factors may be challenging for the child to manage, for example experiencing the bereavement of a close

family member or neurodevelopmental conditions such as Developmental language Disorder [DLD] that may increase challenges to learning.

Turning our focus to the observed behaviours, many of the observed CBs exhibited by children serve a function (Glazzard *et al.,* 2019, p.59; Crisp and Soan, 2003, p.153); they are an outward materialisation of the child's endeavours to overcome or communicate their difficulties and have their needs met (O'Brien, 2016, p.36; Long, 2007, p.24). Communication is the process by which we convey and receive messages, to and from others, by verbal or non-verbal means (Kersner, 2015). Thus, observed behaviours may reflect internalising or externalising the tribulations a child or young person is experiencing (Snow, 2018). Framed in this way, behaviour can be argued to be a form of communication (Henderson and Smith, 2021; Bombèr, 2020; RCSLT, 2019; Snow, 2018; Gus and Wood, 2017; Piper, 2017; O'Brien, 2016; Rose, 2010; Long, 2007). Moreover, there is a risk that the presenting behaviours from the child can camouflage unmet needs, such as SLCN or DLD (RCSLT, 2019; Anderson, Hawes and Snow, 2016; Snow, 2016; Hollo, Wehby and Oliver, 2014). Further support for these contentions can be drawn from research that has investigated young people who have become involved with youth justice systems (Hopkins, Clegg and Stackhouse, 2018). This will be explored further later.

The perspective that behaviour is a form of communication, and that an unmet need or other issue may be being communicated, arguably encourages us to step away from a binary stance or lens upon behaviour. This stance is not advocating that we should accept CB in classrooms; conversely it is advocating for the importance in seeking to understand the causal factors (Snow, 2018). *Behaviour is communication* is a useful lens for supporting practitioners to understand behaviour in greater depth and thus support them with analysing behaviour. Indeed, teachers often respond positively when frameworks for understanding and analysing behaviours are introduced to them (Snow, 2018; Frederickson and Cline, 2015). Thus, changing the teachers' mental frames to utilise the notion of *Behaviour is communication* encourages a more holistic approach to gaining an understanding of the child's profile and for planning provision (Piper 2021, 2017; Gus and Wood, 2017). Another contributory relates to teachers' self-awareness; this is examined later. The lenses educators use to analyse and respond to behaviour are illustrated in table 24 in Appendix 3.

3.6 SLCN and emotional growth and behaviour

The previous section explored the notion that mental framing of behaviour as a form of communication facilitates opportunities for a holistic approach to the analysis of CB. This suggests that a lens of *behaviour as communication* provides a conduit for educators to gain a deeper understanding of the causal factors underlying CB. This section examines the potential links between SLCN and CB.

 SLCN is an umbrella term identified within the communication and interaction '…broad area of need…' of the SEND Code of Practice (DfE/DoH 2015, p.97:6.28). It is a label used to denote children identified as expereincing difficulties within one or more of the domains of receptive language, expressive language, and social use of language (RCSLT, 2019; DfE/DoH, 2015). The Royal College of Speech and Language Therapists [RCSLT] (2019) identify that many children who exhibit CB have SLCN, which may be hidden because adults' focus is frequently drawn to the exhibited behaviour. Aligned with this, Lindsay and Dockrell (2012a, p.12) contend that children with SLCN '…are at increased risk of developing behavioural, emotional and social difficulties,'; a position with which Yew and O'Keaney (2015) concur. Pickles *et al.* (2016) and Lindsay and Dockrell (2012a) highlight that these children are not a homogenous group, because their social-emotional development may be affected in different ways and to differing levels of severity. This means that the exhibited behaviour that is of concern may present differently for different children; for example, some children may be observed to exhibit internalised behaviours, such as appearing withdrawn, whereas others may exhibit externalising behaviours, such as angry outbursts or aggressive responses to disputes that occur in social interactions (Yew and O'Kearney, 2015; Charman *et al.*, 2015). Conti-Ramsden (2013, p.525) advances this perspective contending that as language is an important component of human behaviour, it may be reasonable to deduce that there may be potential difficulties with social-emotional skills arising from difficulties with language and communication skills. Interestingly, Yew and O'Keaney (2013, p.521) suggested that children with Developmental Language Disorder [DLD] were almost '…twice as likely…' to internalise difficulties (for example develop severe anxiety) and '…more than twice…' as likely to externalise difficulties (for example, meet criteria for ADHD diagnosis). Yew and O'Keaney noted that these difficulties were likely to be more severe than for any typically developing child. A number of research studies have identified a high prevalence of

social-emotional difficulties and CB observed within children who have language and communication difficulties (for example, Conti-Ramsden *et al.*, 2019; Chow and Wehby, 2018; Pickles *et al*. 2016; Bakopoulou and Dockrell, 2016; Clegg *et al.,* 2015; St. Clair *et al.,* 2011).

Children with SLCN are at greater risk of experiencing difficulties with social relationships and social interaction (Lindsay and Dockrell, 2012a; St. Claire *et al*., 2012). Subsequently, children with SLCN may experience greater difficulties with building and sustaining positive friendships (Bakopoulou and Dockrell, 2016; Yew and O'Kearney, 2015; Bishop, 2014; Lindsay, Dockrell and Strand, 2007). Insight into this difficulty is provided by Bakopoulou and Dockrell (2016) who contend that children with SLCN experience difficulties with social-emotional understanding; for example recognising the subtler cues of a peer's emotions during social interactions with them. They note that children with SLCN have often performed less successfully on Theory of Mind [ToM] tasks that have higher language demands, which may be owing to language difficulties or to the opportunities the children have had for participation in social experiences, such as conversations. ToM is defined by Baron-Cohen *et al.,* (1985, p.38) as,

> '… being able to conceive of mental states: that is, knowing that other people know, want, feel, or believe things…'

Bakopoulou and Dockrell (2016) acknowledge that when the language demands of the ToM task is reduced, children with SLCN may perform with greater levels of success. This draws attention to another factor that may contribute to the difficulties with social relationships; which is the difficulties experienced by children with SLCN with understanding the language used by others and / or difficulties with being able to articulate their own thoughts, feelings and actions to others [RCSLT 2019]. Consequently, these difficulties may further reduce opportunities for the children to have conversations and interact socially with their peers, which may contribute to the barriers they experience to building positive social relationships (Bakopoulou and Dockrell, 2016; Conti-Ramsden *et al.,* 2013). Indeed, Conti-Ramsden *et al.* (2013) propose that positive self-belief in social skills appears linked to confidence and amount of time spent engaging in social interaction. However, Chow and Wehby (2018), Lindsay and Dockrell (2012b), Hartas (2011) and Lindsay, Dockrell and Strand (2007) all highlight the importance of consideration of the context in which social interactions take place, and the nature of those interactions, which they contend may influence the child with

SLCN's competences. Two examples to illustrate potential influences on the interactions are the nature of the language demand in that context, and the attitudes and actions of the individuals the child is interacting with (Chow and Wehby, 2018). Moreover, St. Clair *et al.* (2011) and Lindsay, Dockrell and Strand (2007) identify that difficulties may increase during adolescence owing to the increasing amounts of dialogue children engage in as they grow older, and to the nuances that frequently form part of that dialogue (for example, sarcasm and local colloquialisms or jargon). This suggests as the language used between peers in social interactions becomes more complex, there are increasing level of challenges for children with SLCN to follow, understand and feel able to appropriately respond to.

In contrast to this perspective, comparisons of children with SLCN with younger peers matched for language competences, suggests that there may be more than poor language skills involved in social interaction difficulties (Yew and O'Kearney, 2015; 2013; Lindsay and Dockrell, 2012a). Returning to ToM, difficulties with inference and emotional awareness can hinder the interpreting of social cues which can contribute to difficulties arising during social interactions (Bakopoulou and Dockrell, 2016; Lindsay, Dockrell and Strand, 2007). St. Clair *et al.* (2011) identify that children with SLCN are at greater risk of being victims of bullying; while Dockrell *et al.* (2014) report that children with SLCN may also perpetrate acts of bullying towards their peers. However, Dockrell *et al.* (2014) do also caution that it is important to note that the issues raised about bullying refer to a risk factor, and thus is not an inevitable outcome. Another potential concern is identified by Bakopoulou and Dockrell (2016) who contend that Children with SLCN may engage in submissive behaviours towards peers, and expect support from another child or an adult to help them to resolve social disputes. This suggests the importance of pedagogical strategies to support children with developing conflict resolution strategies working to develop children's independence with these skills alongside mastering those strategies.

Yew and O'Keaney (2015) contend that language difficulties may hinder the development of vocabulary and expressive language skills related to discussing and managing emotions, which they suggest inhibits the development of more mature strategies to manage emotions. Indeed, children with SLCN may not be able to clearly explain their emotions or their perspectives (Gomersall *et al.*, 2015; Conti-Ramsden *et al*, 2013, Lindsay, Dockrell and Strand, 2007; Ripley and York, 2005). This may trigger behaviours being used to

communicate those thoughts, emotions and the frustration of not being able to articulate them clearly to others in learning and in social situations (RCSLT, 2019). Additionally, difficulties with comprehending language being used in social and learning activities may underpin the observed difficulties with social interactions or learning behaviours, such as following instructions or sustaining attention during explanations and discussions (RCSLT, 2019; Charman *et al*., 2015; Yew and O'Kearney, 2013; St. Clair *et al.,* 2011; Durkin and Conti-Ramsden, 2007). Aligned with this notion, Dockrell *at al*. (2014) contend that children with SLCN are subject to a higher risk than typically developing peers as being identified as having SEMH needs or CB.

SLCN has been linked to poor progress with academic skills, which may negatively influence a child's self-esteem and self-belief (Yew and O'Kearney, 2015; 2013). Additionally, the nature of the educational environment may also negatively or positively affect children's self-esteem and self-belief (Lindsay and Dockrell, 2012). Lindsay and Dockrell (2012a) highlight the implications of this for children, and for practice, with their contention that positive self-esteem and self-belief may mitigate against adverse outcomes for children's social-emotional development. This suggests careful monitoring of self-esteem and self-belief is needed together with implementing pedagogical strategies to mitigate against low self-esteem and self-belief.

Children with SLCN are not a homogenous group and each has their own unique profile of strengths and difficulties (Lindsay and Dockrell, 2012). Lindsay and Dockrell (2012b, p.9) identify that the connection between SLCN and SEMH and / or CB is multifaceted and complicated. Yew and O'Kearney's (2015, pp.367-368) longitudinal study examined the trajectories of social-emotional difficulties in the development of children with SLCN and typically developing children using data drawn from a large-scale longitudinal study of Australian children. They identified that while patterns of development of social-emotional difficulties was similar for children with and without SLCN, there was a pattern that identified '… a persistently higher level of emotional symptoms,' for those children for whom SLCN was evident at a young age. Yew and O'Kearney (2015, p.369) also identified that additional risk factors for increased levels of severity with social-emotional difficulties for boys was '…hostile parenting...' which was increased for boys with SLCN; they identified that for girls with SLCN,

'… language impairment significantly increases the risk and protective influences of SES [*socioeconomic status*] to the rate of increase in emotional symptoms over the primary school years.'

Contrastingly, Conti-Ramsden *et al.* (2019) reported that they did not identify a pattern of differences in social-emotional difficulties in relation to gender; they did identify that mental health of the child with SLCN's parents may be a risk factor for social-emotional difficulties. Their study also drew on data from a large-scale longitudinal research study, but in contrast to Yew and O'Kearney's research, the participants were children with SLCN who were attending specialist resource bases in mainstream schools in England. There may be differences in the access to specialist support experienced by the participants in each of the studies that may have contributed to the differences between the findings.

The implications for practice are that support for social-emotional skills and for language and communication skills is crucial (Yew and O'Kearney, 2015). Echoing the issues raised in the exploration of SEN (chapter 2; section 2.2.4 and 2.4.2), Clegg *et al*. (2015), Yew and O'Kearney (2015) and Bishop (2014) all caution that it is important to adopt a holistic approach to analysing concerns about a child as there are other possible influences on children's social-emotional wellbeing and behaviour besides SLCN. Being mindful of Dockrell et al.'s (2014) cautionary note that risks in relation to bullying does not mean an inevitable outcome, perhaps it is important to acknowledge that the research studies have raised issues as risk factors (not inevitable outcomes) for negative impacts on social-emotional development and behaviour (Conti-Ramsden *et al.,* 2019). Indeed, Conti-Ramsden *et al.* (2019) suggest that there may be protective factors for some children that act to mitigate the development of social-emotional difficulties; such as support from parents with social-emotional understanding and self-regulation skills or positive relationships with other children. Nevertheless, the risks and issues identified by research studies suggest that for circumstances in which there are concerns about CB and social-emotional development, (and where children have not been identified with SLCN), assessment of language and communication skills is a valuable part of investigation to aid identifying underlying causation of those observed concerns [RCSL, 2019; ICAN/RSLT, 2018; Hollo, Wehby and Oliver, 2014; Snow, 2013; Lindsay and Dockrell, 2012b)].

3.6.1 Identification of need: potential for SLCN to be overlooked as a causal factor of challenging behaviour

In my professional experience, the potential of a SLCN being an underlying causal factor of observed CBs is frequently overlooked by teachers. This risk arises because SLCN can be camouflaged by other needs and teachers may not have knowledge about SLCN (Dockrell *et al.*, 2017; ICAN/RCSLT, 2018). Dockrell and Hurry (2018) concur and identify two contributory issues: the lack of tools available for schools to measure language and communication competences and, in alignment with ICAN/RCSLT (2018), the low priority given to oral language skills within our education system.

Evidence drawn from a range of research studies identifies that language difficulties may be one of the causal factors underlying CBs for some learners (Chow and Webby, 2018; Snow, 2016). Research from longitudinal studies in the UK and from UK and international research with young offenders has identified a sizeable proportion of young offenders who have a difficulty with language and communication (Hopkins, Clegg and Stackhouse, 2018). Although some young offenders already had a diagnosis of DLD, a number of studies have identified a large proportion who had a language difficulty of a severity that would meet criteria for diagnosis of DLD, but had not been previously identified (Winstanley, Webb and Conti-Ramsden, 2017; Anderson, Hawes and Snow, 2016). These findings are significant because each of those young people had not received support for their language difficulties, thus had an unmet need during their time in school (Winstanley, Webb and Conti-Ramsden, 2017, p.258). Poor language competences act as a risk factor for difficulties with academic learning and social-emotional skills (Dockrell and Hurry, 2018). Moreover, a pathway can be tracked from early language delays to difficulties with reading and problem-solving in maths that '…leads to progressive disengagement with learning' (Gross, 2022, p.11), and may trigger CB. One example of how SLCN may negatively influence behaviour is that having a limited lexicon of emotion words constrains competences with articulating feelings and experiences. Thus, the child may use behaviour to communicate frustrations or perceived unmet needs; some of these behaviours may include aggressive verbal or physical outbursts (Tutt, 2016). This holds concurrence with that contention that behaviour is a form of communication and illustrates the importance of investigating causal factors of observed behaviours, such as SLCN. Assessment and identification will inform pedagogical decision-making which aligns with the requirements of SEND CoP (DfE/DoH, 2015).

3.7 Responding to Challenging Behaviour

The actions enacted in response to CB are often referred to using vocabulary, such as discipline. It is pertinent to consider the influence of vocabulary and associated viewpoints on teacher actions. For example, the term discipline often elicits teachers in administering consequences and rewards. These types of actions draw on behavioural learning theories that focus on using positive and negative feedback from external stimuli and from the environment, to teach and encourage particular desired behaviours and change unwanted behaviours (Glazzard *et al.,* 2019; Frederickson and Cline, 2015; Crisp and Soan, 2003, p.160). Indeed, teachers may separate learning from behaviour and deal with each one disparately, which may trigger further disruption (Crisp and Soan, 2003, p.153).

An alternative framing of the word discipline is proposed by Bombier (2020, p.38) who draws on the root word of discipline (*disciple*) to encourage focus on actions such as teaching, mentoring and encouraging. She proposes that teachers should utilise this root word to reframe their thinking about discipline. This suggests that teachers' need to consider the underlying causation of the behaviour and then plan learning and teaching activities to address the causal factors. This argument does not seek to banish negative consequences for behaviour infringements, but does advocate for consequences that are proportionate and carefully considered and involve reparative elements (Henderson and Smith, 2021; Dix, 2017). Moreover, it proposes that behavioural approaches can be more effectively used to gather insights into patterns of behaviour (Colley and Cooper, 2017; Weare, 2000), to inform a holistic approach that acts to empower children (Weare, 2000) through developing self-awareness and self-regulation of emotion and behaviours (Jean-Pierre and Parris, 2018).

Many aspects of behaviour management policies and practices in education have been identified to be underpinned by behaviourism (Elliot and Place, 2012; Muijs and Reynolds, 2011; Crisp and Soan, 2003, p.160). Parker, Rose and Gilbert (2016, p.441) concur and contend that education policy and systems of inspection have acted to consolidate this. In support of behaviourist approaches, Bennett (2017, p.41) contends that implementing consequences acts as a '…conversation…' that acts to incentivise or deter the specific behaviours. He advocates for the importance of their consistent implementation in school,

although he does acknowledge that children with SEND may need scaffolded support to enable them to behave in accordance with school rules and expectations. However, in contrast to Bennett's contention, the implementation of incommensurate consequences has been observed to exacerbate the concerning behaviour or acts to isolate the child (Dove, 2021), and can generate animosity and distrust from the child (Dix, 2017). Woods' (2008) findings concur with this view. Her case study research identified that negative impacts of consequences triggered anger and distrust of the school and teachers in a child who exhibited CB. While it is important to acknowledge that this is a small-scale study, it was conducted over a period of two years, which facilitated deep and rich level of detail of data that informed findings that present an authentic explanation of the experience and view of the child. Interestingly, Weare (2000) draws on several studies to support her contention that behaviourist strategies can be effective over a short-term period, but have fewer positive impacts over a longer-term. Parker, Rose and Gilbert (2016, p.441) concur and advance this perspective contending that behaviourism misrepresents the complex interaction of factors that underlie observed behaviours, directing practice to adopt a universal approach for all.

The notion of consequences being a conversation is critiqued by Bombèr (2020, p.44) who argues that this is an oversimplification of the complexities of individuals and their circumstances, and is imbued with a severe in-balance in the power-relationships of teachers and children. The notion of a conversation can be argued to start from the child's behaviour and engages teachers in careful listening to the child, as well as talking with them, and drawing on the knowledge they have about the child to aid decision-making about actions (Bombèr, 2020; Long, 2007). This contention offers alignment with the notion of working to move away from consideration of CB from a binary stance. Indeed, it is suggestive of a reconsideration of the notion of power or control in classrooms. This argument is not aimed at allowing children to take control, but rather for a reframing of perceptions of an adult-led agenda on which school life is based in consideration of agency and rather than a passive obedience (Parker, Rose and Gilbert, 2016, p.441).

Inclusive pedagogical responses to CB can be argued to be multi-faceted; drawing on humanist principles and acknowledging the complicated nature of behaviour (Parker, Rose and Gilbert, 2016). In addition to positive relationships, clear and high expectations of

behaviours and classroom routines, teachers need to reflect on pedagogical approaches to address needs and for teaching social-emotional competences (Henderson and Smith, 2021; Glazzard *et al.*, 2019). The ways in which beliefs may shape educators' approaches to CB is illustrated in table 24 in Appendix 3.

3.7.1 The role of relationships in responding to Challenging Behaviour

Research examining the quality of teacher-child relationships in the circumstances of CB in a small-scale study in primary schools identified features such as cold relationships and interactions infused with hostility, which the researchers noted can engender a reciprocal and negative affect on behaviour, relationships and academic outcomes (Wilkinson and Bartoli, 2021, p.483). While this was a small-scale study that thus cannot offer generalised findings, it does highlight an issue in practice that concurs with findings from other studies about the influence of the quality of relationships on CB and progress in learning. Hamre and Pianta's (2001) longitudinal study in USA postulated that nature of relationships between Early Years practitioners and children who exhibited CB may predict academic and social-emotional outcomes of those children at age 14. These findings concur with findings from studies conducted by Doumen *et al.* (2008) and Zhang and Sun (2011), and align with Miller-Lewis *et al* (2014) who suggested that teacher-child relationships may be an influencing factor on child mental health. While these studies have focused on the influence of negative relationships, Gross' (2022) review of studies examining factors that impact positively on outcomes for disadvantaged white boys in England noted positive relationships with teachers, other practitioners and peers within those protective factors. In light of these findings, it is interesting that a relational lens is advocated as a tool to be employed within responses to CB (Vasilic, 2022). Vasilliac (2022) highlights three key teacher behaviours that are involved, curiously-driven dialogue, deep listening and collaboration, which she contends will aid analysis of behaviour and pedagogical decision-making. There are arguably three dimensions of relationships that the relational lens can support: the self, other adults and children.

Dimension 1: relationship with self

The teacher's '…relationship with self…' (Ellis and Tod, 2018, p.81) relates to their attunement with triggers that can influence their own responses to behaviour, their own knowledge about SEN, and to their own wellbeing (Dove, 2021; Henderson and Smith, 2021;

Ellis and Tod, 2018; Bennett, 2017, p.64). Self-reflection to aid understanding about each of these can support self-monitoring actions within classroom interactions to ensure that a teacher's own behaviour does not escalate negative behaviours (Dove, 2021; Ellis and Tod, 2018). Ekins (2017, p.105) contended that teaching is imbued with emotion, noting an '…emotional and moral sense of wanting to make a difference…' within the analysis of her research investigating inclusive practice in two schools. Allied to this, Glazzard and Trussler (2020, p.29) suggest that challenging behaviour can negatively impact on teachers' wellbeing and, conversely, the behaviour exhibited by teachers who are experiencing feelings of anxiety or strain, such as impatience, may negatively impact children's behaviour. One factor that positively and negatively influences teachers' emotional wellbeing and self-belief in their own practice is the '…ecology…' of the school (Glazzard and Trussler, 2020; Armstrong, 2014, p.741; Roffey, 2011, p.195). This relates to the interplay of the school values, systems, policies and relationships between teachers, together with the ways in which staff and their professional development are nurtured (Roffey, 2011, p.198), and their wellbeing addressed (Soan, 2017, p.32). The outcome of this influences teachers' capacity and competence with managing interactions with a child who exhibits CBs (Middleton, 2022; Armstrong, 2014, p.741). This highlights the value of collaboration or supervision that supports self-reflection and identify areas to work on (Dove, 2021; Middleton and Kay, 2020; Reid and Soan, 2019, p.70; O'Brien, 2016; Rose, 2010). Wigford and Higgins' (2019, p.62) research with school staff in international schools concurs with these views highlighting the importance played by relationships and feelings of belonging to their '…emotional, cognitive and socio-relational wellbeing within their work setting.' Thus, feelings of trust and belonging are vital for teachers and their practice (Roffey, 2011, p.199; Hutton and Soan, 2010). Middleton and Kay (2020, p.189) concur and advocate that positive teacher wellbeing facilitates a greater likelihood of being able to effectively address needs of children. This holds concurrence with the values of inclusion (Middleton and Kay, 2020; Roffey, 2011). The school leadership row of table 24 in Appendix 3 illustrates ways of thinking about the ecology of the school may be enacted across the spectrum of inclusion and exclusion.

Dimension 2: relationship with adults

Responding to CB in school benefits from collaboration to understand the behaviour and plan the pedagogical strategies and provision to address the underlying causal factors (McGuckin and Síoráin, 2021; Gross, 2022; O'Brien, 2016; Hanbury, 2007). Indeed, Bombèr

(2020, p.17) argues that understanding of CB and pedagogical decision-making is the responsibility of the whole school community; a position that aligns with the SEND CoP (DoH/DfE, 2015). While collaboration may offer opportunities for a deep understanding of the concerning behaviour, this may not be an unproblematic process. One potential issue is that individuals within the collaborative group may hold differing understandings of terminology used within their discussions. Thus, while seemingly working on a shared goal, the individuals are actually working towards different objectives, a discordance that will be unhelpful for practice (Vasilic, 2022, p.381). Vasilic (2022, p. 380) postulates that adopting '…rationally orientated processes…' within collaboration facilitates deeper understanding between the individuals, such as through constructing a shared understanding of vocabulary and planned actions. Relational processes have their foundation in social constructionism (Vasilic, 2022), a belief that knowledge is socially constructed in which language and communication plays a fundamental role (Gergen, 2015). In my experience, another issue relates to the sensitivities within discussions of CB because it is easy for individuals to feel that blame is being attributed that can trigger barriers to engagement in discussions. Relational processes facilitate changes in power-relationships within the group so that there is greater opportunity for power-sharing and the valuing of the diversity of knowledge, values, customs and beliefs in the group which aligns with values-led inclusive practices (Vasilic 2022; Peters, 2009). This arguably has alignment with the notion of developing attunement and relationships in the classroom. The altruistic and holistic and agentic inclusion sections of table 24 in Appendix 3 illustrates how collaborative approaches to CB may be enacted.

Dimension 3: relationship with children

Research examining causal factors for youth violent behaviour in the United Kingdom identified among the causative risk factors a paucity of caring and supportive relationships between young people and education practitioners from Early Years onwards (Irwin-Rogers, Muthoo and Billingham, 2020). Middleton's (2022, p.69) review of research studies in youth violent behaviour highlights exclusion from school as '…one of the most significant risk factors…'; a finding that has also been identified by Timpson (2019) and Allen, Boyle and Roffey (2019) who all note exclusion elicits vulnerability for engagement in criminal activity. This supports the pertinence of examining the contribution of relationships in how schools can respond effectively to CB in order to transform outcomes for children.

Relational Theorists advocate positive relationships between teachers and children have a beneficial impact on academic and social-emotional outcomes at school (Henderson and Smith, 2021; Rose and Gilbert, 2017), and on longer-term outcomes (Sidorkin, 2022; Parker, Rose and Gilbert, 2016). Moreover, caring teacher-pupil relationships have been argued to be key in work to reduce risks for children who exhibit CB, such as permanent exclusion from school (Armstrong, 2014). This holds alignment with humanist principles (Parker, Rose and Gilbert, 2016) and ethics of care (Noddings, 2012); in contrast to a binary approach that focuses on classification of behaviour according to school rules. Pertinent to developing effective practice, it highlights the importance of consideration of attachment (Bombèr, 2007), attunement and empathy (Gus and Wood, 2017; Cozolino, 2013) to aid teachers with consideration of how to build a trustful and positive relationship. Ljungblad (2021) concurs and highlights the important opportunities created within the everyday micro-interactions that take place between teachers and children. This suggests that teachers need to pay careful attention on the moments and reflect on how their actions, language and communication can work to encourage or discourage trustful relationships (Ljungblad, 2021). Table 26 in Appendix 14 illustrates ways in which developing positive relationships can support effective inclusive practice for CB.

3.8 Pedagogy: Classroom practice

3.8.1 Preparation: understanding the learner's profile

Being open to constructing a deeper understanding of children's profiles, enables teachers to enact pedagogical approaches that proactively address needs and develops skills beneficial for children's longer-term outcomes (Soan, 2017; Frederickson and Cline, 2015). This aligns with RP owing to the focus on building positive relationships through actions, such as attentive listening, that facilitates child's involvement in decision-making (Sidorkin, 2022; Bovill, 2020). Notions of compassion and understanding can be drawn out of analysis of actions within this process that encourage acting towards others with humanity and deeper care (Bombèr, 2020); this holds alignment with the values of inclusive practice (Middleton and Kay, 2020).

Observation is often described as being a valuable pedagogical assessment tool to aid understanding of a child's strengths and needs and inform planning (Luff, 2009). Analysis of observed behaviours to facilitate identification of causal factors is key to planning effective pedagogical responses (Dove, 2021; Frederickson and Cline, 2015). Within this process, teachers are encouraged to adopt a stance of being curious to facilitate identification of those causal factors (Vasilic, 2022). The questions used by teachers to analyse behaviour vary according to the lens through which behaviour is being considered (Vasilic, 2022); for example, a focus on cognition will shape questions that seek to understand the thought processes stimulating the observed behaviour, while a focus on biology may seek to investigate the potential of diagnosable conditions. This notion is important because analysis of behaviour is conducted through the prisms of teachers' IWMs that are shaped through their experiences, knowledge, assumptions and beliefs (Bombèr, 2020), which influence the approaches they may instinctively utilise when handling behaviour (O'Brien, 2020). It suggests that an analysis of the teacher's perspectives will aid comprehension of their prism and is key to facilitating transformatory changes to practice (Vasiliac, 2022).

The lens of *behaviour as communication* can be helpful to reduce sensitive reactions or attribution of blame in the processes of analysis to identify underlying causation of observed behaviours. Drawing on Bronfenbrenner's (1979) ecological systems model of development, supports teachers to adopt a holistic approach to their identification process (Carroll and Hurry, 2018; Piper, 2017) to aid building a deep understanding of a learner (Frederickson and Cline, 2015). Frederickson and Cline (2015) and Piper (2017) advocate for the value of tools that provide visual cues for the environmental, biological, cognitive and behaviour dimensions to prompt discussions between all of those involved with the child and thus aid a holistic identification process. Moreover, a holistic approach may open avenues for teachers to consider language and communication competences within the identification process. Piper (2017) contends that visual tools can support teachers to adopt a prism of behaviour as communication and encourage a curiosity-led stance to analysing observed behaviours. My professional experience concurs and has witnessed the valuable aid the visual record created has played in supporting decision-making for assessment and pedagogy and for on-going monitoring.

3.8.2 Universal Design for Learning.

High-quality teaching that is differentiated and personalised is advocated as being a vital initial component of effective provision for children with SEN (Glazzard, 2022; Choudry, 2021; Soan, 2017; DfE/DoH, 2015, p.25; Laisidou, 2012). This engages teachers in a vital and dynamic cycle of decision-making, implementation, reflection and review to facilitate construction of effective pedagogical approaches and learning environments (Black, Lawson and Norwich, 2018). Universal Design is a term, credited to Ronald Mace (1985), that was developed within the field of architecture to denote an anticipatory approach to the design of buildings and spaces so that they are accessible for all individuals (McGuire, Scott and Shaw, 2006). This term has been adopted within education, adapted to be Universal Design for Learning [UDL] (CAST, 2018; Laisidou, 2012). UDL is predicated on the belief that we need to be proactive and anticipatory for students with diverse learning needs rather than reactionary, and that this enhances the educational provision for all children (McGuckin and Síoráin, 2021; Browder, Hudson and Wood, 2014; O'Mara *et al.,* 2012; McGuire, Scott and Shaw, 2006; Rose and Meyer, 2002). This suggests alignment with Equality Act 2010 and SEND CoP 2015. Thus, this is principally concerned with introducing pedagogical approaches to facilitate participation in learning for all pupils (Laisidou, 2012), rather than disparate activities for children with SEN (Black, Lawson and Norwich, 2018; Florian and Black-Hawkins, 2011, p.818). Additionally, UDL encourages careful consideration of learning goals so that they are designed to be suitable level of challenge for all learners (O'Mara *et al.,* 2012; Blamires, 1999). In this way, UDL is advocated as being part of high-quality teaching (Basham, Gardner and Smith, 2020; Meo, 2008).

The enactment of UDL into practice encourage teachers to reflect on three dimensions within their planning of learning and teaching: '…multiple means of representation, expression and engagement…' (Browder, Hudson and Wood, 2014, p.347). Examples of this include using visual symbols, photos or real objects to support children's understanding of instructions and explanations, and providing alternative ways to writing for children to demonstrate their knowledge and understanding (Glazzard *et al*., 2019; Soan, 2017). Subsequently, teachers are proactively encouraged to think about how barriers to participation in learning activities can be reduced for children who have diverse learning needs (Woodcock *et al.*, 2022), rather than planning modified or different activities for those children. This is of interest in relation to children who exhibit CB, because consideration of

their needs at the start of the planning process may have a positive impact on children's ability to participate and feel valued in a learning activity.

Critiques of UDL argue that there are constraints affecting the successful implementation of UDL owing to the wide diversity of needs that exist in the pupil populations of schools (Broderick, 2018). Moreover, Browder, Hudson and Wood (2014) highlight that there is a paucity of research into UDL. O'Mara *et al.*'s (2012) systematic review noted that positive outcomes for children's social skills and interactions were reported, but that academic skills outcomes had not been reported, which makes it problematic to draw convincing conclusions about UDL and potential benefits for children's progress. Interestingly, their review highlighted the key importance of teacher attitudes, time, and access to knowledge and resources for increasing accessibility of the curriculum for children with SEN. However, those who advocate for UDL highlight the value that the principles of UDL have to influence teachers' reflection and decision-making for learning and teaching activities to facilitate access to the curriculum for children with SEN (Black, Lawson and Norwich, 2018; O'Mara *et al.,* 2012; Laisidou, 2012). As O'Mara *et al.* (2012) identify the positive influence of teacher attitudes on facilitating or increasing children with SEN's access to the curriculum, perhaps this suggests benefits of the consideration of UDL principles within teacher's professional development opportunities and for future research examining UDL and teacher decision-making. The pedagogy row of table 24 in Appendix 3 illustrates where the enactment of UDL may be employed along the inclusion-exclusion spectrum.

3.8.3 One size does not fit all…reflexivity

While UDL is advocated for the initial approach for pedagogical-decision making (Liasidou, 2012; Rose and Meyer, 2002), teachers will then need to reflect on whether there are potential barriers for participation that have not been addressed in their planning. Therefore, it is pertinent to return briefly to the consideration of whether specialist approaches are needed to meet diverse learning need. Norwich (2013, pp.76-77) offers a solution for mitigating anxieties for teachers in relation to pedagogical decision-making for SEN that acts to empower them. He suggests the use of the term specialised teaching, framed as '…ordinary pedagogy done in exceptional circumstances…' (p.77). He argues that this notion channels focus away from the notion of a specialist pedagogy to a model that focuses on three components: knowledge, curriculum and teaching strategies.

Subsequently, specialised knowledge may be framed within consideration of '...the implications of the disability/difficulty for teaching and learning' (Norwich, 2013, p.78). Teacher pedagogical decision-making for the approach needs to consider the context of the school, class, subject and child (Trussler and Robinson, 2015), and can be effectively supported by these key elements (adapted from Norwich, 2013, p.78):

- what they are going to teach;

- generic advice on strategies that work positively for the SEN need(s);

- the knowledge of each child and specific nature of their SEN;

Norwich contends that this process will facilitate the involvement of all Teachers as opposed to reliance on specialists.

This conceptualisation of pedagogy arguably places the teacher as expert in their pupils and encourages them to draw on advice from colleagues who have specialist knowledge for guidance (for example, the SENCO and those with greater experience of the child or specific SEN), to aid them to adjust their learning and teaching to facilitate pupils' access to the curriculum. Indeed, Skipp and Hopwood's (2017) analysis of effective practice for SEN highlighted the importance of teachers employing a cycle of identification, planning, reviewing and making adaptations of whole class teaching; they also noted the value of access to specialist knowledge, such as SENCO and external expertise. Liasidou's (2012) analysis of inclusive pedagogy holds concurrence with Norwich's contentions, presenting a process of pedagogical decision-making enacted through '...stage[s] of differentiation...' (Liasidou, 2012, p.37) that includes UDL and specific forms of differentiation matched to needs of learners. Liasidou (2012) suggests that this process may mitigate risks of low expectations that act to constrain progress and access to some aspects of the curriculum. Corbett (2001b) concurs and highlights that observation of practice developed in this way reveals diverse strategies and variety of resources being employed, with a common element of all children achieving success.

Crucial within this process is analysing the impact of approaches, resources, interventions and the learning environment, and employing the outcomes of this scrutinisation to inform on-going decision-making (Liasidou, 2012; Corbett, 2001b). The reflection and analysis within this part of pedagogical decision-making is vital for facilitating small or large changes to the approaches, resources and learning environment to enhance the provision for the

child (Trussler and Robinson, 2015); in my professional practice I used the phrase *the art of tweaking* to encourage teachers to appreciate that there is a need for reflexivity to aid adapting approaches in relation to the context of learner, teacher and learning environment. Liasidou (2012, p.49) contends that this is at the heart of effective practice and involves:

> '…the ability to discern the dynamic and ever-changing realities of the classroom contexts and respond to them in informed ways. These pedagogies go beyond the catastrophic binaries of "normality" and "abnormality" …'

Pupil voice is a valuable source of information to aid analysis of the effectiveness of pedagogical approaches and decision-making (Gross, 2022; Digman and Soan, 2008; Corbett, 2001a). An interesting element to reflect on is times when the child's view is articulated through silence, since silence can be eloquent rather than impartial or empty of a message (Bucknall, 2014; Norwich, 2013). Indeed, a key factor in success of interventions and strategies is the relational aspect owing to the influence of the nature of interactions between teachers and children (Gross, 2022). RP facilitates creative approaches that facilitate feedback to learners about their learning and for teachers about their teaching (Peters, 2009).

Some pupils with SEN may need additional interventions alongside whole class teaching to address specific needs (Soan, 2017), for example support for emotional understanding and self-regulation. The focus of my research is on effective factors underpinning whole class teaching, but interventions are pertinent in that there needs to be explicit links between knowledge and skills taught in interventions and classroom practice (Skipp and Hopwood, 2017). The notion of intensity may be a pertinent way to frame this. Pedagogical approaches and strategies may not be dramatically different for children with SEN than for their typically developing peers, but may be employed with different levels of intensity (Trussler and Robinson, 2015; Norwich, 2013; Norwich and Lewis, 2005).

One vital factor within the process of pedagogical decision-making is critical and reflective thinking (Glazzard, 2011, p.58; Hutton and Soan, 2010). Ellis and Todd (2018) concur and highlight the importance of diverting teachers away from a never-ending spiral of searching for the perfect strategy. This can be achieved by empowering teachers to critically analyse new ideas and strategies and how these may support developing children's pro-learning and pro-social behaviours (Ellis and Todd, 2018; Laisidou, 2012) together with an analysis of how

values and ethics are being implemented into practice (Laisidou, 2012). This suggests an important role for leadership of schools regarding planning for professional development of their staff (Soan, 2017).

3.9 Children as partners

A key element within overcoming potential challenges to relationship-building is pupil voice, which engages teachers in attentive listening to views of children and giving them credence (Ljungblad, 2021; Noddings, 2012). Allen, Boyle and Roffey (2019) concur and highlight the important role active engagement with pupil views plays in developing a sense of belonging; arguably a vital component of inclusion. Ljunblad (2021, p.861) contends that a competency she labels '...relational proficiency...' is vital to effective classroom practice and a values-based education. Within RP, learners are perceived to be part of a community, while the uniqueness of individual children is acknowledged (Ljunblad, 2021). This holds concurrence with Corbett's (2001a, p.1) inclusive model of '...connective pedagogy...'; that recognises the importance of connections between learners, teachers, local communities and external services to facilitate successful and meaningful learning experience (Corbett, 2001b, p.58). Arguably, RP aligns with inclusive education, owing to the advocation of practices that act to develop deep knowledge and understanding of each learner that informs adjustments to practice to ensure all learners' needs are met (Papathedorou, 2009). Moreover, drawing on children's views can support teachers to develop enhancements to pedagogical practice that increases effectiveness and inclusivity (Ainscow and Messiou, 2018). The child voice row in table 24 in Appendix 3 illustrates how child voice may be enacted along the spectrum of inclusion and exclusion.

3.10 Spaces for critical reflection and collaboration

Chapter 2 examined the notion that *messages of hope* for effective inclusive practice may be evident from the implementation of critical space for developing pedagogy (Middleton and Kay, 2020; Dyson, Gallannaugh and Millward, 2003, p.238). The space refers to collaboration between colleagues for critical reflection on pedagogy, rather, than a physical space, in which teachers feel emotionally safe to discuss issues in practice and work on solutions together (Middleton and Kay, 2020, p.xv; Reid and Soan, 2019, p.70). Support for this contention may be drawn from Skipp and Hopwood's (2017) analysis of effective practice for SEN that highlighted the importance of trustful relationships and collaboration between all

those involved with pupils with SEN. Moreover, this collaboration may offer a crucial factor in supporting teachers to gain a deeper understanding of issues in practice and of pedagogical-practices and make changes to enhance practice (UNESCO, 2021b; Ainscow and Messiou, 2018). Indeed, Capper and Soan (2022, p.438) identified, from their empirical research with Educational Psychologists and LA SEND officers, that collaboration is supportive of construction of a '…holistic story…' overtime, that makes a valuable contribution to understanding the child's profile and to aid critical reflection on the impact of pedagogical strategies and interventions.

Critical spaces may also be employed to describe the collaboration and discussion with pupils (and with their families). Indeed, the valuable role played by discursive analysis of pedagogy to support new teachers with developing their inclusive practice was highlighted by Narian and Schlessinger (2018), who contended that the consideration of contextual factors was important to include. Ainscow (2016) and Ainscow and Messiou (2018) report on research projects that adopted a lesson study approach for developing practice with the additional inclusion of children as participants in the process. Ainscow (2016) contends that activities that engage teachers and children in critical reflection facilitates enhancement of practice. Drawing on further studies that have used this methodological approach, Ainscow and Messiou (2018, p.5) advance our understanding in their argument that including the views of children in collaboration to analyse practice offers a,

> '…critical edge to the process that has the potential to challenge teachers to go beyond the sharing of existing practices in order to invent new possibilities for engaging students in their lessons.'

They present the case that this creates '…interruptions …' to the usual practices that encourage critical questioning and reflections of practice that support teachers to reframe issues and aid development of different strategies that work more effectively to reduce barriers to participation (Ainscow and Messiou, 2018, p.5; Ainscow, 2016; p.163). This holds alignment with Lakoff and Johnson's (1980, p.xii) argument that 'Reframing is social change.' Additionally, this, provides support for the notion of critical spaces between teachers and children offering opportunities for deeper understanding and informing development of effective inclusive practice.

3.11 Conclusion

CB in school raises concerns because of the risks to safety and learning of the child exhibiting the behaviour and their peers (Bennett, 2020; 2017). With the implementation of effective provision, it is possible to subvert a negative trajectory for these children for social-emotional and academic outcomes (Bombèr, 2020). The nature of relationships between adults and children in school can offer corroboration or contradict the child's perception of themselves, and their role within learning (Bombèr, 2020). Children who exhibit CB may be misunderstood owing to the adult focus being directed towards the behaviour rather than to the underlying causal factors. Encouragement to examine behaviour through a communication lens that considers social, biological, cognitive and environmental dimensions that shape learners' profiles can support teachers to identify causal factors. This may facilitate consideration of the possibility of SLCN as a causal factor. Similarly, examination of teacher and school values, relational and environmental dimensions of practice in addition to children's profiles can aid pedagogical-decision making and developing of effective practice. Critical reflective collaboration is a vital component in reviewing issues in practice and facilitating effective pedagogical approaches to meet the needs of children who exhibit CB.

Chapter 4 Theoretical Framework: My Bourdieu-Capabilities spy glass through which to view the world

4.1 Introduction

The chapter moves the thesis on from the field of reference for the study to explain the theoretical framework that forms my analytical lens for this research. Theoretical concepts and perspectives provide useful tools to support analysis and the drawing out of meaning from the information gathered related to focus under investigation (Grix 2004). I have drawn upon The Capability Approach (Sen 1992) and Bourdieu's (1984) concepts of Field, Doxa, Habitus and Capital to construct an analytical lens for my research. In this chapter, I first explain these theoretical constructs and then set out my rationale for blending these to form my analytical lens.

4.2 The Capability Approach

The Capability Approach (Sen, 1992) is a framework that focuses upon the freedoms that individuals have to fulfil their desired '…functionings…' (Sen, 1992, pp.4-5) to inform analysis of a situation being studied (Hart, 2012b: Nusbaum, 2011; Terzi, 2005b; Sen, 1992). This framework recognises that capabilities to achieve desired goals (*functionings*) are shaped by an individual's competences, resources and values, and by the freedom that the individual actually has to be able to engage in specific activities and decision-making (Hart, 2012a; Nusbaum, 2011). This notion of freedom, or agency, is important because it leads to a consideration of the influencing factors upon outcomes for individuals within a particular context, rather than focusing purely upon the achieved outcomes, which facilitates a deeper understanding of the focused situation being explored. The capability approach thus '…provides a tool and a framework within to conceptualise and evaluate…' the observed actions and activities within a situation (Robeyns, 2005, p.94). These notions are important for my research because teachers' pedagogical decision-making is influenced by many dimensions, internal and external, that act to empower or constrain the activities teachers can implement, and thus influence their agency within their practice.

It is important to acknowledge the multi-faceted and complex nature of agency that arises from the diverse elements involved within a situation (Sen, 1992), and from the connections and influences of these elements upon one another (Nussbaum, 2011). A key element

within this is that there are a diversity of characteristics that humans may have and / or experience [for example, ethnicity, social-economic status, gender, age, …]. These characteristics may act as empowering and / or constraining influences within the differing the social spaces in which individuals interact (Sen 1992). Additionally, decisions made, and actions implemented, taken in order to achieve a desired functioning may act both positively and negatively in relation to personal wellbeing (Hart 2012b). An example to illustrate this point is that teachers may have pedagogical knowledge, but not have the freedom to implement the strategies they feel are needed. This is illustrated by the case of vignette 4.1 [Appendix 15].

4.3 Bourdieu's Concepts of Field, Doxa, Habitus and Capital

Bourdieu's work sought to understand, describe and offer explanation of the social, political and cultural context (Grenfell, 2014). His theories and concepts are underpinned by a breadth of sociological research exploring a range of themes and issues (Bourdieu, 1984; Tomlinson, 2004), and offer a distinct stance regarding the relationship between theory and practice, which facilitates a framework through which practice can be examined and debated (Grenfell, 2014). Bourdieu uses the term *practice* rather than *praxis;* this choice of vocabulary works to hold coherence with his contention that his ideas conceptualised a theory of practice, which contrasted with other theorists whose ideas sought to theorise the relationship between theory and practice (Robbins, 2014, p.36). Bourdieu's concepts of field, doxa, habitus and capital work together to support investigation of human activity (Thomson, 2014; Jenkins, 1992).

4.3.1 Field

Bourdieu's construct of field is a '…model of a social space…' (Bourdieu, 1984, p.242); this embodies the social and organisational structures within a context (Bourdieu, 1993; Bourdieu and Wacquant, 1992; Hart, 2012b; Tomlinson, 2004) within which power-relations are situated (Bourdieu, 1993; Edgerton and Roberts, 2014). This means that each field comprises of individuals who are working to gain positions of power within that field; Bourdieu and Wacquant (1992, p.92) likened this to a strategy game. Whatever the field is, the interplay of the social and power structures within the field underlies what is perceived to be of value (Bourdieu, 1984). Subsequently, the struggles to gain what symbolises power act to sustain and perpetuate the tensions within the field (Bourdieu, 1984). Thus, through

experience and longer-term participation in the field, individuals develop an understanding of the unwritten rules and customs of that field (Maton, 2014).

Bourdieu conceived a social world that is comprised of a myriad of fields that can also be partitioned into subfields (Bourdieu and Wacquant,1992; Thomson, 2014). These subfields both hold the customs and rules of the field and develop their own. As with individuals within the field, who do not all hold the same position of power and influence, so different fields have differing levels of influence and power upon one another (Bourdieu and Wacquant (1992, p.98; Thomson, 2014). The value of this concept for my research drawn from Bourdieu's view of the key importance of examining the social space in which social interactions are enacted in order to comprehend and offer explanation of phenomenon and activities within the social world (Thomson, 2014).

4.3.2 Doxa

Fields all have their own customs and rituals which underpin the rules of the field (Bourdieu, 1984), of how everyone should act. These rules are termed *doxa* and form part of the language and terms that are used in communication about topics and issues within the field (Bourdieu and Wacquant, 1992). The doxa are deep-rooted within the field, absorbed and enacted by individuals, but not necessarily explicitly published (Deer, 2014). Deer (2014) contends that doxa are frequently unquestioned and accepted, owing to the socio-cultural history becoming forgotten or ignored. She identifies that Bourdieu claims reflection upon practice is mediated and constrained by doxa, which may elicit tensions but not trigger a critical examination and redesign of the doxa. Consequently, the constraining the agency of individuals and groups work to effect change (Deer, 2014).

4.3.3 Habitus

Habitus encompasses both the classification used to denote social groups and the system used to structure those groups (Bourdieu, 1984). Habitus is a structure which is shaped from the individual's (or group's or organisation's) past and present situation: the views, beliefs, practices, and economic circumstances of the family that forms an unconscious influencer upon decision-making that lasts a long time and can act within a variety of social situations (Huang, 2019; Maton, 2014; Morberg, Lagerström and Dellve, 2012; Raey, 2004; Tomlinson, 2004). Bourdieu (1984) stresses the role played by the habitus within the construction of

internalised schemas of perceptions, values, beliefs, that informs the actions and activities (practices) that individuals within social groups typically engage in. Thus, decision-making is always shaped by the structures and practices of that social group, that become internalised by the individual. It is also important to recognise that while the habitus may heavily influence aspirations and opportunities, it is not immutable (Maton, 2014; Jenkins, 1992). Habitus is not innate, it is developed through the social experiences and interactions and education that an individual participates in, and as such is not static (Bourdieu, 2005; Hart, 2012b). New experiences and education or training may influence changes in habitus: it '… is not a fate, not a destiny…' (Bourdieu, 2005, p.45). For my research, this suggests that it is important to consider the professional development and interactions of teachers and the potential influences this has upon their pedagogical decision-making and their agency to enact effective teaching. This has directed my focus within my investigation; for example, underpinning the construction of interview questions.

The Habitus structure informs the system which establishes social group classifications and the differences and differing characteristics between the groups. In this way, the habitus acts as a structuring-agent for both the overall framework of the social world and the of practices and activities which the groups engage in (Bourdieu, 2005; 1984). Maton (2014) contends that the concept of Habitus was initiated from the enigma of what underpins decision-making. Thus, while there are no explicit regulations directing decision-making and individuals believe they have agency, many everyday choices appear to reflect the actions and views of those around them. Maton observed that Bourdieu sought to explore the question of how the interplay of internalised schemas and the external social world acts to mould both the framework of the social world and individual capabilities. This is pertinent to my research because of the consideration of agency within, and influences upon, pedagogical decision-making. This is influenced by internal and external factors that I will outline later in the chapter.

4.3.4 Capital

Capital denotes the resources that individuals can draw on to transform into material and symbolic goods (Bourdieu, 1984; Hart, 2012b; Moore, 2014), which encapsulates economic, social and symbolic resources. Forms of capital may be valid within different fields, but their value may vary according to the context of the field (Bourdieu and Wacquant, 1992).

Bourdieu (1984) postulates that symbolic capital refers to resources that may impact positively or negatively upon social and cultural situations. Cultural capital is acquired through the habitus that shapes particular ways of acting and thinking, such dispositions are absorbed consciously and unconsciously (Moore 2014). Aligned to this notion, Hart (2012b) proposes Bourdieu's constructs of capital may be regarded as resources that may be transformed into capabilities. Indeed, Moore (2014, p.111) identifies that habitus and cultural capital can be considered through two dimensions, '…*accomplishment* and *transposability…*'; which resonates with the idea that habitus and capital influence agency in decision-making and activity in practice.

4.4 Blending the Capability Approach and Bourdieu's concepts of Field, Doxa, Habitus and Capital as a theoretical tool

This section presents the rationale for blending theoretical approaches to shape the formation of the theoretical framework for my research.

4.4.1 The Capability Approach as a theoretical tool

My research investigates factors involved in effective pedagogy; this includes an exploration of the constraining and empowering elements within the process of pedagogical decision-making. Education plays a vital role in developing individual competences and thus has an influence upon longer-term social-emotional and economic outcomes. Indeed, the role education plays within enhancing the range of opportunities available to individuals, through the development of their knowledge, skills and understanding, is fundamental to agency and welfare (Terzi 2005a). These considerations frame education as a basic capability. However, it is important to acknowledge that education may also constrain opportunities and thus welfare and agency for some individuals, for example through low expectations for some learners (Glazzard, 2022; Hart 2012b). The Capability Approach centres attention upon the agency of individuals to be or achieve something that they value with the capabilities (competences and resources) they have (Kellock, 2020; Nusbaum, 2011; Sen, 1992). Kellock (2020) draws attention to the significance of the potential outcome and actual outcome achieved. This draws us back to the vital role of education to facilitate achievement of outcomes. The capabilities approach has been employed as an analytical lens by research studies investigating educational concerns (for example, Hart 2012b, Terzi, 2005a; 2005b; 2005c) and thus is not without precedence. My rationale for employing the

96

capabilities approach is framed within the argument that it offers coherence with the philosophical underpinnings, the research aim and focus of my study, and the methodological framework of Cultural Historical Activity Theory [CHAT] (explained in chapter 5). Additionally, it accords with my plan to examine the voices of teachers and children.

The Capability Approach (Sen, 1992) is an ethical and moral framework. As such it offers coherence with the values of inclusion, equality and social justice (Terzi, 2005b), which is pertinent to the philosophical underpinnings and the main focus of my study. I draw further support for this perspective from Norwich (2014c) who identifies that the capabilities approach offers an ethical approach for analysing educational concerns relating to inclusion and SEN. The capability approach was conceived by Sen and further developed by Nussbaum, with some differences from Sen's original conception. While, the philosophical stance underlying Sen's work aligns with quantitative approaches, Nussbaum's work is more closely aligned to narrative approaches (Robeyns, 2005). This suggests that there is alignment therefore between the qualitative approaches adopted within my research design and the Capability Approach.

The values of inclusion, equality and social values (that underpin my study) are influenced both positively and negatively by human, physical and economic resources and by the internal and external policy context. The capability approach enables a deep examination of a situation to facilitate developing a deeper understanding of the constraints and empowering factors influencing achievement (Hart 2012b; Nussbaum, 2011; Sen, 1992) and of their influences upon one another (Nussbaum, 2011). Although, the capabilities approach is concerned with the freedom that individuals have to attain goals or functionings, decision-making is included within the scope of freedom (Sen, 1992; Terzi, 2005a). This is important to note for my research which explores pedagogical decision-making, and the contextual influences upon this, within its investigations.

The capability approach as an analytical tool facilitates the identification of the nuances of the influencing factors and characteristics within the capabilities needed to achieve functioning for positive outcomes for longer term outcomes related to social-emotional and economic wellbeing (Terzi, 2005b). In relation to education, the capabilities approach

facilitates an exploration of how different learners develop and the nature of their final outcomes, as this framework recognises the diversity of characteristics and factors involved (Hart 2012b). I draw support for employing the capability approach for my study from Terzi (2005a) who contends that the capabilities approach facilitates an analysis of the innate learner characteristics and the operationalisation of the educational environment (social, sensory and physical); this support facilitates a deep understanding and informs further developments in pedagogy and policy (Terzi, 2005a). All these considerations illustrate concordance between the capabilities approach and CHAT, as both seek to understand the tensions, constraining and empowering elements, motivations, perceptions and behaviours involved with achieving an outcome. This will be elucidated further in the methodology chapters.

4.4.2 Potential limitations of using the Capability Approach as an exclusive lens

Critiques of the capabilities approach argue that there is too great a focus upon individuals rather than on groups or social structures (Robeyns, 2005). Pogge and Pogge (2002) contends that the focus upon individual characteristics within the capabilities approach elicits a negative disparaging perspective of those who have SEN or disability. However, this argument overlooks the impact that the sensory, social and physical environment may have upon individuals with SEN and disability and thus risks neglecting individual needs (Terzi, 2005c; Norwich, 2014c). Robeyns (2005) proposes that those who argue that the capabilities approach is too focused upon individualism are overlooking an important distinction between ethical and methodological individualism. She contends that capabilities approach does not adopt an ontological stance in which the world can only be understood and elucidated in relation to individuals and their resources, rather that it focuses upon individuals as a measure or category for analysis to inform a judgement to be made. Hart (2012b, p.44) concurs and advances this perspective in her contention that 'Sen's focus upon ethical individualism emphasizes the need to look beyond group characteristics such as class, gender or ethnicity.'

With regard to the contention that the capabilities approach does not facilitate sufficient consideration of the influences social structures, policies and group interaction may have upon the focused issue under investigation, Robeyn's (2005) refutes this argument in her contention that the capabilities approach is intended as an evaluative approach and

thus can be employed to explore these influences through drawing on research methodologies from fields such as social science. Indeed, the agency an individual has is influenced by the social, economic and political dimensions within the context they inhabit (Walker 2006). Norwich (2014c, p.20) cautions that it is important to reflect criticality on the strengths and limitations of the capabilities approach and that '…it needs to be integrated with other approaches.' This returns us to the concerns about the capabilities approach being too heavily weighted upon individuals than groups or social structures, discussed earlier in this section which I will address next.

4.4.3 Rationale for blending theoretical approaches in constructing an analytical lens

One appeal of the capabilities approach lies in the ethical moral underpinning and this appears to hold coherence with the values underlying inclusive practice and the research aim of my research. Nussbaum (2011, p.19) contends that the capabilities approach,

> '… is *concerned with entrenched social injustice and inequality,* especially capability failures that are the result of discrimination or marginalization.'

This suggests that the capabilities approach holds coherence with the transformative paradigm, which is the paradigm stance adopted for my study. However, I am mindful of Norwich's (2014c) cautionary note. Indeed, Sen (1992) claims that his capability approach benefits from other theoretical constructs, selected in relation to the focus of the investigation of issues related to human interaction. Hart's (2012b, p.45) analysis identifies that Sen's work does not include '…a substantial theory of the nature of social interaction…', which offers support to Norwich's advice and directed my gaze towards theoretical frameworks that are pertinent to human interaction. In order to address this issue, I draw on Bourdieu's constructs of Field and Habitus and doxa because Bourdieu's theories are underpinned by a breadth of sociological research exploring a range of themes and issues (Bourdieu, 1984; Tomlinson, 2004) and offer explanation of the social, political and cultural context (Grenfell, 2014).

4.4.4 Rationale for Bourdieu's construct of Field, Doxa, Habitus and Capital as a theoretical lens

Bourdieu's notions of focussing upon analysis of practice attracted my attention as the purpose of my study is to understand pedagogical practices. Bourdieu's concepts allow for a consideration of the interplay between power-relationships (within the social and the policy

context), and the resources (abstract, human and concrete) that teachers may draw on to inform their practice and wider influencing factors. In this way, Bourdieu's constructs of field, habitus and doxa offer an insight that augments our understanding of the resources, constraints and empowering elements involved within the development of Sen's capabilities (Hart 2012b). Sullivan (2002) contends that Bourdieu's concepts of habitus work to explain the tension between structure within the social space and agency of individuals. Habitus links agency of an individual to the social space (field) and the interplay of social and power relationships within that context (Davey, 2009). Bourdieu's conceptual tools support us with understanding '…how individual habitus responds in harmony or discord with the field' (Davey, 2009, p.283). Davey postulates that the harmony and tensions of an individual's habitus and the field act to empower or constrain potential for change; tensions about practice act as a catalyst for change elicited within the critical questions and reflections that arise from those tensions. This argument resonates with the notion of creating and using critical spaces to support developing effective inclusive practice (Middleton and Kay 2020) and with the methodological framework of this research study, CHAT.

Bourdieu (2005) advocates that in an investigation of a particular situation, his concepts should be employed together, rather than just one of them being drawn on in a singular approach, to support the analysis of the foci under study. Within each field, tensions and contradictions exist that underlie the conflicts that arise within that field, and individuals draw on their habitus and their capital to inform their actions (Bourdieu, 2005, p.47). Bourdieu (2005) claims that innovative practices are developed from the catalyst of the tensions and contradictions within the divergence of an individual's habitus and capital with the structures and systems within the field. This resonates with Engström's (2001) principles that underpin CHAT, the methodological tool being employed for my research, that claim that contradictions and tensions play a central role in making changes to practice. I will return to the concordance between my blended theoretical lens and methodological framework in chapter 5.

4.4.5 Rationale for blending the conceptual lenses of Capability Approach and Field, Doxa, Habitus and Capital as the analytical lens for my research

One notion in support of the proposed concordance between these two conceptual lenses was drawn from Nussbaum (2011) who contends that while protections and / or regulations

are aimed at fulfilling social justice concerns, it is important to acknowledge that in working for equality some freedoms are constrained. To illustrate this, I draw on one example from the discussions of tensions between the policy drivers for standards and for inclusion within the literature review. Policy Makers, keen to ensure higher standards of attainment for all children and young people, may argue that their policies work to ensure a good education and better life-chances for all learners. However, critiques (for example, Bates, Lewis and Pickard, 2019; Alexander, 2004) of the actions adopted to implement these policies have argued that this has constrained the agency of educational professionals, for example within the choice of curriculum content and in some cases pedagogical approaches.

Nussbaum (2011, p.20) identifies that the notion of capabilities works to seek answers to the question 'what is this person able to do and able to be?'; she contends that these are not just innate competences, '… they are the freedoms or opportunities created by a combination of personal abilities and the political, social and economic environment.' Nussbaum (2011) refers to these as combined capabilities. Figure 2 works to unpick and identify those dimensions within habitus that influence capability (agency) in order to enact conversion to the functioning of effective pedagogy. This also seeks to add further explanation to the nature of habitus I am focusing upon within my research, which resonates with my research aim and RQs. Figure 3 unpicks the elements within the voice of the learner identified as one factor within the school dimension of habitus in Figure 2

Internal Capabilities

External Capabilities

Professional Dimension

Initial Teacher Education

Professional Experience

Knowledge of Pedagogy

Continuing Professional Development

School Dimension

Interaction with Colleagues

School Ethos and culture

School Policies

Learning Environment

Knowledge of Learner Needs

Voice of the Learner
(see also figure A3)

Extent of Agency (constraining & empowering factors) within enactment of effective pedagogy for children with SLCN and challenging behaviour

Personal Dimension

Values and Beliefs

Life Experiences

Social Networks outside school
(e.g. social media, study networks,...)

National Dimension

National & Local Education Policy

National Curriculum

Economic Environment

Accountability & Inclusion agenda

Figure 2: Dimensions that influence agency to enact effective pedagogy
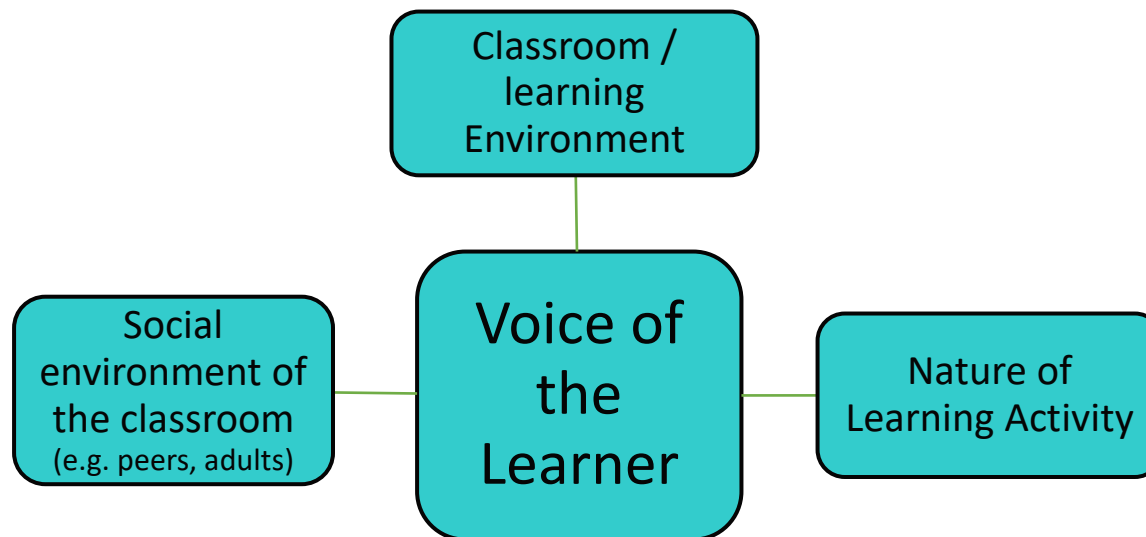
Figure 3: The elements within voice of the learner

This figure provides further explanation of the additional elements that contribute to the voice of the learner within the School Dimension [see figure 2]

4.5 Summary

This chapter has set out the rationale for my theoretical framework and demonstrated that there is congruence between the two conceptual lenses: Sen's Capability Approach and Bourdieu's constructs of Field, Habitus, Capital and Doxa. Chapter 5 explains the paradigm and methodological framework for this research and presents the case that there is coherence between the paradigm and the theoretical and methodological frameworks.

Chapter 5   Methodology Part 1: Ethical and Philosophical Principles and Approach: Laying the foundations

5.1 Introduction

This chapter explains the ethical and philosophical foundations of my research design and the methodological framework employed. All of these elements guide the methodological decision-making and actions throughout the research process (Thomas, 2013). The research aim and research objectives [RO] were explained and justified in chapter 1 and are presented again here:

Research Aim:

To explore the contributory factors, and further possibilities of, effective pedagogy for children with special educational needs [SEN] who exhibit challenging behaviour in mainstream schools.

Research objectives:

RO1 - To analyse the theoretical and policy contexts within which effective pedagogical practice is constructed and enacted for children with special educational needs [SEN] who exhibit challenging behaviour.

RO2 - To observe, document and analyse the perceptions of the key actors in terms of the factors involved in effective teaching and learning experiences.

RO3 - To investigate school-level strategies for teachers and learners to co-construct effective learning experiences facilitated through the theoretical framework and methodological approach of Cultural-Historical Activity Theory [CHAT].

Firstly, the chapter explains the ethical issues arising within my research and how I worked to address those issues. Ethical principles and considerations were the starting point for my research. This decision was informed from my belief that a principles-based approach to research design facilitates identification of issues, and aids an anticipatory approach to decision-making and resolving issues throughout the research process (Brooks, Te Riel and Maguire, 2014; O'Reilly, Ronzini and Dogra, 2013). Secondly, the chapter explains the

philosophical underpinnings of my research design and then explains the methodological design frame. The final part of the chapter draws together the philosophical, methodological and theoretical frames.

5.2 Ethical principles for this research

All research has ethical issues that must be addressed; every researcher has to navigate tensions that arise from the tussle between methodological choices and ethical issues across the process of their research (Kay 2020). Ethical decision-making is founded on the core principles of respect, justice, beneficence, and non-maleficence (Graham *et al*., 2013; O'Reilly, Ronzini and Dogra, 2013; Powell *et al.* 2012). I chose to adopt a reflexive situational approach (Grieg, Taylor and MacKay, 2013; Powell *et al.*, 2012; Edwards and Mauthner, 2012) to decision-making throughout the research process in order to mitigate tensions between ethical and methodological issues. Situational ethics channels the researcher's focus on the '… essential truisms of ethical principles…' and their operationalisation of these within the context of their research study (Kay, 2020, p.24; Christenson and Prout, 2002). This requires regular reflection throughout the research process by researchers to inform ongoing planning (Kay, 2019; Brooks, Te Riel and Maguire, 2014; Powell *et al*., 2012). I have drawn on the University of Gloucestershire's Research Ethics Handbook of Principles and Procedures (2019), the British Educational Research Association Ethical Guidelines for Educational Research [BERA] (2018), and academic literature about research ethics to inform my research design. My research design was given ethical approval by the University of Gloucestershire's ethics committee on 8th July 2019 [Appendix 16].

There were two key factors that I initially focused on: the involvement of children as participants and the weighting to be given to factors related to ethics and methodology to inform planning. While the protection from harm of both children and adult participants was important, the involvement of children in research instinctively triggers tensions arising from the importance of balancing the factors of ethical principles, safeguarding children and methodological choices. Additionally, children with SEN may be considered doubly vulnerable. The next section examines the issues of vulnerability and power-relations, vital to safeguarding children in research.

5.2.1 Tensions surrounding children as participants: the notion of vulnerability

The beliefs about childhood, the social standing accorded to children, and their chronological age falling below the legal age of adulthood, positions them within the classification of vulnerable (Kay, 2019, p.23; Brooks, Te Riele and Maguire, 2014, p.102; Carter, 2009). Safeguarding children from harm is crucial; thus, devices such as the BERA guidelines play a valuable contributory role in the protection of children in research (Kay, 2020, p.23). However, the process of reviewing research proposals, and gaining approval and consent, may become steeped in tensions from opposing perspectives of need for enhanced protection from harm for children, and that of protecting children's rights to heard (Kay, 2019; Carter, 2009). Kay (2019, p.23) proposes that *vulnerable* may be considered an '…emotive…' label, owing to its influence in shaping perceptions of heightened risks for children's wellbeing should they be participants in research; and needs to be '…handled with sensitivity…' so that children's voices on issues that affect their lives are not excluded. This contention holds alignment with the belief that children hold authority about their views of their own experiences. Subsequently, reliance on adult narrations of children's experiences risks conclusions being drawn that have a discordance with the reality of a situation (Kay, 2020; Sargeant and Harcourt, 2012), and risks obstruction of children's UNCRC (1989) rights, their rights to privacy about what information is shared, and their views being marginalised (Kay, 2019; Carter, 2009). Moreover, the inclusion of children's perspectives enriches the gathered data and facilitates authentic conclusions about questions that relate to children's lives (Kay, 2019, p.23. This contention does not seek to refute the value of including adults in the gathering of data to aid fulfilling the research aim (Carter, 2009).

As my research aim relates to an aspect of children's lives (their classroom experiences), I was keen to include them as participants. Therefore, responding to ethical concerns regarding vulnerability required me to plan actions that aid children's safe participation and articulation of views (Carter, 2009). This section has argued that while it is important to safeguard vulnerable participants, it is equally important that they are offered opportunities to have a voice and involvement in research which investigates topics related to their life experiences. Next, I present tools that I designed to support my decision-making throughout the research process.

5.2.2 Issues of consent: navigating the guardians

Consent is underpinned by the maxims of participants having information and comprehension of the study, consent being a fully voluntary act, and allows for consent to be withdrawn or reconsented (Powell *et al.,* 2012, p.1). Adult participants in my research could decide for themselves whether they to consent or not. However, children in England attain adulthood and the legal right to control over decision-making at age 18 years; thus, the legal framework requires that permission for their involvement in research must be sought from parents or guardians. Consequently, I needed to identify, and seek informed consent from, the guardians of the children I wished to be participants in my research. Guardians hold a multi-faceted protective role and exist in all the different dimensions of children's worlds, such as home and school (Kay, 2020, p.39). The negotiation with gatekeepers may be akin to a political process of '…arbitration and mediation…' (Kay, 2020, p.40). This is because gatekeepers also have to manage other responsibilities and roles, are influenced by the conceptualisation of childhood (chapter 2), and may be concerned about negative impacts of the research on their organisation (Kay, 2020). My investigation of gatekeepers identified a model of several strata of gatekeeper that included agents that exist internally and externally to any proposed research context. Figure 4 presents the model as a nested system to illustrate the strata of gatekeepers.

Institutional Gatekeeper

(e.g. University Ethics committee, Local Education Authority)

Organisational Gatekeeper

(e.g. Headteacher, Principal, School Governors)

Specialist Gatekeepers

(e.g. data manager, Child Protection, SENCO, PREVENT, Head of Year/ Key Stage, subject coordinator, sensitive subject, cultural or community advisor)

Domain Gatekeepers

(e.g.Class or Subject Teachers, Heads of Department)

Guardian Gatekeepers

(Parent / Carers)

Auto Gatekeeper

(the individual participant)

Figure 4 Potential strata of gatekeepers within an educational context (Kay, 2019)

Table 27 [Appendix 17] explains the nature of each gatekeeper. I employed this model to identify the gatekeepers that I needed to seek consent from for my research and to plan my approach to each (Kay, 2019; Clark, 2010); this is explained further in Chapter 6.

Assent is utilised to denote consent from children (Brooks, Te Riele and Maguire, 2014); although the term does not hold legal-standing, it is regarded as being vital for ethical research (Oulton *et al.,* 2016). Kay (2020) advocates for an approach that regards assent as a process in which researchers work to construct trustful-relationships with participants, and use verbal and non-verbal communication to check on children's assent regularly across the research process. This aligns with Kay's (2019, p.46) proposal of an auto-gatekeeper a construct that

acknowledges individuals' rights to decide on participation and on how much, and what, information they impart to the researcher.

5.2.3 Power-relationships in research involving children

At surface-level, power in research-relationships appears to be situated with the researcher and with the other adults. However, there are '…nuances …' in the balance of power that may shift across the research process (Kay, 2020, p.8). Children may demonstrate power imperceptibly through behaviours such as remaining silent when asked questions or destroying visual representations of their views, although they originally gave assent to participate. I drew on Christenson and Prout's (2002, p.482) notion of '…ethical symmetry…' that seeks to recognise and fulfil children's rights and adult's rights, and apply ethical principles to both children and adults to mitigate potential power-imbalances. This required me to design tools for gathering data that were appropriate to the children's development and language competences to facilitate their understanding of the research's purpose, activities and communication of their authentic perspectives (Kay, 2020).

5.2.4 Balancing the tensions: A framework to support reflexive ethical decision-making

From the initial stages of planning my research design, concerns about the relative weighting to accord ethical and methodological considerations elicited tensions for me. While Sargeant and Harcourt (2012, p.95) advocated for greater weighting being accorded to ethical factors; contrastingly, Brooks, Te Riel, and Maguire (2014, p.60) advocate for ethical factors to aid rather than regulate methodological decision-making. Reflecting on these stances, elicited for me an image of a seesaw on which ethical and methodological considerations are situated at opposing ends, that researchers need to attend to and ensure a state of balance (Kay, 2020, p.2). Working to balance the seesaw has engaged me in regularly reviewing my decisions and proposed actions, both through self-reflection and consultation with my participants and my supervisors, as I navigated all the components of the research process (Brooks, Te Riele and Maguire,2014; Powell *et al.*, 2012). Additionally, I designed a framework to support my decision making in planning the research design of this research: Framework to support reflexive ethical decision making in research design for research involving children in educational contexts [FREDRIC] (figure 5). FREDRIC presents questions and prompts for each stage of the research process, carefully formulated to encourage me to reflect on ethical issues and power-

relationships situational to my research (Kay, 2020, p.4); this supported me with reflexive decision-making. The decisions I made are explained in chapter 6. Table 25 [Appendix 18] sets out some further explanation of the elements of FREDRIC.

Regular reflection to inform ongoing planning

Do research aims or questions need revising?

Research Design & Implications for Participants:
- Which methods will best support fulfilling the aim?
- Potential harm / stress to participants?
- Risks to the context?
- Benefits to the context?
- Benefits for the participants?
- Timeline for data generation?

Research Aim & Question

Which factors may influence others?

Seeking Authorisation (Consent & Assent)

Participant Factors:
- Who? Why include? Why not include?
- Under 18 years old?
- Developmental level
- Communication skills
- Any identified SEN/ disability?
- Previous involvement in research?

Language & Communication
- EAL?
- Language competences?
- content of research information matched to partic...

Data generation & analysis

Data Management
- Confidentiality
- Opportunity to withdraw
- Security of data
- -disposal of data
- Opportunities for

Contextual Background:
Elements to reflect upon:
- Has the context or the participants had any previous involvement in research?
- Cultural factors
- Family background of child participants
- Are there any organisational, local environment or family barriers to including children?
- What preparation may be needed for the context?
- Timeline priorities for the context
- Is there an existing relationship between researcher and context?
- Size of context / leadership structure
- Power-relations
- Researcher experience and expertise (self-

Relevant gatekeeper(s):
Institutional?
- Organisational?
- Specialist?
- Domain?
- Guardian?
- Auto?   (Kay, 2019)

Evidence of Consent:
- Institution consent form
- Organisation consent form
- Signed informed consent forms
- Signed informed assent (name or symbol)

Data analysis
- Strategies for analysis of data
- Transparency

Reporting

Reporting
How do I plan to manage?
- Sharing findings with participants / context
- Offer right of reply to participants?
- How representative are the findings to larger population?
- Reporting findings:
    - Where?

Regular reflection to inform ongoing planning

Figure 5 Framework to support reflexive ethical decision-making in research design for research involving Children in educational contexts [FREDRIC] (Kay, 2020, p.4).

The notion of regularly reviewing each aspect of research is crucial in research that has child-participants because of tensions arising from the interplay of factors such as seeking permissions and consents, the classification of vulnerable, the children's stage of development and the power-relations within the research context (Kay 2020). I was aware that issues may arise that may require much inward-tussle to identify solutions (Christenson and Prout, 2002). This suggested that a reflexive framework, rather than a rigid ethical plan, would most effectively support my decision-making. I utilised the strata of gatekeepers model and the FREDRIC framework to support me with employing a reflexive situational approach across the research process.

The next part of this chapter explains the philosophical underpinnings of this research.

5.3 Philosophy and Paradigm

The researcher's ontological position influences their epistemological stance (Thomas, 2013; Grix, 2004). These philosophical perspectives influence the assumptions which the researcher holds about concepts related to the topic (Grix, 2004).

5.3.1 Philosophical Perspective: Ontology and Epistemology

My ontological perspective is that there are multiple subjective realities, which may be constructed individually or jointly with others. My epistemological position is that knowledge is gained through experiences mediated via social interaction and communication with others. I believe that we attribute meaning to the communication, but we need to understand the cultural context to interpret that meaning. This position correlates with my professional conviction (shaped by my teaching experiences) that every child is unique and that we need to investigate and identify their strengths, needs, interests, their views, and their interactions with others and their environment to understand their profile. Consequently, the research aim and objectives were formulated to structure a deep exploration of how meanings are constructed in respect of pedagogy for children with language and communication needs and challenging behaviour.

5.3.2 Philosophical Perspective: Paradigm Stance

The paradigm '…links the philosophy and the practice of research…' (Newby, 2010, p.45), providing guidance for reflection, reasoning and investigative behaviours (Mertens, 2015;

Shah and Al-Bargi, 2013; Tuli, 2010). The decision-making processes in research engage researchers in an iterative process involving regular reflection on their ontological and epistemological assumptions and their research aim, to ensure alignment across their research design in order to fulfil their aim (Grix, 2004). As a social constructivist, my epistemological stance inclines towards interpretivism (Mertens, 2015; Newby, 2010; Tuli, 2010; Mertens and McLaughlin, 2004). Interpretivism engages the researcher in making sense of a situation by analysing and interpreting how others construct their concepts and perceptions about the world (Cohen, Manion and Morrison, 2018; Hussain, 2015; Mertens, 2015; Thomas, 2013). My rejection of a positivist objective stance for this research is informed by the notion that interpretivism facilitates an '…empathetic understanding…' of the actions of others (Bryman, 2016, p.26); a powerful consideration because my research examines social relationships, language and actions to gain a deep understanding of pedagogical practices. However, the research aim and objectives directed that an examination of the influence of policy, and some participatory approaches, should be included. This shaped the decision to adopt the transformative paradigm using some elements of interpretivism. The next section examines my arguments for this position.

5.3.3 Transformative Paradigm and Critical Theory

The Transformative Paradigm is a label used by Mertens (2015, p.9; 2009) to reflect the nature of research undertaken to facilitate '…social transformation…'. As with the interpretivist paradigm, the transformative paradigm is underpinned by a social constructionist philosophy; however, it also seeks to gain an understanding of the wider ecosystem which may influence the situation (Mertens and McLaughlin, 2004). Thus, its purpose is not only to understand the views of the key participants, but also to investigate the historical, social and cultural factors which may also influence the situation, their life experiences and perceptions (Darder, 2015; Shah and Al-Bargi, 2013; Mertens and McLaughlin, 2004). The transformative paradigm emerged out of frustrations arising from the constraints and barriers from existing paradigms for research regarding diverse groups (Mertens, 2015). Mertens (2015) argues critical theory falls within the transformative paradigm. Bronner (2011, p.1) provides insight into this notion with his contention that critical theory interrogates '…hidden assumptions and purposes of compelling theories and existing forms of practice…'; thus, is concerned not merely with how things were but how they could improve. This is suggestive of an alignment with practice, that is purposeful for

examining practice (Tyson, 2015; Arnold *et al.*, 2012; Brunkhorst, 1999; Morrow, 1994). Morrow (1994, p.27), Bronner (2011), and Hussain (2015) offer further support for Merten's contention from their conceptualisation of this as 'transformative praxis'.

There is a broad spectrum of standpoints within the umbrella of the transformative paradigm, which share a consensus of the need to examine the nature and the impact of power-imbalance upon the focused group (Darder, 2015; Mertens, 2015; Cohen, Manion and Morrison, 2018; Newby, 2010). Mertens (2015) presents a persuasive argument regarding the coherence of the transformative stance with the philosophies of Freire, Habermass and Foucault. One example to substantiate Merten's assertion may be Friere's (1996, p.29) advocation for the importance of understanding the causes of oppression to facilitate transformational change that '… makes possible the pursuit of a fuller humanity.' One key notion considered when using critical theory as a lens to examine a situation is alienation (Bronner, 2011; Sim and Loon, 2001). The theory of alienation was developed by Marx within his scrutiny of society and of Hegel's philosophy (Bronner, 2011, p.2; Sim and Loon, 2001). Hegel (1807, cited in Bronner, 2011, p.37) argues that alienation occurs in situations where groups or individuals become distanced or excluded from the main group's '… normative ends…'.

The transformative paradigm is appropriate for my research because the focused group of learners within my study may be at risk of '…alienation…' (Bronner, 2011, p.36). As explained in chapters 2 and 3, pupils with co-existing SEN and challenging behaviour are at high risk of isolation from the classroom, from social aspects of school and of permanent exclusion. This circumstance holds alignment with alienation as described above. Moreover, the transformative paradigm strives to develop an understanding of ideologies that are predicated on the promotion of some groups at the expense of others. The learners that this research focuses on may be considered by some policy makers and educationalists to be a resource-hungry group (in terms of time and resources expended upon them); this group may also be perceived to impact negatively upon whole school metrics (Hodkinson, 2016; Glazzard, 2011; Corbett 2001b). RO1 of my study requires a critical examination of policy and values in order to examine the current practices; I feel that this has coherence with the lens of transformative research.

5.3.4 Transformative Paradigm: risks and reflections upon this researcher

Every researcher needs to be aware of potential limitations within the paradigm in which they are immersed and work to mitigate those limitations. This also applies to the researcher's own values skills and competences, which requires an honest reflexive approach from the researcher. This section aims to explore some of these considerations.

My professional competences developed throughout my career and my personal values are pertinent to the transformative paradigm. Assessment of children has involved scrutiny of both learner and the educational environment, not from a distance but immersed within the context. This aligns with Brunkhorst's (1999, p.97) contention that critical theory engages researchers in critiquing the situation through an analysis of '…systems, communication, discourse and power…' from within the situation. Moreover, my personal and professional values are embedded in the belief of the importance of actively working to enhance practice for children with SEN in order to improve their experiences, emotional well-being and outcomes. Bronner (2011, p.75) suggests that research underpinned by critical theory is '… a theory of practice …', thus should offer purposeful ethical ideas to improve outcomes. This suggests that my values and competences hold alignment with the transformative paradigm.

The transformative paradigm requires researchers to reflect upon not only concerns related to power in-balance within the wider ecosystem, but also within the approaches used for the study (Mertens, 2015), because that there is a risk of manipulation of participants (Nel, 2014; Shah and Al-Bargi, 2013). Friere (1996, p.47) advances our understanding in his advocation for the importance of actively and empathetically including the groups he described as '…oppressed…', working in partnership with them; because otherwise they may be handled rather like objective specimens to be further manipulated. Actions to mitigate these risks include explicitly declaring the research aims, and ensuring the participants are '… legitimately involved …' in the design and implementation of the methodology (Mertens and McLaughlin, 2004, p.101; Darder, 2015; Friere, 1996). These notions correlate with the researcher employing a reflexive situational approach to ethical considerations, adopted for my research and discussed earlier. Transformative research places an emphasis upon the researcher espousing the values of respect, transparency and reciprocity towards participants (Mertens, 2015). Subsequently, the whole process of the

research is positioned by the researcher to align with a social justice agenda and the researcher finds ways to give something back to the participants (Mertens, 2015).

There is a familiarity with these issues for me. In my Advisory Teacher [AT] role, when asking children and teachers about their views of teaching and learning, I needed to be mindful that their response may not be wholly accurate. This is not to suggest an intention to deliberately mislead me; their responses were influenced by an eagerness to provide their perceived correct response, or from the emotion of the moment engulfing their thoughts. I learned that working to build relationships built on mutual respect and honesty, as advocated by Mertens (2015), helped to encourage positive engagement with collaborative planning. Sensitive questioning and deep listening, together with anecdotes aimed at reassurance, were effective strategies to achieve authentic views.

My professional experience has also made me conscious of how the presence of another adult may influence the actions of the individuals within the context (Holliday, 2016; 2007). This may be nuanced or conspicuous. An example of this may be the adults adapting actions to try to fit what they perceive the researcher wishes to observe, rather than their usual behaviours. As an AT and a researcher, there have been occasions when children have been hyper-vigilant about my presence, which impacted upon their behaviour, materialising as either quieter or livelier behaviours than their most usual presentation in class. I feel that I can be vigilant about these issues and plan strategies to mitigate the risks. This may include arranging additional time in the context ahead of the research, to become familiar with the participants and allow them to become familiar, and more relaxed, with my presence (Papatheodorou, Luff and Gill, 2011).

However, this strategy highlights other risk factors. The researcher may lose objectivity or attention upon the research focus may become obscured (Bryman, 2016; Mertens and McLaughlin, 2004). This view is supported by Holliday (2007, p.4) who advocates,

> '… all scenarios, even the most familiar, should be seen as strange, with layers of mystery that are always beyond the control of the researcher.'

Thus, the researcher needs to work as if being new to the context, even when they are conversant with the situation. A consideration of Holliday's notion of *making the familiar strange* has some resonance with my professional experience. The transfer of information

between teachers at times of transition between classes may set up preconceived notions about children which risk becoming self-fulfilling prophecies. On these occasions, I had to put the information aside within my consciousness and scrutinise the situations and individuals without the influence of that information to mitigate that risk.

5.3.5 Summary: Overview of the principles of the Transformative Paradigm and their application within my research

The previous sections have explained the transformative paradigm and the rationale for the adoption of this paradigm for my research. Mertens (2007, pp.212-213) expounds that the transformative paradigm seeks to include the voice of individuals and groups that have faced barriers to participating in research by providing

'… a framework for examining assumptions that explicitly address power issues, social justice, and cultural complexity throughout the research process.'

Consequently, researchers employing the transformative paradigm for their research need to adopt a reflexive approach to critically analyse their own values, beliefs and skills. Additionally, they need to critically analyse issues related to power in-balance within both the wider ecosystem for the research and throughout all aspects of the study, from the earliest stages of the research process. In consideration of this, Table 4 sets out the key principles underlying the transformative paradigm, which of these principles have been employed within my research, and how they have been applied.

Table 4:Overview of the principles of the Transformative Paradigm and their application within my research

Principles of the Transformative Paradigm	Application within, and examples from, my research
Issues and concerns relating to power and power in-balances must be identified and (Mertens, 2007, p.213) explains that he transformative paradigm's main principle is that researchers must analyse issues related to power across all of the research process, and resolutions to those issues must be sought. Consequently, the researcher must analyse power inequalities in terms of the social relationships involved in the planning, implementation and reporting of the research (Mertens, 2015, p.33).	Being mindful of the importance of regular reflection to analyse the power inequalities, I chose to adopt a employing a reflexive situational approach to ethical and methodological considerations across the research process. This included consideration of the participants and their involvement in the research throughout the process. As researcher, I had formulated the research aim and objectives; thus, I was mindful that this was a power issue that needed careful consideration because this had not been collaboratively developed with the participants, and it was important not to seek to impose my study on them. I was also mindful that I needed to regularly reflect on my own values and assumptions and how these may influence my mental framing of situations I observed or views articulated to me by the participants; together with reflection on my own behaviours and actions and how these may influence relationships with participants (Mertens, 2017).
	In order to address this issue, I met with the senior leaders of the school to discuss my research aims and the motivation and rationale for the study (including that this study was part of my PhD study). This explicit explanation was important so that the senior

Principles of the Transformative Paradigm	Application within, and examples from, my research
	leaders, as gatekeepers to the involvement of the school, had a good comprehension of my intentions for the study (Mertens and McLaughlin, 2004, p.101; Darder, 2015). This was a collaborative discussion in which they shared their experiences and concerns regarding addressing diverse needs of children, meeting nationally set expectations and demands regarding the curriculum and expected attainments and navigating the difficulties locally regarding resource-allocation and access to external specialists. This helped us to each understand one another's experiences and supported clear comprehension for them about the research; additionally, this helped them to understand what would be involved should they agree that the school would participate in my research. This was important to aid their decision-making and mitigate risk of manipulation from me as researcher at the start of the research. I approached in a way that sought to be respectful of them, their professional identities and the school, and to be transparent about the research (Mertens, 2015). Chapter 6 sets out my approach to consent in which I worked to adopt this clarity of intentions and purpose from the beginning with participants too, being very clear that even though school leaders and parents had given consent, teacher and TAs and children could refuse consent.

Principles of the Transformative Paradigm	Application within, and examples from, my research
	In order to support building trustful relationships with the participants, I planned a Phase 0 in my data collection strategy in which I did not collect data but focused on building relationships and acting as a volunteer helper in the two focused classes. Aligned with Mertens (2015), I worked to show integrity, interest and respect towards the participants and the context in order to build a positive relationship with them and to learn the routines of the classes and the school; for example, engaging in conversations respectfully in mode and with sensitivity towards views articulated and their everyday workload, together with following directions regarding my volunteer work from teachers carefully and diligently. During the implementation phase 1 and 2 of the data gathering strategy, I worked to ensure that participants were happy to participate, using verbal and visual communication cues to aid my analysis. Everyone was given the opportunity to ask me questions as well as me asking questions and I offered reassurance that individuals should only share information with me that they felt comfortable to share and could decline to answer any questions. I checked my analysis of their responses with participants to ensure that I had correctly understood their response and to ensure they

Principles of the Transformative Paradigm	Application within, and examples from, my research
	agreed and were happy with the transcribed responses. In this way, I sought to be respectful of their views, feelings and experiences. I have worked to present the participants views, feelings and experiences with respect and sensitivity in my thesis. Participants were invited to read, hear and discuss my analysis at each stage of the research process in order to ensure that the research presented a faithful, honest and trustworthy presentation of those views, feelings and experiences. I think that the work to develop positive relationships in phase 0 was crucial to facilitate mutual trust and respect and to employing a reflexive situational approach to aid analysis of power relationships across the research process
Traditionally silenced voices must be included so that their voices are heard '…during the research findings and formulation of the findings and recommendations' (Mertens, 2015, p.33)	As explained in chapters 2 and 3, pupils with SEN, especially those children who exhibit challenging behaviour [CB], may experience a heightened risk of isolation from the classroom, from social aspects of school, and of exclusion from school. Section 5.3.3 presented the case that these children may be at risk of '…alienation…' (Bronner, 2011, p.36) as a consequence of the heightened risk of isolation and exclusion from their peers, classroom and school; and that this holds alignment with Mertens' (2017)

Principles of the Transformative Paradigm	Application within, and examples from, my research
	advocation that the transformative paradigm provides a scaffold for research that is responsive to people with diverse needs to be included within research studies. Moreover, my research worked to include the voices of children with SEN, who exhibit CB. Section 5.3.3 presented the case that these children may be at greater risk of their views and experiences being marginalised within research owing to them being classified as doubly vulnerable. I worked to design activities for data gathering from the children who assented to be involved in the research activities that matched language and communication competences to ensure that they were able to participate; the children enjoyed these activities and joined in with enthusiasm. This is also explained in table 9.
The transformative paradigm is underpinned by a social constructionist philosophy (Mertens, 2015; 2007). There is also a keen awareness and attention to the different realities of all those involved in the research. Therefore, the researcher must seek to gain an understanding of the wider ecosystem which may influence the situation (Mertens and McLaughlin, 2004). Thus, its purpose is	Mertens (2015, p.32) explains that what appears *real* may feel real because of historical practices and structures and thus needs to be investigated through examination of its role in perpetuating social structures and policies. RO1 of my study required a critical examination of policy and values in order to examine the current practices; I feel that this has coherence with the lens of transformative research. Chapters 2 and 3 have charted the terrain of the construct of inclusion and the factors that shape its enactment in educational practice. This has mapped the impact on pedagogical decision-making and informed the construction of a typology of inclusion and exclusion to illustrate the contexts in which pedagogical practice is constructed across the spectrum of ideologies

Principles of the Transformative Paradigm	Application within, and examples from, my research
not only to understand the views of the key participants, but also to investigate the historical, social and cultural factors that may also influence the situation, their life experiences and perceptions (Darder, 2015; Shah and Al-Bargi, 2013; Mertens and McLaughlin, 2004).	and beliefs [table 24 in Appendix 3]. Additionally, the methodological frame of Cultural-Historical Activity Theory [CHAT] informed the design of data collection tools that sought to analyse the current practices of the school in consideration of the historical, social and cultural factors that had shaped the current practices. For example, the Developmental Workshop Research (explained in section 6.7 in Chapter 6) worked with the Teachers and TAs to collaboratively discuss and analyse current and past practice to aid comprehension of the factors and thinking that shaped and underpinned current practices.
The researcher may employ quantitative or qualitative or mixed methods for data gathering. Collaboration between researcher and participants should be employed for definition of the problem and to adapt or modify research methods in relation to the contextual factors. This will also require analysis of issues related to power and resolutions identified. Mertens (2015, p.33) identifies that data collection methods should	Mertens (2015, p.89) advocates that it is important to analyse and reflect on the question of whether the chosen methods are the right way to collect data from the participants. This was facilitated through the reflexive situational approach to ethical and methodological considerations that I adopted across the research process.

I would have liked to have been able to implement greater participation of the participants in the design of the research, however, I also had to be sensitive to the very demanding workloads of the adults in the school and the potential negative impacts of removing children from learning or social activities to spend time collaborating with me on decision-making. There were some small elements of participatory activities; for |

Principles of the Transformative Paradigm	Application within, and examples from, my research
offer '…opportunities for personal and systemic transformation' (such as participants analysing the data with the researcher).	example, I asked the class teachers from the two focused classes to work on the case study with me; thus, the case study used was formulated collaboratively between the four of us [Section 6.7. in chapter 6 and Appendix 31]. Additionally, another stimulus for the discussions in the RDW was collaboratively planned with the SENCO who was keen that I share some information from research that had investigated language, communication and behaviour because this was an aspect of knowledge and understanding she had identified her colleagues needed further support with. Mertens (2015, pp.32-33) suggests that another element within a participatory collaborative approach for research is the creation of spaces that participants feel are safe for them to talk about aspects of their lives. The RDWs, semi-structured and group interviews all sought to create this ethos. Echoing Mertens (2015), I worked to encourage this through the development of trustful relationships, sensitive questioning and deep listening, together with anecdotes aimed at reassurance; I feel that these were effective strategies to achieve the ethos of a safe space and the participants' authentic views.
The ethical principles of the transformative paradigm seeks to extend the principle of respect to critically examine respect in	My professional experience has helped me to understand the routines and the professional expectations regarding interactions of classrooms and schools. As an Advisory Teacher, I have developed professional experience in relation to visiting and

Principles of the Transformative Paradigm	Application within, and examples from, my research
relation to the '… cultural norms of interaction…' of the research context (Mertens, 2007, p.262).	working within another teacher's classroom. Indeed, there have been occasions when children have been hyper-vigilant about my presence, which impacted upon their behaviour, materialising as either quieter or livelier behaviours than their most usual presentation in class. I was able to draw on this as a researcher to be vigilant about these issues and plan strategies to mitigate the risks. During my initial visits to school prior to the commencement of the study and during phase 0 of the data collection, I observed carefully in order to learn the routines and cultural norms in order to ensure that my modes and content of communication and behaviours were respectful towards the school and the adults and children within the school.
The ethical principles of the transformative paradigm seek to extend the principles of beneficence and justice. Mertens (2015, p.33) contends that '…a mechanism should be identified to enable the research results to be linked to social action…'	My research did engage teachers in critical reflections on their practice and thus with considering opportunities or possibilities for change in order to develop their individual or collective practices. It could be argued that this influenced transformatory change within the system of the school. Indeed, teachers reported that they planned to employ visual scaffolding approaches to support social-emotional skills, a pedagogical approach they had previously utilised for academic learning (section 6.7 in chapter 6). Additionally, the teachers reported that they planned to draw on the strategies used in the DWR with children to engage with their pupils in deep reflections on learning; this will be a change to their existing practice (section 8.3.5 in chapter 8), and may open-up possibilities for

Principles of the Transformative Paradigm	Application within, and examples from, my research
	co-construction of learning activities. It was my hope for this research that it would open up possibilities for change to practice. It should be noted, however, that the principle of linking the results to social action was not feasible for this research because of its small-scale and time-bound nature. Although I have built trusting relationships with the school as an experienced educator, I am external to the school's community and my engagement with the community ended with the end of the research. Within these boundaries, it has not been possible to monitor, influence or inform changes in the participants' practice or policy within the school or beyond.
The research should consider issues of transparency and reciprocity. Mertens (2015, pp.30-31) emphasizes the importance of giving back to the community *(for example, more training for community members to aid improvements to practice, development of policy...).*	In the adult DWR labs, I did share information about research, such as the links between SLCN and SEMH, at the request of MLTS and SLTH. I hope this offered a beneficent outcome for the school. Additionally, the DWR labs facilitated collaborative discussion and critical reflection about practice; this encouraged teachers to consider how pedagogical strategies already employed for particular circumstance could be adapted and used within other situations (explained in section 6.7 in chapter 6).

The DWR conducted with children and their teacher facilitated conversations for children and their teacher to discuss factors that act to positively and negatively shape learning. Section 10.1.3 in Chapter 10 presents that case that these offer an approach |

Principles of the Transformative Paradigm	Application within, and examples from, my research
	that may be used effectively to gather children's authentic views and, facilitated by their Teacher, engage them in activities for deep reflections about learning and teaching activities owing to the visual approaches used to aid children's understanding of questions and communication of their views of experiences together with the ambiance created.

The next section presents the methodological frame for my research.

5.4 Cultural-Historical Activity Theory

Cultural-Historical Activity Theory [CHAT] is framed in different ways in literature as a theoretical, analytic or interpretative framework or tool. These different perspectives of CHAT suggest that it is important to clearly articulate my stance. CHAT is being used as a methodological framework for my research because it offers coherence with the research aim, RQs, philosophy and paradigm. This is because CHAT is germane to studies investigating environmental and cultural influences upon learning and practice (Capper and Soan, 2022; Lockley, 2016; Thomson, 2015). Additionally, it leans towards interpretivism owing to the cultural historical exploration of activity, and offers coherence with the transformative paradigm because CHAT focuses on change. Next, I present a brief overview of CHAT followed by the rationale for employing CHAT.

5.4.1 Overview of Cultural-Historical Activity Theory

The first generation of Activity Theory [AT] was developed by Vygotsky (Edwards *et al*, 2009). Vygotsky argued that individuals demonstrate their thinking and sense-making through the enactment of their solutions to difficulties and the way in which they use physical or conceptual tools to support this (Edwards *et al*., 2009; Jarzabkowski, 2003). Consideration of Vygotsky's theory shows that individual actions need to be analysed within the context of the collective activity (Engeström, 2001), which informed the development of a second generation of AT by Leont'ev (Chaiklin, Hedegaard, and Jensen, 1999). This development of AT examined the actions of an individual within community-engaged collaborative activities in which people assume specific roles or tasks that is arbitrated through historically developed practices (Trust, 2017; Beatty and Fieldman, 2012). Leont'ev's ideas moved the focus of examination of activity on to the objective (Edwards *et al.,* 2009). This signposts consideration towards individuals' interpretation of the objective to aid understanding of their actions (Trust, 2017; Edwards *et al.,* 2009). Additionally, it raises the importance of scrutinising the delegation of actions within and organisation and the previous developments of policy and practice (Trust, 2017). All of this facilitates deep understanding of current practice. This second generation of CHAT informed the formulation of my interview questions (Capper and Soan, 2022). In order to visualise this

second generation of CHAT, Engeström created a model of an activity system which captures, and facilitates scrutiny of all of these elements (Edwards *et al*., 2009) [see figure 6 and table 5]:
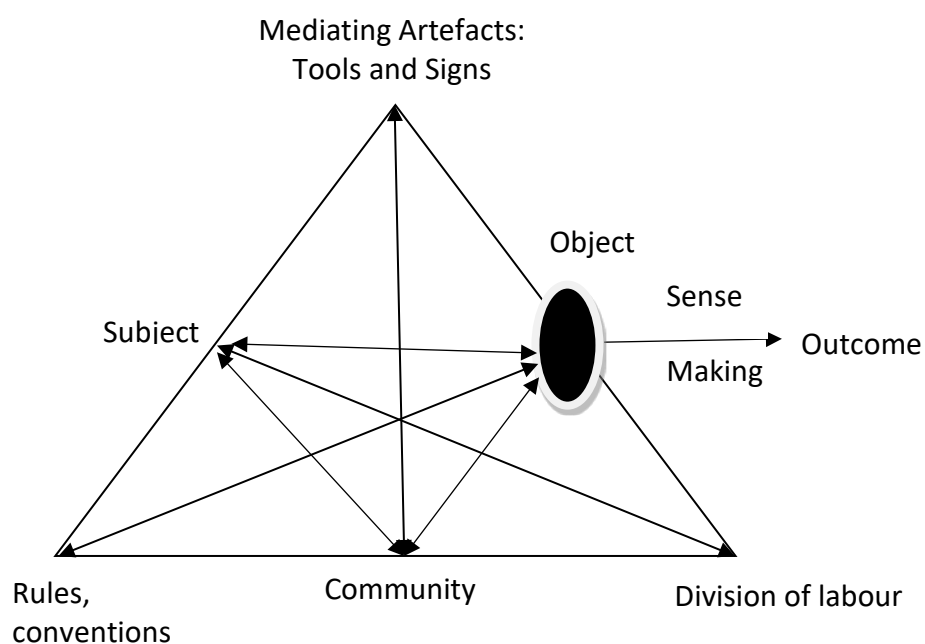
Figure 6: Human Activity System (adapted from Engeström, 2001, p.135; 2000 p.962)

Label	Explanation	Example for classroom contexts
Community	Group of individuals involved in the activity	Teacher, children and Teaching Assistant(s)[TA]
Division of labour	Ways in which actions are distributed	Teacher – explanations and instructions Children – complete learning activities TA(s) – supports individual or group of learners with engagement, understanding and completion of activity
Tools	Concrete, abstract or theoretical tools used by individuals	Concrete tools: children's workbooks, lesson plans Abstract tools: language used between teacher and children Theoretical tools: theories of learning drawn on by the teacher
Rules	Factors that arbitrate the ways in which the subject enacts their role	National policy: SEND CoP 2015 School: policy on behaviour and Job descriptions
Conventions	Practices that have developed overtime to become the explicit and implicit expectations for enactment of professional roles.	Pedagogical approaches and resources employed by teachers
Oval	Represents different conceptualisations of the object or purpose or intended goal of the activity, chosen by Engeström (2001, p.134) to show the influence of different interpretations and unexpected elements and that there are possibilities for change.	

Figure 7 illustrates Engeström's the human activity system in relation to the context of my research.

Lesson plans, physical resources,
e.g. visual scaffolding or concrete
apparatus, theories of learning,
pedagogical strategies
(Tools and mediating artefacts)

Child's participation and
engagement in learning and
teaching activities
(Object of system)

Teacher
(Subject)

The resulting level
of participation
and engagement
(Outcome)

Values and beliefs
School policies and culture
Expectations for
behaviour
Curriculum expectations
(Rules and customs)

Teacher, children
and Teaching
Assistant(s)[TA]
(Community)

Teacher – explanations and instructions

Children – complete learning activities

TA(s) – supports individual or group of
learners with engagement, understanding
and completion of activity
(Division of labour)

Figure 7: Human Activity System (adapted from Engeström, 2001, p.135; 2000 p.962)
applied to my research: classroom activity system (Activity system labels in brackets)

Akin to completing a jigsaw, understanding all these elements within an activity system is
key to understanding the activity and the outcome (Roth and Lee, 2007). CHAT's underlying
principles shape researchers' examinations of the whole activity system (Beatty and
Feldman, 2012, pp.287-288; Engeström, 2001).

Schools and their practices do not exist in isolation and are influenced by a complex
interplay of wider systems, such as national frameworks and local area systems (Roth and
Lee, 2007). The third generation of Activity Theory was developed by Engeström to
facilitate analysis and constructing understanding of the range of interpretations, and the
tensions and contradictions, across the interaction of activity systems (Engeström, 2001).
Figure 8 presents an overview of Engeström's model with three interacting activity systems,

but it is important to note that there may be numerous interacting systems within any analysis being undertaken.
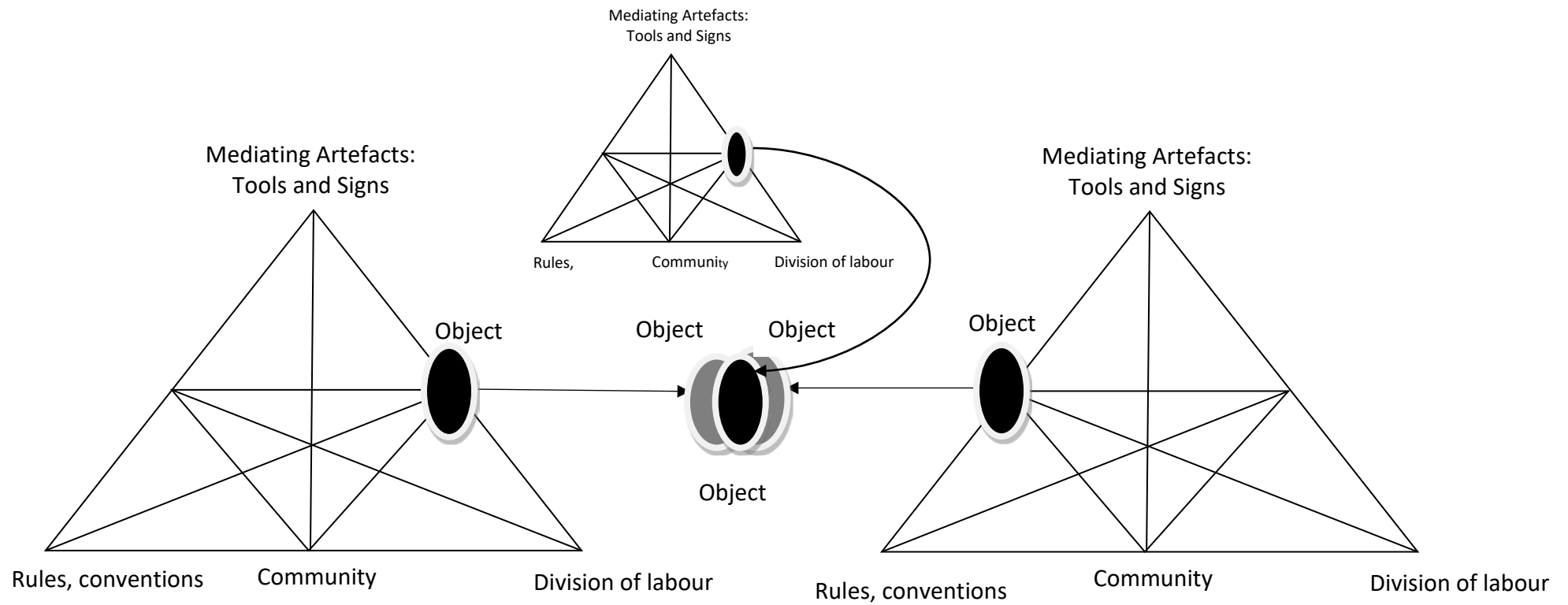
Figure 8: Third generation activity theory model (Engeström 1999, adapted from the citation by Edwards et al., 2009, p.199)

Figure 9 illustrated the third-generation model in relation to the context of my research
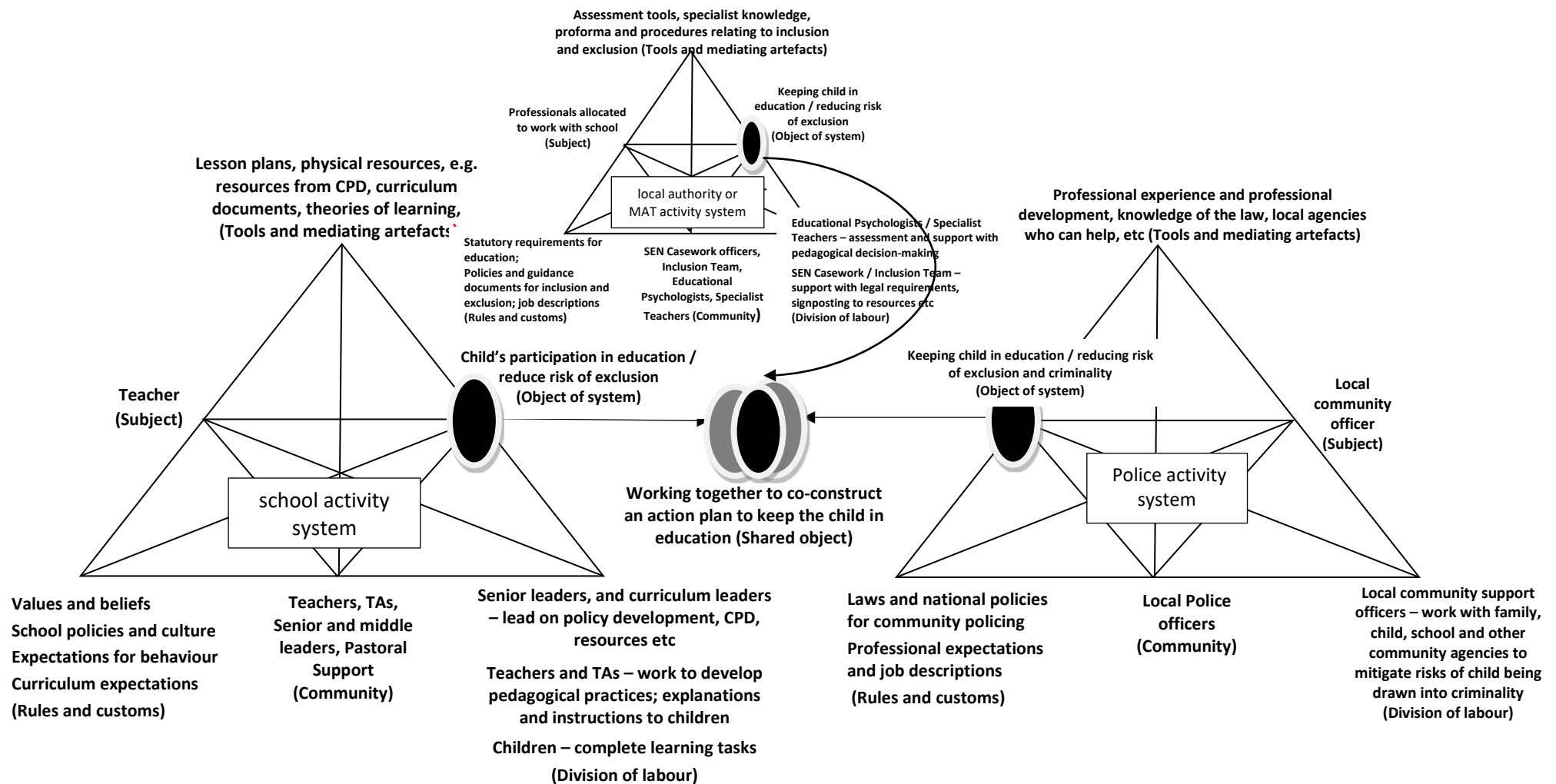
Figure 9: Third generation activity theory model (Engeström 1999, adapted from the citation by Edwards et al., 2009, p.199) Example to illustrate in the context of my research: child with SEN at risk of exclusion (Activity system lables in brackets)

The systems and people impact upon one another to shape the behaviours and actions of those involved. Thus, systems and the social interactions of practitioners influence one another, which means that while systems may channel the areas upon which practitioners focus, the actions of practitioners further develop and change the organisation within the system (Edwards *et al.*, 2009). Tensions may arise within the activity system or from the influence of the wider federation of activity systems upon an activity system (and vice versa); which may become catalysts for change through the resulting questioning and debate of customary practices (Foot, 2014; Roth and Lee, 2007). Additionally, this may engender cooperative communal work asking broader questions for the transformation of practice (Edwards *et al.*, 2009).

5.4.2 Alignment of CHAT and Transformative paradigm

CHAT and the transformative paradigm both seek to construct understanding through investigation of the historical, social and cultural influences upon a current context and the perceptions of the key actors (Darder, 2015; Sha and Al-Bargi, 2013, Mertens and Mclaughlin, 2004). This suggests that there is coherence between the transformational paradigm stance and CHAT as a framework for methodology. Moreover, both aim to construct understanding of human activity. CHAT provides a lens to explore human thinking and motivation through a scrutiny of the dialogue and the interactions of individuals with others and with tools in their work to achieve a goal (Trust, 2017); owing to the systematic framework it provides to examine these actions in light of the social, cultural and historical aspects of specific context (Trust, 2017; Silo, 2013; Leadbetter *et al.*, 2007; Russell, 1997). Furthermore, the transformative paradigm and CHAT shape research designs that actively involve participants to enable authentic representation of their perspectives (Cohen, Manion and Morrison, 2018; Mertens, 2015). This facilitates scrutiny of how individuals may contribute to redesigning procedures (Edwards *et al.*, 2009), and enables their active participation in investigating and transforming practice rather than being manipulated (Kutti, 1999).

5.4.3 Alignment of CHAT with my research aim

Utilising CHAT as a methodological framework in studies investigating practices in education is not without precedent. Examples of these studies include investigation of multi-professional collaborative work to support vulnerable children (Caper and Soan, 2022; Edwards *et al.*, 2009; Engeström, 2000), investigations of talk within classroom learning, the teaching of writing, and of behaviours which may escalate to critical incidents (Thompson, 2015; Russell,

1997). Further support may be drawn from Eames' (2016, p.169) contention that CHAT effectively facilitates exploration of teachers' development of pedagogy. This is because the activities researchers engage in, shaped by the CHAT framework, examine teachers' understanding of their shared specialist language in relation to learning and teaching, the actions and activities they employ and the tensions they have to navigate (Eames, 2016).

Third generation CHAT includes Engeström's processes of professional learning and expansive learning (Capper and Soan, 2022, p.434; Engeström, 2000). Professional learning engages practitioners in actions which seek to deepen understanding and confidence in their pedagogical decision-making; this may lead to critical questions or analysis of current practice and support changes being made to the ways of working and tools being utilised (Edwards *et al.*, 2009). The interaction with other practitioners supports construction of new understanding and / or new strategies and resources (Edwards *et al.,* 2009). CHAT is underpinned by Vygotsky's notions of learning involving both '… internalisation and externalisation…' (Edwards *et al.*, 2009, p.27). This notion suggests people absorb cultural beliefs from the organisation during interactions with other people, which then influence their actions, that reciprocally impacts on, develops and changes the organisation (Edwards *et al.*, 2009). This sociocultural concept of learning proposes that people affect and are affected by their environment; thus, although there may be established ways of tackling tasks, people may develop new ways of working (Edwards *et al.*, 2009). This is helpful to aid understanding of professional learning of practitioners (Wake, Foster and Swan, 2013).

Contradictions between, or within, activity systems elicit tensions that act as a catalyst for change within practice (Beatty and Feldman, 2012; Roth and Lee, 2007). The Contradictions within established systems and routines, that hinder the fulfilment of an objective, lead to changes being developed as practitioners identify the contradiction, and work to overcome the restriction it places upon their practice (Engeström and Sannino, 2010). When professional values align with the objective needs, then practitioners are more likely to develop new resources or work to change or twist the rules to facilitate this (Edwards *et al.,* 2009). This may involve reframing of tensions, issues and contradictions to facilitate seeking resolutions (Edwards *et al.,* 2009). This notion echoes the examination of reframing in chapter 3. In a similar vein, new terminology introduces different values or priorities into professional practice, which in turn influences the ways of working within practice (Bryan, 2004). Cultural Historical Activity Theory [CHAT] examines the actions of individuals within a collaborative

community mediated through ways of working (Trust, 2017; Beatty and Fieldman, 2012) and acknowledges that these actions are influenced by a complex interplay of internal and external factors (Engeström, 2001), for example, national and local policy and an individual's knowledge and values. Considering the impact of new terminology introduced into practice through the lens of CHAT, the new terminology and changes to customary ways of working in practice influences the architecture of the rituals engaged in by practitioners. This is important to consider because language and culture persist over time and thus the influence of the new terminology on that architecture may be profound (Bryan, 2004) [see figure 10].

Lesson plans, physical resources, e.g. resources from CPD, curriculum documents (Tools and mediating artefacts)

Pedagogical practice – informed from professional development, research and resources developed by (and for) Teachers and priorities identified for school development by Headteachers and Senior Leaders.

Teacher (Subject)

Development of practice (Object of system)

The interplay between these factors within the system (school) shape and reshape the rituals of practice

Outcome

Values and beliefs
School policies and culture; terminology used in professional discussions and by teachers in learning and teaching activities with children
Expectations for behaviour
Curriculum expectations
(Rules and customs)

Teachers, TAs, Senior and middle leaders, external subject specialists / CPD facilitators
(Community)

Senior leaders, external specialists, and curriculum leaders – lead on policy development and CPD, resources etc
Teachers and TAs – work to develop pedagogical practices in line with new policies and CPD
(Division of labour)

Shaped by external policy and language / terminology used within policy, CPD and practice

Figure 10: Human Activity System (adapted from Engeström, 2001, p.135, 2000 p.962) to illustrate how the interplay between language / terminology and policy influence customs and practice in a school informed from Bryan (2004)

The activities of reframing tensions, issues and contradictions was argued by Engeström (2000) to provide the stimulus for a process which he conceptualised as a cycle of expansive

learning, that engages practitioners in thinking about alternative ways of working through a process of seven steps [see figure 33 in Appendix 19]. I employed Engeström's change laboratory or Development Research Workshop [RDW] (Engeström, 2010), that draws on the instrument of focus group in its approach (Capper and Soan, 2022, p.435). The structure of enactment of the RDW facilitates exploration of practice and tensions, with the intention of constructing understanding of existing practices and identifying new models (Engeström, 2010; Edwards *et al.,* 2009). This aligns with my research aim that seeks to understand factors, and further possibilities for, effective practice.

5.4.4 Rejection of alternative framework

Expansive learning brings to mind other forms of research which seek to investigate and explore practice, such as Action Research. Action Research provides a methodological framework for developing practice (McNiff and Whitehead, 2009; Lewin, 1946) through cycles of activity and reflection, which is frequently used by educational professionals researching their own practice (MacNiff, 2017). Action research and the expansive learning cycle have some synergies. Both approaches involve practitioners in active engagement within learning and decision-making for making changes to practice. Subsequently, the participants have an agentic role within the process and thus are not positioned as objects. These approaches are participatory and employ a collaborative approach to the explorations of the key focus and embark from a starting point of concerns in relation to practice. However, there are differences which need to be considered by a researcher in relation within decision-making for the research design to ensure alignment with the research aim and objectives.

My research study aims to explore factors of, and further possibilities for, effective pedagogy. The focus is upon investigating policy, legislation, conventions of practice developed over time and the school culture to identify the practitioners' perceptions of the influences of these elements upon pedagogy for pupils with SEN who exhibit challenging behaviour within the classroom. The expansive learning cycle sequence, within a change laboratory or DWR, will facilitate critiquing current practice and the influences upon pedagogical decision-making with practitioners and learners. The action research cycle does not offer this opportunity because the focus is on identifying an issue within practice and exploring evidence to support formulating a plan to develop that facet of practice. Thus, utilising an expansive learning cycle within an approach using a change laboratory (Engeström, 2010) / DWR (Edwards *et al*., 2009), rather than an action research approach, will facilitate fulfilling my research aim.

5.5 Alignment between Theoretical Framework and methodological framework

Robbins (2014) analysis of Bourdieu's concepts identifies that the connections between humans and their physical and social environment elicits thoughts and feelings which influence activity. Activity is also driven by socio-cultural rules that are shaped by history and values of society and of organisations (Edwards *et al*., 2009). For me, this notion suggests there is coherence between Bourdieu's concepts, Activity Theory and the Capability Approach, because all three acknowledge the influence of social customs, culture, rules and individual perception and goal and whether individuals actually have agency with decision-making. This brings to mind the tensions between standards and inclusion, between aspiration and ethics of care, issues which are both current and historical times within education. This is illustrated by Figure 11 that maps the concordance between Bourdieu's concepts, Activity Theory and the Capability Approach. This figure also supports identification of how the field and habitus are being defined: the social spaces of education and educational provision.
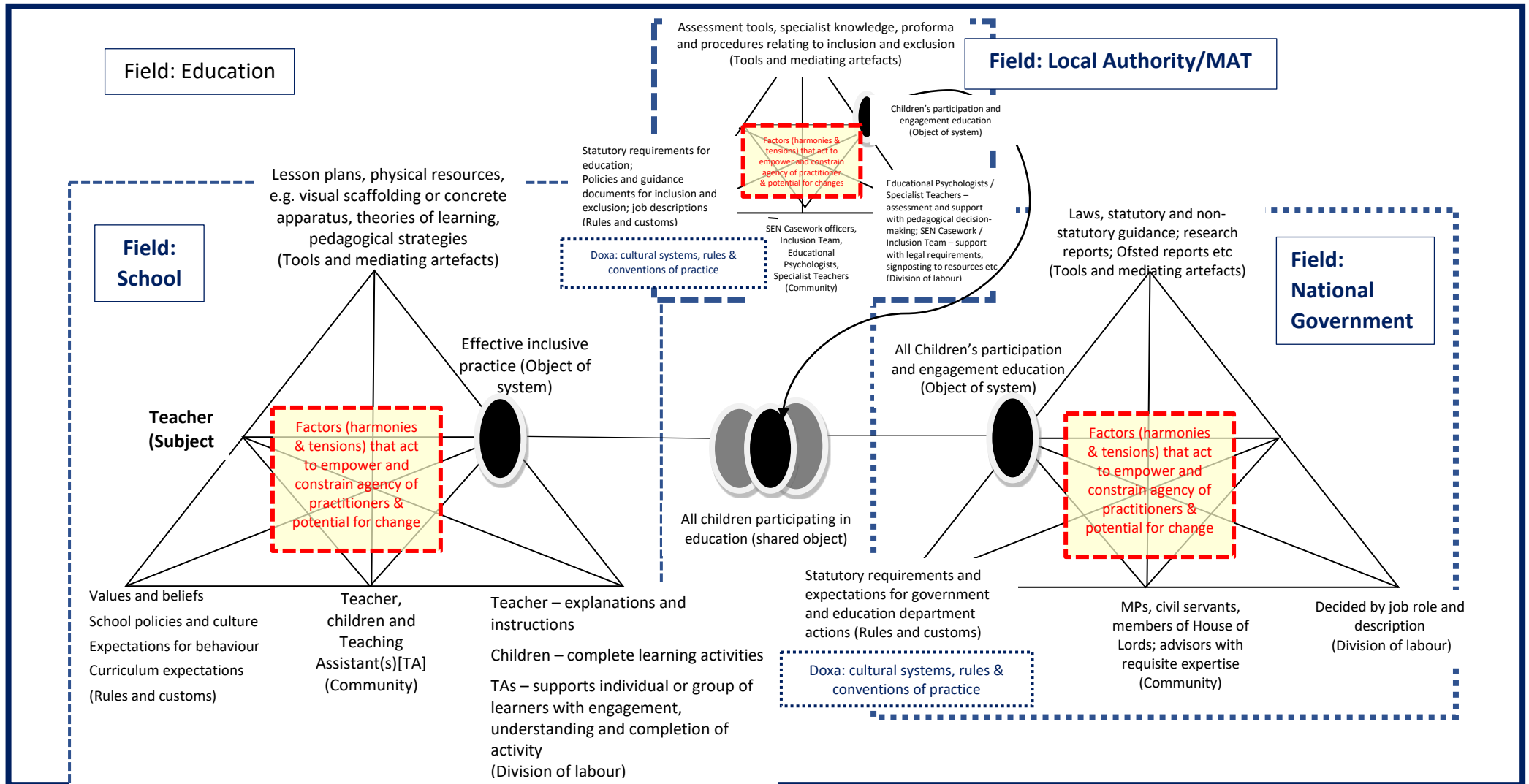
Figure 1111: Capabilities and Field, Doxa, Habitus and Capital overlay of third generation activity theory model (3rd generation model: Engeström 1999, adapted from the citation by Edwards et al., 2009, p.199) applied to my research *(Activity system labels in brackets)*

142

5.6 Summary

This chapter has outlined the ethical principles, paradigm and methodological frame that form the foundation of the research design. It has presented the rationale to evidence the alignment of each of these elements with one other and with the research aim. Additionally, the arguments made in this chapter demonstrate that there is congruence between the theoretical framework and the transformative paradigm, which seeks to work to involve those marginalised who have little or no agency to develop a deep understanding of current practice. Therefore, there are synergies between the philosophy underlying my research and the theoretical and methodological frameworks this research draws on. This demonstrates consistency and coherence across the research design because the aims, paradigm and methodological framework, as well as the values and ethical underpinnings of this research, are all closely interrelated. The next chapter presents the research methods and strategies adopted to address issues related to the quality of the research.

Chapter 6 Methodology Part 2: Strategy for data gathering and research quality – building on the foundations

6.1 Introduction

This chapter builds on the foundations for my research design set out and justified in chapter 5. It presents the explanation and rationale for my strategy for gathering data and for mitigating the risks to the quality of my research. The actions to address ethical and methodological issues for each part of the process were mediated through the reflexive situational approach to decision-making (Grieg, Taylor and MacKay, 2013; Powell *et al.*, 2012; Edwards and Mauthner, 2012) explained in chapter 5. First, I explain the research approach and sampling strategy, then the strategy for gathering data and finally the strategy to mitigate issues related to credibility and validity.

6.2 Research Approach

My research employed an interpretivist stance using an inductive approach, and qualitative methods, to gather and interpret data, and construct conclusions and theories (Bryman, 2016; Mertens, 2015; Cohen, Manion and Morrison, 2018). The inductive approach underpinned my exploration of how the children and adults perceived their context and aimed to encapsulate how they interact with one another, and with their environment (Geraghty, 2012). Qualitative data methods aligned with my research aim because this enabled me to collect '…thick descriptions…' (Geertz, 1973, quoted in Bryman, 2016, p.394 and Cohen, Manion and Morrison, 2018, p289) to provide a clear picture of the behaviours and contexts being investigated. Scruggs, Mastropieri and McDuffie (2007) advise that qualitative methods are an effective approach to capture the opinions and experiences of learners with additional needs. Mertens (2015) concurs and advances this perspective with her contention that qualitative methodologies enable researchers to carefully explore the complexity of the factors involved in meeting the diverse needs of the learner and the ways in which adjustments to teaching strategies are implemented. Employing an interpretivist approach enables researchers to analyse information gathered in the field, without any influence from a pre-constructed theory, allowing the key themes to emerge (Mertens, 2015; Cohen, Manion and Morrison, 2018). This approach held coherence with my research aim and paradigm stance as it facilitated constructing an understanding of the contextual factors and the wider ecosystem influencing the research focus: effective pedagogy for children with SEN who exhibit challenging behaviour [CB].

6.3 Sampling Strategy

My sampling strategy has two elements: the context and the participants. Both elements employed a purposive sampling (Cohen, Manion and Morrison, 2018; Bryman, 2016). This required me to implement a considered approach to decision-making for choices of context and participants to ensure alignment with my research aim (Durdella, 2019; Bryman, 2016). The sampling strategy was appropriate for my research aim because it enabled me to construct a deep understanding of the factors and issues involved in developing effective pedagogy for children with SEN who exhibit CB in school. Additionally, purposive sampling is often utilised in qualitative research (Cohen, Manion and Morrison, 2018). Probability sampling was not adopted for my research because I needed certainty that the sample selected aligned with my research focus (Bryman, 2016). I acknowledge that my strategy does not enable claims to be made about a wider population (Cohen, Manion and Morrison, 2018). However, the strategy worked harmoniously with the data gathering strategy to facilitate gathering rich detailed data to aid a deeper understanding of the context in relation to the research aim through the analysis of the data. In this way, my findings may offer insights for other contexts and scenarios, and thus add to the wider field of inclusive education (Bryman, 2016).

6.3.1 Research Context

The sampling strategy for selecting the research context was case study (Mertens, 2015; Newby, 2010). Newby (2010) advocates that in order to fulfil being a sample, the specific case must be chosen either as representative of a wider circumstance or population, or as an example of a specific type. The context sample consisted of one school to represent a type of school. I acknowledge that the population of primary schools within England is diverse; however, the criteria for the selection of the research context (sample) were representative of many primary schools. The characteristics were formulated carefully to align with the research aim:

- Mainstream primary school in England;
- KS2 Pupils that include children with identified SEN who exhibit with challenging behaviour;
- Good or outstanding Ofsted grading;
- Willing to sanction the research for two classes in KS2.

The school was recruited the school through a network approach; I worked with professional contacts from my previous professional roles to identify and recruit Oakleaf Primary as my research context. Oakleaf Primary is the pseudonym used for the school. Oakleaf is a large inner-city school situated in the south-west of England and is a local authority maintained school. At the time of the research, the school had approximately 420 children on roll; the proportion of children with SEN was 17% and of those receiving pupil premium funding was 21%. The most recent Ofsted inspection had rated the categories of Achievement of Pupils and Quality of Teaching as Good and the categories of Behaviour, Safety and Welfare and Leadership and Management as Outstanding. Gathering data in the school was important to facilitate an authentic portrayal of the situation (Bryman, 2016; Thomas, 2013; Newby, 2010). The two focused classes were selected through discussion and negotiation with the Headteacher, SENCO and the school team.

The rationale for choosing one context was to facilitate developing a deep understanding of a case (Durdella, 2019), through the generation of rich and detailed data. Additionally, there were issues relating to practicality because I was a single researcher working on this investigation. The nature of methods chosen for this research were more achievable in relation to the time available. Moreover, this enabled building relationships, important for the participatory approach and for coherence with the transformative paradigm in which this research is situated.

6.3.2 Research Participants

The research objectives required me to recruit adult and child participants.

The criteria for the adult participant sample were:

- Senior Leader, Middle leader, Teacher or Teaching Assistant [TA] working at the chosen school;
- Teachers and TAs working with the focussed KS2 classes.

Table 6 presents the adult participants in this research. Two senior leaders, two middle leaders, two class teachers and one teaching assistant participated in semi-structured interviews. Most of the teachers (18) took part in one Developmental Workshop Research [DWR] (two were absent with illness) and 16 teaching assistants took part in another DWR.

Table 6: Adult Participants

Semi-structured Interviews	
Participant	Role
SLTH	Headteacher
SLTA	Senior leader, shares class teacher responsibilities with Teacher B (job share)
MLTS	SENCO (middle leader role with no class teacher responsibilities)
MLTB	Class Teacher, who also holds Middle Leadership role with responsibility for behaviour
Teacher B	KS2 class teacher, shares class with SLTA and holds responsibility for PSHE
Teacher C	KS2 class teacher
TA1	Teaching Assistant
DWR lab	
DWR lab 1	18 teachers comprising: Headteacher Deputy Head Teacher 2 Senior Leaders (including SLTA above) MLTS (as above) Teacher B and C (as above) – both Y3 2 Year R / EY Teachers 2 Year 1 teachers 2 Year 2 teachers 1 Year 4 teacher 2 Year 5 teacher 2 Year 6 teachers
DWR lab 2	16 teaching assistants (including TA1 above) from Key Stage 1 and Key Stage 2

The criteria for the child participant sample were:

• K2 pupil attending the research context school, in one of the two focused classes selected for the research;

• with identified SEN needs;

• reported to exhibit challenging behaviour in school;

An important factor that I needed to reflect on was the reliability of the school's identification of needs as this influences issues in selecting individuals for the research (Mertens, 2015). Discussion with the SENCO at Oakleaf evidenced robust procedures.

As identified in 6.3.1, The two focused classes were selected through discussion and negotiation with the Headteacher, SENCO and the school team. There was one Year 3 class and one Year 4 class. The SENCO and the class teachers identified children in each class that matched the criteria above. We then contacted the parents to explain about the research

and to seek their consent for their child to participate. The class teacher and I discussed the research with the children whose parents had given consent, using visual approaches to aid their understanding [Appendix 24]. Section 6.4 and Table 8 in section 6.4 explain the process followed for gaining consent from the parents and assent from the children. Nine children from each of the two focused classes participated in group interviews and DWR with their teacher. Each of these children were identified to have SEN and were reported by their teachers to exhibit CB in class. One child had an Education, Care and Health Plan and the remainder were identified as school-based support on the SEN register. These children have a 'My Plan' that identifies the focused outcomes (or goals) for each child and the identified provision to facilitate achieving those outcomes. There were 11 boys and 7 girls. I have used codes for the children to ensure anonymity. Table 7 presents the child participants.

Table 7: Child Participants

Participants	
Year 3	Year 4
Child R	Child G
Child S	Child K
Child Q	Child L
Child U	Child M
Child V	Child N
Child W	Child P
Child X	Child H
Child Y	Child J
Child Z	Child T

6.4 Consent and assent

Chapter 5 explained the strata of gatekeepers model that I employed to identified from whom I needed to seek consent. Information about the research and consent forms were shared with the gatekeepers through verbal, written and visual modes [Appendices 19-23]. Table 8 sets out the gatekeepers and evidence of consent for my research. Time was given for them to process and reflect on the information shared (Sargeant and Harcourt, 2013; Dockett, Einarsdottir and Perry, 2012), and opportunities to ask questions provided. The opportunities for withdrawal were set out together with the provision of reassurance that declining consent was a choice they could freely make (Brooks, Te Riele and Maguire, 2014). This aimed to support their decision-making. Additionally, I created opportunities for regular discussions throughout the research process to enable regular conversations and thus a

participatory role to guardians and support the reflexive situational approach I employed for ongoing decision-making. Pseudonyms were chosen for the context and participants ensure confidentiality and anonymity (Newby 2010); and careful attention paid to the descriptions so that identities cannot be inadvertently deduced (Brinkmann and Kvale, 2015).

Table 8: Gatekeepers for whom permission was obtained for this research

(informed from Kay, 2019)

Gatekeeper	This research	Format of information shared	Evidence
Institutional	University of Gloucestershire	University's proforma and attendance at the ethics committee	University's approval letter [Appendix 16]
Organisational	Headteacher	Information sheet [Appendix 20] and meetings	Signed written consent [Appendix 22]
Specialist	SENCO	Information sheet [Appendix 21] and meetings	
Domain	Class Teachers of the KS2 classes selected for the research		
Guardian	Parents and / or carers of the child participants	Information sheet and consent form were sent to guardian gatekeepers via the school's online communication system [Appendix 23]. This followed the advice of the Headteacher as it is the most familiar mode of communication and the mode parents would more likely respond to. I offered to meet with guardian gatekeepers but no-one took up this offer.	Signed written consent [Appendix 23]
Auto	Adults participants	Information sheet [Appendix 21] and meetings	Signed written consent [Appendix 22]
	Child participants	Children whose parents had given consent took part in discussions with myself and the class teacher. This included photographs and pictures to accompany the information [Appendix 24] Verbal language used in conversations was modified to match the developmental stage of each child.	Signed consent form that had written text and symbols [Appendix 24]

6.4.1 Mitigation of issues for consent relating to power-relations

Adults

I met with auto gatekeepers away from organisational gatekeepers and offered reassurance that their decision was their choice and would be accepted positively whether they gave consent or not.

Children

I was aware that the children may feel obliged to assent to their involvement because a school context has expectations that children should follow adult requests, or because guardian, domain and organisational gatekeepers had given consent (Groundwater-Smith, Dockett and Bottrell, 2015; Dockett, Einarsdottir and Perry, 2012; Coyne, 2010). Additionally, my professional experience has increased my awareness that children may give assent to please the adults. To mitigate this, I informed the children that this was one activity within school they could decline participation in without negative consequences (Brooks, Te Riele and Maguire, 2014). Likewise, careful observation of children's non-verbal communication was key to identifying if they wanted to withdraw assent. This is aligned to notions of regarding assent as a process that can be renegotiated at intervals (Dockett, Einarsdottir and Perry, 2012).

6.4.2 Disengagement

This is an important ethical issue to address because I was aware that the children and I would build a relationship; thus, there is a moral imperative to plan sensitively for my withdrawal from the school. Children involved in this research study were given a clear explanation of my role, which included the fact that I would be leaving the school once the research activities were completed (Sergeant and Harcourt, 2012).

6.5 Data gathering strategy

There were three phases of data gathering as set out in Figure 12.
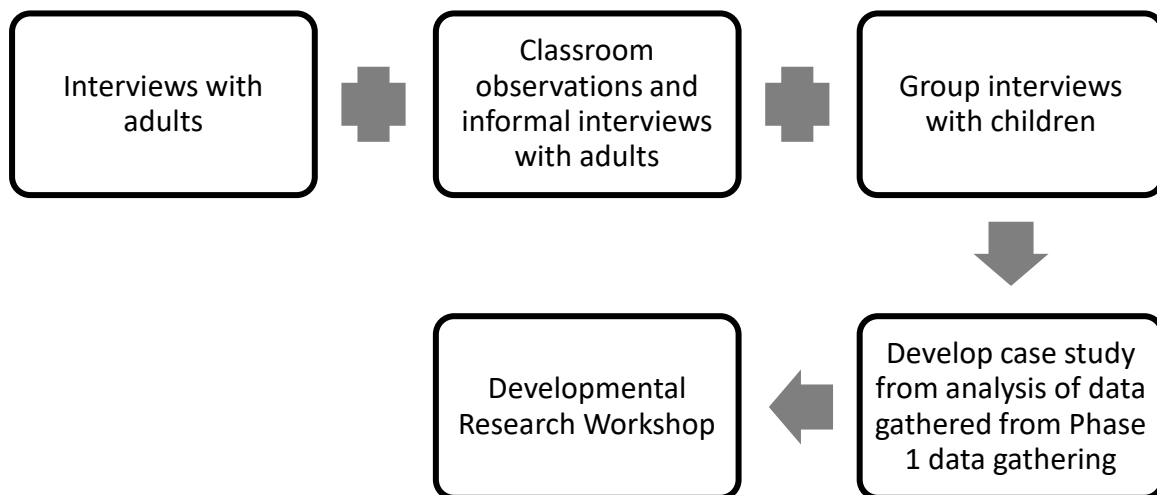
Figure 122: Sequence of data collection activities for Phase 1 and 2 of my fieldwork

Phase 0: This phase focused upon building relationships. I was invited to join the two classes during learning and teaching activities and some school activities such as assembly. Mertens (2015) advises that it is important at this stage to show integrity, interest and respect towards the participants and the context in order to build a positive relationship and learn the routines. In the classes, I acted as a volunteer support which supported building relationships aligned with Merten's recommendations; I believe this mitigated any potential issues of power-relations because the school had known me from my previous professional role.

Phase 1: Semi-structured interviews with adults and everyday observation and conversations informed the formulation of 'mirror data' (Virkkunen and Ahonen, 2011, p.237; Edwards *et al*., 2009, p.202) in the form of a case study for the Developmental Research Workshop.

Phase 2: Development Workshop Research [based on Engeström's change laboratory and expansive learning cycle (Engeström, 2010)].

The implementation of the phases set out above, which borrows from the concept of the mosaic approach (Clark and Moss, 2017), using the notion of layers of data. The layers of

data were analysed to inform the findings and to prepare for the Developmental Research Workshop.

The empirical research initially started just before the pandemic began. Just as I started to gather data, the first national lockdown was announced. Chapter 5 explained my keenness that ethical principles should form foundation for the decision-making for this research, including the ethics of care for my participants. I chose not to ask teachers if they would take part in interviews or DWR Lab (even though this could have taken place online), because of a concern for their wellbeing. Teachers were classified as key workers during this time and were working hard to adjust to a very different way of working, and juggling the demands of professional and caring responsibilities. Consequently, I felt strongly that it was unfair to make a request for another task to be added to their workload. There was a risk that the empirical research would founder there, but fortunately, Oakleaf welcomed me back to continue my research once all the lockdowns were over. Phases 1 and 2 are explained next.

6.6 Phase 1: Interviews and Fieldnotes

There were two components of data gathering in this phase: interviews and fieldnotes that captured observations, informal interviews and my thoughts and reflections. These were scheduled in parallel during phase 1, rather than in sequence. This was an ethical and pragmatic decision to fit in with school priorities and staff responsibilities. The fieldnotes, participant observation and informal interviews tools were borrowed from ethnographic research (Bryman, 2016) and chosen because they offered coherence with my decision to implement my data gathering through the notion of layers of data described earlier and because they facilitated rich detail needed to aid me fulfil my research aim (Phillippi and Lauderdale, 2018). The next four sections explain how and why each was used.

6.6.1 Field Notes

Field Notes provide a '…detailed chronicle…' of activities and actions observed by the researcher, their conversations with participants together with their initial thoughts and reflections in response to these (Bryman, 2016, p.691); they are a regularly employed tool in qualitative research (Phillippi and Lauderdale, 2018). There were pragmatic and ethical factors that influenced my decision. Fieldnotes were practicable, as compared to recording via video or photography that, in addition to practical issues, risked influencing behaviours

in the classrooms; an issue conceptualised as the Hawthorne Effect (Newby, 2010) that I had worked to mitigate through implementing Phase 0 in my research. Moreover, video or photography risked heightened anxiety or distress for adults and children.

My fieldnotes began as handwritten jottings and prompt words in note pads or paper that were later typed up [Appendix 25] and included information such as the learning activity, adult and child actions, pedagogical-strategies and resources and environment. I organised the field notes in 3 columns to capture data from observations, informal interviews and my thoughts and reflections. Jottings were completed sometimes in lessons, but mostly in the aftermath of being in class during that same day (Bryman, 2016; Thomas, 2013). Notes from thoughts and reflections supported careful consideration of potential thoughts and motivations underpinning observed actions and identifying lines of enquiry for informal interviews, semi-structured interviews and RDWs that were recorded in the form of questions.

This was time-consuming but I felt beneficial because it supported my immersion and initial listening to the data (Mertens, 2015, p.438). I was mindful of Bryman's (2016) caution about the importance of maintaining an open-mind in the formulation of the phrasing for the notes; thus, I strove to maintain awareness of my standpoint to mitigate interpreting participants actions and communications through the lens of my view point (Sutton and Austin, 2015). The fieldnotes encapsulated classroom observation and informal interviews and there is no intention that these present a portrayal that can be generalised across all schools. Additionally, I was mindful about the ethical issue elicited from my interpretations of what I saw and heard within my fieldnotes (Thompson, 2014). To mitigate this issue, I talked with participants to clarify details and to seek further information together with openness and honesty about my presence as a researcher, both of which helped to address my worries about accuracy and validity of my fieldnotes (Thompson, 2014). One final note, is that I kept data gathering from children's voices restricted to the group interviews and RDWs, because for those I had both parental consent and child assent. I was mindful that not every child's parents had given consent, so this decision was made to address ethical and practical issues. Issues of confidentiality within my fieldnotes was addressed by using codes for the participants and careful monitoring of the descriptive details.

6.6.2 Fieldnotes: Participant Observations

Observation is a flexible instrument (McKenzie and van der Mars, 2015) that offers the benefits for researchers of seeing activities in action and data of a deeper level of authentic detail that facilitates '…more nuanced conclusions…' from its analysis (Sanetti and Collier-Meek, 2014, p.14; Zaare, 2013). Moreover, observation is valuable to aid researchers to develop their understanding of actions within a social context (Silverman, 2014; Caldwell and Atwal, 2005). My role as volunteer support in the classroom situated me as a participant observer. Participant observation is a tool frequently used in qualitative research, and engages researchers in observing actions in the setting in which they enact the dual role of researcher and participant (Bryman, 2016). I am experienced at using observation as a tool from my professional roles and in previous research. Thus, I am used to writing notes that need to address issues of maintaining objectivity and providing data for analysis. I was mindful of the importance of regular self-regulation on my own notions, opinions, values and assumptions of what I observed and drew on Papatheodorou, Luff and Gill's (2011) notions of insider-outsider stance to aid this self-reflection [Appendix 26]. While my professional experience naturally leads me to viewing the classroom world through pedagogical-lenses, phase 0 had facilitated time in the classrooms that together with the self-reflection aided me in my efforts to ensure that the pedagogical-lenses did not dominate. Nevertheless, the pedagogical-lenses did contribute positively to the richness of the detail captured (Papatheodorou, Luff and Gill, 2011).

6.6.3 Fieldnotes: Informal interviews

I use the term informal interview to encapsulate the conversations I had with adults in which I sought information to clarify my observations. This accords with Brinkman's (2018, p.580) conceptualisation of interviews as '… conversations conducted for a purpose…'. Informal interviews were a helpful tool to aid my understanding of behaviours, communications, strategies and activities that I had observed. In order to mitigate ethical considerations regarding concern for participants' wellbeing, the timing of informal interviews was during breaktimes or other times when the adults did not have to manage professional workload, and in agreement with them, so as to avoid overloading their workload. Additionally, I was explicit about the purpose of my questions and that with their agreement I would include their responses in my data.

6.6.4 Semi-structured interviews

Interviews in qualitative research aim to make sense of the participant's lived experiences and perceptions, rather than broad beliefs and attitudes (King and Horrocks, 2010). In support of this, researchers take care to regard participants as social agents rather than objects (Brinkman and Kvale, 2015). Brinkmann and Kvale (2015, p.3) use the term '…authored authors…' to describe the interviewees that they suggest acknowledges that individuals' conversations about their life experiences are affected by external influences, such as the political context or power-relationships. Indeed, interviews elicit privileged access to participants' lived experiences (Brinkmann and Kvale, 2015). Interviews offer opportunities to explore topics in greater depth, using verbal and non-verbal approaches (Cohen, Manion and Morrison, 2018; King and Horrocks, 2010), allowing sensitive detection of subtle graduations within participants' insights and perceptions of their experiences (Brinkman, 2018; Brinkman and Kvale, 2015). Interviews facilitate understanding through the interweaving of conversation, reflection and analysis (Brinkmann and Kvale, 2015). Thus, the questions and answers that are interchanged by interviewer and interviewee enable the formation of knowledge which is socially constructed from their interactions (Brinkmann and Kvale, 2015). This aligns with my epistemological belief as explained in Chapter 5, my interpretivist stance for this research (King and Horrocks, 2010) and was valuable to aid fulfilling my research aim.

Interviews with adults:

I utilised the format of semi-structured interviews because this enabled the inclusion of open-ended questions to aid deeper exploration of responses, where pertinent to the research aim, to ask for further information and check my understanding (Cohen, Manion and Morrison, 2018). Questions were carefully formulated and sequenced to align with the research aim and methodological and theoretical frameworks [Appendix 27]. The adults involved included senior and middle leaders, class teachers and a TA to gain a broad range of experiences and perceptions . Interviews were audio recorded using a digital recorder with the consent of interviewees and transcribed afterwards, so as to be inconspicuous, and thus hopefully less disturbing to participants (O'Reilly and Dogra, 2017). My anxieties about the potential of the digital recorder failing were assuaged by jotting brief notes (Cohen, Manion and Morrison, 2018). During the interviews, strove to be mindful of the wellbeing of interviewees to both monitor progress and inform situational decision-making about my actions in response (O'Reilly and Dogra, 2017); for example, pausing the interview on the

occasional of two participants being called away to deal with an incident elsewhere in school. Fortunately, no-one became upset or distressed during the interviews. Transcriptions were recorded to accord with issues of anonymity and stored securely with password-protection on my laptop. Although a time-consuming instrument (from both the conducting and transcription of interviews) [Appendix 28], I felt that this was an important investment to aid constructing authentic and deep understanding of the focus I investigated.

Group interviews with children:

There two of these, one for children in each of the two focused classes. The children sat at tables to make it easier to draw or write as they chose their responses to stimulus visuals and questions. I drew on an approach used by Hanke (2013, p.137) described as '… co-authored drawing…' that engages participants in responding to questions using visual approaches; a valuable way of successfully facilitating children's participation in research (Clark and Moss, 2017; Hanke, 2013). This is especially important for children with SEN and with SLCN needs (the focus of my research) to aid memory, understanding and communication (Hanke, 2013). I produced a framework to support this [Appendix 29] printed on A3 paper to allow plenty of room for their response, and prepared PowerPoint slides with pictures and symbols as stimulus for our discussions [Appendix 30]. I had found a picture book story to accompany the slides but the children's eagerness to do the activity, and the constraints of time, led to me not using it. The children drew pictures and / or wrote words or phrases into the framework; the co-authored aspect was implemented through me transcribing their verbal comments, with their assent for me to do that and for these comments to be included in my research. From my professional roles, I am experienced at talking with children about learning and school experiences; experience that was helpful for my research. The activity was designed in this way to try to mitigate power-relations and I monitored the children carefully for signs of wishing to stop, anxiety or distress. Fortunately, they all appeared to enjoy the activity very much and pleased that their drawings and comments were going to be included in my research. The frameworks were anonymised and stored securely; photographs of children's pictures included in this thesis were stored securely with password-protection on my laptop.

6.7 Phase 2 Developmental Workshop Research

The Development Workshop Research [DWR] Lab utilised in phase 2 of my research is based upon Engeström's (2010) change laboratory and Edwards *et al*.'s (2009) Developmental Workshop Research. The key aim of a DWR Lab is to stimulate and encourage learning of the activity system, such as a team working together (Douglas, 2012). Thus, dialogue between practitioners is a vital component (Virkkunen and Ahonen, 2011); which facilitates expansive learning cycles (Engeström, 2010) [Appendix 19]. The DWR Lab is predicated upon the notion of dual stimulation proposed by Vygotsky (Edwards *et al*., 2009). Vygotsky's contention was that it is possible to deduce an individual's understanding from observations of how they make sense of a problem, and then use physical or conceptual tools at their disposal to work to resolve it (Edwards *et al.,* 2009, p.17). The DWR Lab engages participants in discussions about current and past practices; the researcher's aim is that those discussions will reveal their thinking thus facilitating understanding of the thoughts and selection and mode of use of tools underpinning participants' current practices (Daniels, 2010; Edwards *et al*., 2009). The researcher acts as facilitator and provides the theoretical tools of activity theory to support the participants' examination and sense-making of their practice (Engeström, 2010; Edwards *et al.,* 2009). The researcher's analysis of the data gathered from the DWR Lab discussions enables the researcher to identify the practitioners' reasoning and views about current practice and about developing practice (Edwards *et al.,* 2009). In my research, the teachers' discussion of the case study analysis in the DWR Lab revealed they had a good understanding of the child's needs; they also revealed a good understanding of the use of visual scaffolding and its valuable role in supporting the child's understanding and participation in learning. However, their understanding of visual scaffolding was limited to consideration of its application to academic learning activities such as maths concepts. When the discussion returned to concerns about the child's behaviour, critical reflection of strategies employed to support academic learning encouraged the teachers to think how they may apply visual scaffolding to support social-emotional skills. This suggested that the teachers were able to extend their understanding about how they may use tools differently to support their learners and enhance current practice.

In this way the discussions within DWR Labs have been conceptualised as agentic because they provide a strong instrument to facilitate an expansive learning cycle [Appendix 19] and change (Edwards *et al.*, 2009, p.174). This is suggestive of alignment with the transformative

paradigm employed for my research design. I drew farther support for my decision to employ DWR as a research instrument from analysis of other studies that have used DWR to examine pedagogical practices; for example, Virkkunen, Makininen and Lintula (2010) who investigated pedagogical approaches utilised in physiotherapy training in which they reported that DWR facilitated changes in thinking for the educators and a reciprocal change in their practice away from focus on a specific objective to a holistic approach.

Case studies or 'mirror data' are used to stimulate the scrutiny of practice (Virkkunen and Ahonen, 2011, p.237; Edwards *et al.*, 2009, p.202), composed from the analysis of interviews and observations undertaken by the researcher before the DWR session. I drew on my analysis of the data gathered in phase 1 of my research to formulate a case study for the RDW. In line with my aim for the research to be participatory, I asked the class teachers from the two focused classes to work on the case study with me; thus, the case study used was formulated collaboratively between the four of us [Appendix 31]. The use of case studies for analysis of practice raises two issues: handling subjective emotional responses by participants and the need to maintain objectivity for critical analysis. The emotional response can, however, act as a motivator to involve and engage the participants in the reflections, and the tools used to support the scrutiny of practice facilitate an objective viewpoint for the discussions (Virkkunen and Ahonen, 2011). In addition to the case study, the SENCO [MTLS] asked me to share some information from research that had investigated language, communication and behaviour because this was an aspect of knowledge and understanding she had identified her colleagues needed further support with. This was something I was happy to agree to and I felt could potentially benefit my research participants.

6.7.1 Implementation of DWR

There were four DWR Labs. The first involved all the teachers, which took place after school because of the practicalities of involving all the teachers and identifying a time when they could be away from their class responsibilities. TAs were invited but all had caring responsibilities or other jobs at that time, so a second DWR Lab was arranged in school-time for the TAs. I am grateful to the teachers for agreeing to release the TAs to attend and to cover the duties of the TAs in that time. Finally, there was a DWR Lab for each of the two focused classes, which engaged children and their teacher talking about learning and teaching activities in line with RO3 for this research. Other research studies have held

weekly or fortnightly DWRs for up to 6 sessions. However, I needed to be mindful of the demands placed upon the participants' time for this research and of the many other responsibilities they had. Thus, the DWR labs with the adults were about one and half hours long; the two DWR Labs involving children were about 30 minutes long. While this still absorbed a large amount of time, I believe that the agentic nature of the DWR Lab was valuable to aid identification of factors within effective pedagogy for CYP with SEN who exhibit challenging behaviours and will thus was an effective instrument to support fulfilling the research aim. The participants reported that they found the discussions valuable, which suggests this investment of time was positive for them. As a teacher and researcher, I am experienced in facilitating discussions and in keeping discussions focused on the key topic, experience that was valuable to support implementation of DWR.

A potential limitation of DWR is that participants may be concerned about sharing their views for reasons such as anxiety over how other people may perceive their comments or feeling they can voice a dissenting opinion which will be respected and not risk negative outcomes. However, the adults in my research are all used to debating issues in practice together and have built trustful relationships. Moreover, the circumstance of the DWR Lab being part of my research elicited a sense of neutrality rather than activities such as policy development or appraisals of practice (Edwards *et al*., 2009, p.38).

Adults:

The physical space for the DWR Labs with adults was set up in a similar vein to that of Edwards *et al*. (2009) [figure 13].
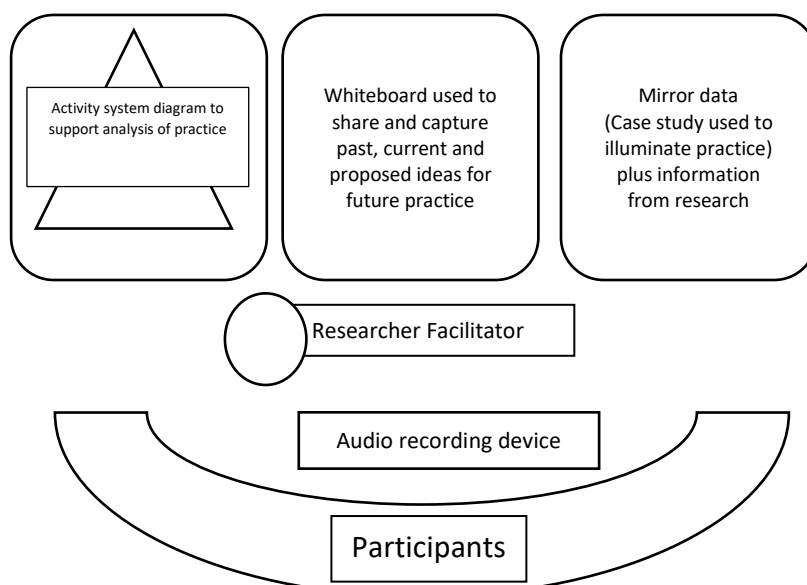
Figure 133: Plan of a DWR Lab (adapted from Edwards et al., 2009, p.202)

I facilitated each of the DWR Lab alone because I was the researcher. This presented challenges for recording the discussions. Although other research studies have employed video recording, I decided to record the DWR Lab discussions using an audio recording device because my focus was on analysis of the discussions and the actions rather than on non-verbal communication (Capper and Soan, 2022, p.437). I had a notepad to quickly record notes.

I presented the case study and research information and discussions focused on three areas:

- previous practice to support participants to consider how this has influenced current practice,
- current practice to examine tensions and contradictions,
- potential areas for change which led to consideration of potential new pedagogical approaches that may better meet needs of children with SLCN who present with challenging behaviour (Edwards *et al.,* 2009).

Children:

For the DWR Labs with children, their own classroom space was used because this space was readily available and was a familiar space in which children were used to having conversations about learning. The mirror data for the children's DWR lab was drawn from recent learning and teaching activities in their class and was presented in visual form using pictures and symbols. The children were asked to draw or write their responses to the stimulus questions to aid their thinking and communication, using the frame used from phase 1, which then supported their discussions about their views with their teacher. I did not audio record these DWR Labs because with the teachers' involvement it was easier to transcribe ongoing notes in the session, and because it was problematic to audio record the children's visual responses, which were included in my data analysis. As explained previously [6.6.1], I decided not to video the DWR labs with children because of the risks to heightening anxiety of participants and changing behaviours.

Shortly after the DWR Labs, I transcribed the audio recording and notes and my thoughts and reflections. The intention of doing this close to the enactment of each DWR lab was to enhance accuracy of my recorded notes.

6.7.2 Addressing other ethical issues for DWR Labs

Consent and assent:

At the start of the DWR Labs, I re-explained the information about my research and sought informed consent again from all involved (Brooks, Te Riele and Maguire, 2014). We agreed together guidelines for discussion that included the importance of trust, respect and confidentiality (Edwards *et al.,* 2009). The transcriptions of the DWR discussions respected the anonymity of the participants (Brooks, Te Riele and Maguire, 2014).

Concern for the Participants well-being

I explained to the participants that should anyone become anxious or distressed, then they could leave the DWR Lab. The school has systems for support for adults and children that I signposted them to. The adults were offered a comfort break at the mid-way point and they had access to drinks and snacks.

Impact of researcher presence

Phase 0 facilitated trustful relationships and familiarity between myself and the participants*.* I believe this was important for the participants' willingness to communicate experiences, beliefs, feelings and opinions honestly without feeling disconcerted or that they should present everything positively or to say what they thought I wanted to hear.

6.8 Credibility and Validity

I drew upon the constructs proposed by Lincoln and Guba (1985 cited in Cohen, Manion and Morrison, 2018, p.246) to inform my reflexive analysis of the quality of my research: credibility, transferability, dependability and confirmability [Appendix 32]. These constructs were applied through a trustworthy transformative framework, designed to align with elements proposed by Mertens (2015, pp.273-274) and presented in table 9.

Table 9: Trustworthy transformative framework used to analyse credibility and validity of my research

Element	Explanation	Application to my research
Authenticity to the field	The question of whether the study and the methods employed to generate data are pertinent to the real-world experiences of the participants (Cohen, Manion and Morrison, 2018; Mertens, 2015).	The literature review chapters evidence that the focus of the research is authentic and purposeful for primary schools, set out in the examination of policy and academic literature, the explanation of overlaps between SLCN and challenging behaviour identified by research, the high frequency of exclusion for children with SEND, and the challenges for pedagogical decision-making for mainstream primary school teachers. The sampling strategy set out the actions formulated to ensure that child and adult participants were representative of the field and appropriate for the research aim. Observations and discussions about learning and teaching activities, with individuals or groups, are instruments frequently utilised in educational practice and research. Thus, the participants had familiarity with the chosen methods.
Transferability	Requires researchers to provide sufficient information within the '…thick description…' (Geertz 1973, cited in Mertens, 2015, p.271) of the research context and sample to enable readers of the research report to decide whether they were appropriate to the research aim (Mertens,	I remained honest and accurate to Oakleaf, in the descriptions of research context. In order to evidence that my descriptions did adhere to this consideration, I sought feedback on my descriptions of the context and participants from participants and my supervisors to seek their feedback. This study is an in-depth study of one primary school. I acknowledge that this study may not be generalised across all schools and children with SEN who exhibit challenging behaviour, not least because neither children nor teachers are not a homogenous group. However, I do believe that this study has drawn

Element	Explanation	Application to my research
Transferability *(continued)*	2015) and whether the findings might apply to their own situation (Bryman, 2016; Mertens, 2015). However, this has to be balanced against an ethical consideration of careful analysis of the detail to ensure that the research context cannot be identified, even though it has been anonymised.	conclusions that are valuable to the field of inclusive education. Additionally, the level of detail provided in this study, does not enable Oakleaf to be identified but does enable teachers to identify whether they can draw upon these findings to inform their own practice.
Fairness	Researchers should explain how the participants' viewpoints were respected in relation to the data analysis, findings and recommendations of the research (Mertens, 2015).	I kept an audit log providing verification of thinking and actions [which included field notes, interview transcripts and so on] (Cohen, Manion and Morrison, 2018; Bryman, 2016; Mertens, 2015), to evidence consultation with participants. Participants were consulted to check offered the opportunity to check transcriptions of interviews and RDWs and on findings from early analysis of data.
Ontological Authenticity	This refers to the level to which the participants gain an increased understanding of the world (Mertens, 2015).	Discussions with teachers and TAs in the DWR Labs and everyday conversations included policy and research about pedagogical practice, which I hope encouraged teachers to reflect critically about the interactions and mutual influences of policy and practice. The DWR Lab created spaces for

Element	Explanation	Application to my research
		critical analysis and reflection of policy and practice (Middleton and Kay, 2020; Dyson, Gallannaugh and Millward, 2003, p.238) and for children and teachers to critically reflect on learning together.
Community	Requires researchers to reflect upon how the shaping and implementation of the research design facilitated building trustful relationships with the participants (Mertons, 2015).	Phase 0 engaged me in talking with and listening to the participants, with the greater emphasis being upon listening successfully facilitated trustful relationships. Additionally, I gave a clear explanation of the purpose of the research and each activity to the participants, together with time being given to process the information and opportunities to ask questions, before they were asked for their consent.
Attention to voice	Researchers should engage those who are marginalised in the research (Mertens, 2015).	This research is focused upon children with SEN. My rationale for considering this group to be a group who are risk of being marginalised or excluded from research studies is set out in the discussion of vulnerability in chapter 6. *Language and Communication:* Each participant may interpret the phrasing used within questions differently, owing to their experiences or developmental stage (Cohen, Manion and Morrison, 2018). Thus, to address this, I tested the phrasing of the questions, probes and support resources (such as visual materials) through running pilots. As sole interviewer the risk of asking questions in different ways was reduced. I consulted peers and my supervisors about the phrasing of questions, to aid identification of phrases that had the potential to lead interviewees in particular direction. Additionally, I carefully

Element	Explanation	Application to my research
Attention to voice *(continued)*		monitored the interviewees' non-verbal and verbal responses and explained the structure of the interview to the interviewees at the start to ensure clarity for them (Cohen, Manion and Morrison, 2018), and used visual approaches to aid children's understanding and communication of their views.
Positionality	Researchers should acknowledge that sense-making is situated within the context. Thus, they need to lucidly explain the research context, employ a reflexive approach to aid comprehension of the thoughts and emotions of the participants. Researchers need to have heightened awareness of potential of their own prejudices and partialities in the collection and analysis of data, and be open to possibilities for change of their own perspectives through critical self-reflection. (Mertens, 2015).	*'Avoidance of Bias''* (Mertens, 2015, p.406)*:* The relationship that develops with the research context and participants may make it difficult to maintain a dispassionate view, which may be seen to negatively affect validity and reliability (Cohen, Manion and Morrison, 2018). Researchers also need to reflect upon factors of potential bias from either the researcher or the interviewee arising from their values, beliefs and perceptions, misinterpretation of questions or of the answers (Cohen, Manion and Morrison, 2018). Regular discussions with my PhD supervisors and peers, who agreed to act as critical sounding-boards, supported identifying risks to maintaining a dispassionate view. Another risk that requires sensitive consideration is that interviewees may offer answers to questions that present themselves and their actions positively. To address this, I formulated questions that were of an exploratory nature (Newby, 2010) and used my informal interviews and observations and RDWs to triangulate the information they give.

Element	Explanation	Application to my research
Positionality *(continued)*		*Power-relationships:* Power-relations in research relationships elicit implications for ethical issues and validity and reliability. The power situated with the researcher arising from the formulation of the research aim and scrutiny of participants' practice was addressed by offering participants opportunities to provide further information, to ask questions of me and scrutinise my transcripts and notes. Additionally, utilising multiple research instruments to gather data aimed to help establish credibility of the information gathered and of the analysis of that information (Mertons, 2015).
Reciprocity	Relates to what the researcher will give back to the community (Mertens, 2015).	The DWR Lab and other dialogues supported the practitioners with creating 'spaces' (Middleton and Kay, 2020; Dyson, Gallannaugh and Millward, 2003, p.238) to engage together in reflective dialogue and analysis of practice to support their continued development of inclusive pedagogical approaches.
Catalytic Authenticity	Actions which are inspired from the research process, for example the development of an action plan (Mertens, 2015).	
Praxis or social change	This builds upon catalytic authenticity and is concerned with how the research findings are used to inform changes. Mertens (2015) acknowledges the	Validity in relation to praxis is demonstrated through the degree of collaboration the participants had in the research (Mertens, 2015). In my research, I worked collaboratively with the participants and consulted with them through: • Formulating a case study for the adult DWR Lab;

Element	Explanation	Application to my research
	difficulties for this element which arises from where the power to instigate change is situated. However, the researcher should be able to show how they utilised collaborative and reflexive approaches to construct their understanding of the participants' 'lived experience' and how their personal viewpoint has been questioned or changed (Mertens, 2015, p.275).	- Employing DWR Lab as an agency for change through utilising an expansive learning cycle (Virkkunnen and Ahonen, 2011; Edwards *et al.,*2009; - Offering opportunities for participants to check transcripts, and findings; - Using visual approaches to support the understanding and participation of children.

6.9 Summary

This chapter has outlined the research methods and strategies adopted to address issues related to ethics and the quality of the research. It has presented the rationale to evidence the alignment of each of these elements with my research aim and paradigm. Interestingly, there was coherence between advice in academic literature about how to address ethical issues and to strengthen validity in research. This adds support to my decision to use reflections on ethical principles to inform methodological decision-making. The actions adopted to mitigate ethical issues have been interwoven across the chapter with the aim of demonstrating the ways in which the reflexive situational approach was used to inform decision-making. The next chapter presents my strategy for data analysis.

Chapter 7 Methodology 3: Data Analysis Strategy: immersion and deep reflection

7.1 Introduction

This chapter explains the data analysis strategies that I employed to analyse the raw data gathered during phases 1 and 2 of my research.

7.2 Data Analysis Strategy

Data analysis within qualitative research projects is an iterative process in that a systematic process of identifying findings is implemented as phases of data gathering take place (Mertens, 2015, p.437). A thematic analysis approach was adopted for this research. Thematic analysis engages the researcher with '…identifying patterns or themes within qualitative data…' (Maguire and Delahunt, 2017, p.3352) to explore similarities, differences, and relationships within the data (Harding, 2019). Themes are identified through an analysis of the semantic (explicit) and latent (the notions underlying the semantic component) elements of the data, that are employed in an examination of the research focus and aim (Maguire and Delahunt, 2017, p.3353; Schreier, 2014). In this way, both categorising of the data into codes and interpretation are employed within the process of analysis (Harding, 2019).

As thematic analysis is a term that covers a variety of approaches (Braun and Clark, 2020), it is important to provide a clear explanation of the strategy I employed. A reflexive approach to the data analysis process was employed to align with the principles of qualitative research (Braun and Clarke, 2020), that is to work to draw conclusions that are being constructed by the participants within the context (Thomas, 2013). Moreover, employing this approach to support the coding process holds congruence with the transformative paradigm of this study. This is because it facilitates the identification of connections between the social justice issues and the factors that have shaped pedagogical practice for children with SEN who exhibit challenging behaviour (Mertens, 2015, p.442). Arguably, thematic analysis also aligns with an ethical approach to research owing to the deep engagement and reflexive approach I needed to adopt. This process was implemented through the stages, adapted from Braun and Clarke (2020) and Maguire and Delahunt (2017). Table 10 presents an overview of the process.

Table 10: Phases of Thematic Analysis [adapted from Braun and Clarke (2020) and Maguire and Delahunt (2017)]

Phase	Strategy	Process for My Research
Stage 1: Preparation and Immersion	• Prepare the data for analysis • Immersion in the data to develop familiarity	I transcribed the interviews, notes from Developmental Workshop Research [DWRs] and fieldwork log, which enabled me to start immersing myself with listening in-depth to the data (Mertens, 2015, p.438). The interviews were transcribed verbatim from the digital audio recordings and reviewed to check for accuracy and all immersion in the data. The transcription enabled an initial familiarisation in the data; this was followed by reading the transcribed data three times to facilitate deeper immersion.
Stage 2: Data Reduction	• Reduce data to be much more manageable • Code data.	This engaged me in work to reduce the data to make it more manageable for reporting (Mertens, 2015). I re-read all the data and began the process of organising the data through coding the data. This was a two-stage process. 1) Interviews: Use of pre-defined codes linked to the research questions and theoretical framework 2) Analysis of the data from the DWR labs: children and adults } Reading and re-reading to 3) Fieldnotes: observations reflections and conversations } facilitate open-coding (Braun and Clark, 2020) Reflection, questions and thinking about the patterns that emerged during this process were captured in notes to inform the analysis.
Stage 3: Search for themes	• Analysis of codes to identify and organise patterns	Reading and re-reading codes to identify links and grouping together the themes. The data was revisited regularly to ensure that the identified themes did represent fidelity to the raw data. I worked to identify labels for the themes that accurately depicted the topic.

Stage 4: Review and define themes	• Review themes to identify and define themes and sub-themes.	I used a systematic and iterative approach reading and re-reading themes and subthemes. The data was revisited regularly to ensure that the identifies themes did represent fidelity to the raw data. I had discussions with the participants to share my early findings.
Stage 5: Produce the Report	• Presentation of distilled Findings.	Final analysis of the data was written up, including extracts of the data.

7.3 Stage 1: Preparation and Immersion

I transcribed the interviews, which enabled me to start immersing myself with listening in-depth to the data (Mertens, 2015, p.438). Transcription is not an inactive activity in which the researcher simply transcribes the words spoken in the interview. On the contrary, it is an active process in which the researcher engages in deep listening to ensure that they accurately record the words spoken, important to address issues of trustworthiness and ethics, and bridges into stage 2 in that early analysis and interpretation begin (Mertens, 2015, p.458). Indeed, Mertens (2015) contends that transcription is a reflexive process that facilitates researchers' awareness of their influence on the data gathering process. During transcription, I was careful to ensure that spoken words were recorded faithfully adhering to the audio and ensured that any information that may lead to identification was anonymised in order to ensure adherence to ethical principles.

I was aware of the need to avoid leaping to early conclusions that risk inaccurate conclusions being drawn. This in-depth listening and immersion in the data was aimed at mitigating against making those impulsive leaps (Silverman, 2014, p.112). The initial immersion was key to encouraging both a deep familiarity with the important topics and a holistic stance towards the data to inform the coding procedure (Harding, 2019, p.149; Cohen, Manion and Morrison, 2018).

7.4 Stage 2: Data reduction

This engaged me in work to reduce the data to make it more manageable for reporting (Mertens, 2015) This engaged me in coding the data through a two-stage process.

Interviews:

I constructed four tables to facilitate coding the interview transcripts. Three tables were each focused on key constructs for this research: inclusion, challenging behaviour and SLCN. The third table focused on the remainder of the interview transcript. The transcripts were coded using pre-determined codes that were informed from research questions and the theoretical framework. These codes formed the headings of the rows and columns on the tables; data from the transcripts was recorded into the correlating cell [See Appendix 33]. As I read and re-read the transcripts, the data that aligned with the code was entered into the table. I did not want to risk missing themes within my analysis of the interview transcripts. Thus, to add flexibility to the data strategy that would facilitate emergence of additional

themes, I re-read the transcripts again employing an inductive process as explained below. The emerging codes were added to the table utilised for recording data analysis.

Fieldnotes and RDWs

Empirical Codes (Harding, 2019, p.148) were identified through an inductive process, in which each element of data that appeared pertinent and / or interesting to the research focus and aim was given a label (Harding, 2019; Cohen, Manion and Morrison, 2018; Maguire and Delahunt, 2017).   An open-coding approach was used in which codes were created, refined, and added to as the data was read and re-read, rather than a set of pre-defined codes (Braun and Clarke, 2020; 2022; Maguire and Delahunt, 2017; Schreier, 2014; Cohen, Manion and Morrison, 2018). Whilst an inductive approach was employed, I acknowledge that my knowledge, experience and reading in this field will have influenced the identifying of the codes (Harding, 2019). The process of coding was only considered complete once no further codes could be identified (Schreier, 2014, p.176). To enhance the quality of this process, initially I focused on two dates from the Fieldnotes entries to conduct a detailed analysis to facilitate a good understanding of the issues related to the research aim and focus; this was followed by examination of the remainder of my Fieldnotes and DRW transcripts and notes and revision of my initial findings in light of that analysis (Silverman, 2014, p.114).

Children's voices (visual representations):

Children drew and / or wrote responses on the framework provided. The teachers or myself annotated some of the drawings with the child's verbal response, with the child's assent. The children were asked again if they were happy for me to include their pictures and words in my research; all gave their assent and many of the children showed obvious signs of happiness in response to idea of their drawings being included. The analysis of the children's drawings and the annotations was planned to facilitate a deeper understanding of the children's views of the learning activities and their perceptions of factors that acted to support, or not, their learning (Hanke, 2014). The careful and systematic approach adopted for the interviews, Fieldnotes and RDWs was also employed for analysing the children's pictures (Kara *et al.,* 2021). The process of familiarisation and immersion as described previously [7.2] was followed for this visual data. At Stage 2 [table 10] of the process for thematic analysis the open coding was facilitated through consideration of the content of the images drawn and the annotation. These were scrutinised to analyse the meanings

communicated in relation to the children's responses to the questions and visual stimuli that were employed in the group interviews and the RDWs (Kara *et al.,* 2021; Hanke, 2014). As with the fieldnotes and RDWs, empirical codes were identified through an inductive process of labelling each element of the pictures and annotations that appeared pertinent and / or research aim (Harding, 2019; Cohen, Manion and Morrison, 2018; Maguire and Delahunt, 2017). One example to illustrate this is I used emotion names to code the facial expressions children drew and annotations that contained an emotional component, such as '*I feel happy when I do maths because I love to learn new things.'* I formulated a table to capture the analysis using the emerging codes as labels for the table headers [Appendix 34]. At stage 3 [table 10], the pictorial and textual elements were examined and re-examined to facilitate the identification of similarities and differences thus facilitating the grouping together of the emerging themes (Kara *et al.,* 2021). Following this, the themes from the analysis of the pictures and annotations formed one of the layers from the mosaic of data gathered (Clark and Moss, 2017) that could then be analysed within the analysis of the other data (interviews, RDWs and fieldnotes).

Memoing:

To support my thinking, I made notes (memoing) to capture questions I posed myself, thoughts about meanings, connections and relationships that were emerging to me [appendices 33 and 34]. Memoing was utilised not only to support my thinking (Braun and Clarke, 2022), but also regarding addressing issues relating to validity in that it supports making clear, and evidencing, my decision-making (Mertens, 2015; Silverman, 2014).

7.5 Participant Involvement

I would have liked to have included the participants in the coding process. However, they are all busy individuals juggling many personal and professional responsibilities. It is also important to acknowledge that this was all being conducted within the context of a pandemic, in which my participants expressed that they faced many additional demands and anxieties. I offered the opportunity for participation in this stage of the data analysis to participants who thanked me but declined, adding that they trusted me. To address this issue, I shared my early findings with them. Participant checks of transcription and findings were employed to address issues of validity and ethical approaches to this study.

7.6 Stage 3: Search for themes

The coding process from stage 2 was key to development of themes (Braun and Clarke, 2020). An analysis of the codes was used to identify patterns which were further examined to identify links between them to organise the patterns into themes or 'thematic stories' (Durdella, 2019, p.272; Cohen, Manion and Morrison, 2018; Maguire and Delahunt, 2017), a label that captures ideas that have a consistent pattern of meaning (Braun and Clarke, 2020) in relation to the research aim (Braun and Clarke, 2022). The themes were reviewed to ensure that each theme was discrete, and to identify subthemes (Maguire and Delahunt, 2017). Themes and sub-themes were named, colour-coded, and defined to ensure clarity for the analysis (Schreier, 2014), using spider diagrams to aid my reflection, analysis and decision-making [as shown Figures 14 and 15]. I did not assign numbers to the themes as I felt this would lead to adopting a hierarchy to the themes too early in the analysis process. My aim here was to adopt an approach that would enable the relative ordering or equivalences within the themes to emerge as themes were considered and revised across the process. This I felt would support to mitigate risks from my own professional experience, knowledge and beliefs.
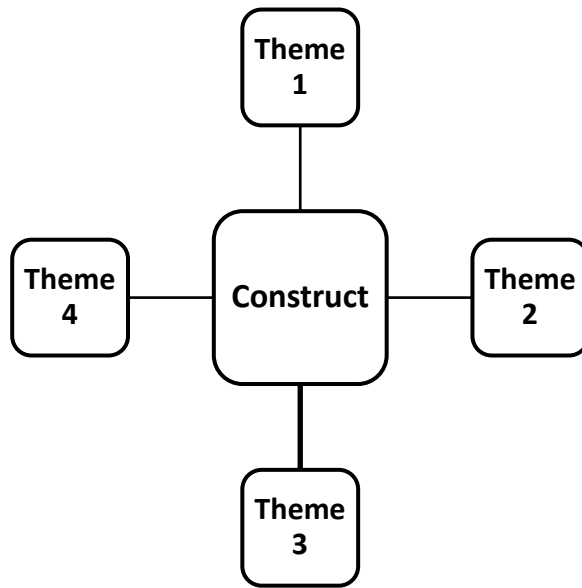
Figure 144: Format used for spider diagrams identified initial themes for adult participants' constructs of inclusion, SLCN and challenging behaviour
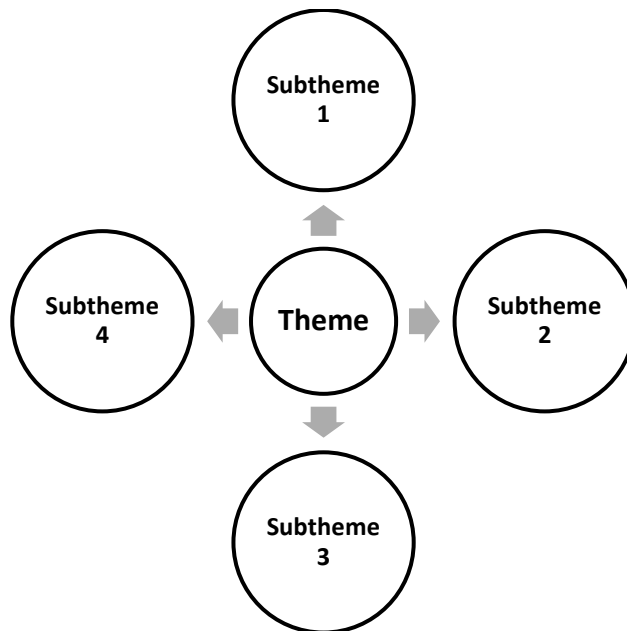
Figure 155: Spider diagram format used for representation of initial themes and subthemes

7.7 Stage 4: Review and finalise themes

The themes and subthemes were then analysed to inform conclusions elicited from the analysis of the data (Durdella, 2019). While this statement presents the activity and outcome, it does not convey the cycles of dynamic activity, periods of deep thinking and ebullition. This engaged me in revisiting the raw data to check that my analysis captured the key messages accurately and analysing links between the subthemes between the initial main themes. To support my thinking, I drew out diagrams and maps to aid me with the identification of the main overarching themes that encapsulated the main conclusions that have been determined from the data collection and analysis of this research.

7.8 Summary

In this way a systematic iterative approach was adopted which aimed to mitigate the risk of the analysis of the data being influenced from the researchers' keen interests (Schreier, 2014, p.171). At the same time, I acknowledge that my professional experience and knowledge provides a resource base that supports the shaping of the learning from the study (Braun and Clarke, 2020; 2022). This does not threaten credibility I would argue, but rather enhances it through a careful balance of self-awareness of my own passions and beliefs and drawing on my expertise and knowledge (Braun and Clarke, 2022). In addition, I have communicated these themes to my participants to seek their perceptions and responses to my findings. I believe that this is important ethically and methodologically to support validity and credibility of the conclusions drawn from my research as explained in chapters 5 and 6.

Chapter 8 Findings: The stories emerge
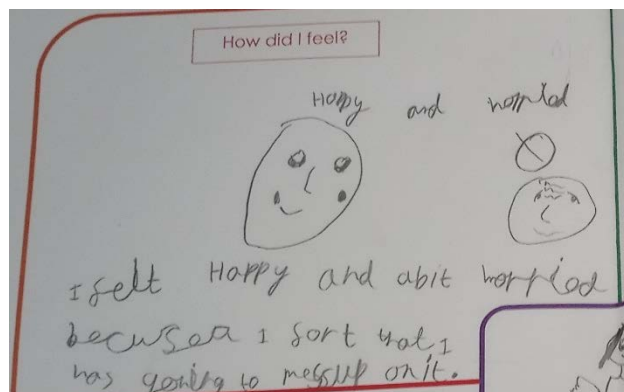
Child P

'Relationships seem to be key – there are some adults he is keen to work with and responds well to.' [Teacher in DRW]

8.1 Introduction

Chapter 7 set out the strategy employed for analysis of the raw data. At stage 3 [table 10, chapter 7] diagrams were used to aid reflexion and analysis of connections and relationships leading to the identification of overarching themes and subthemes that encapsulate the main conclusions. Figures 16 and 17 provide an example of the diagrams of the initial themes that emerged from this process, with other examples provided in Appendix 35.
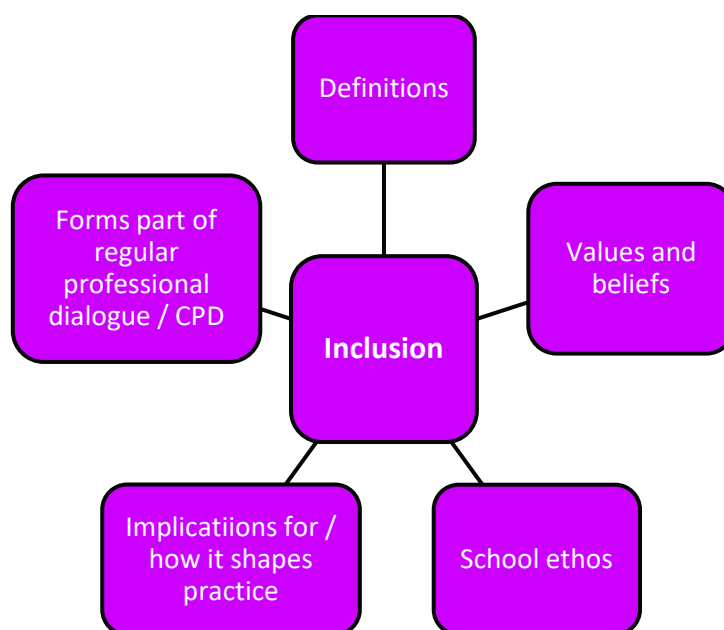
Figure 16: Initial Themes for Adult participants' constructs of inclusion emerging from analysis of interviews
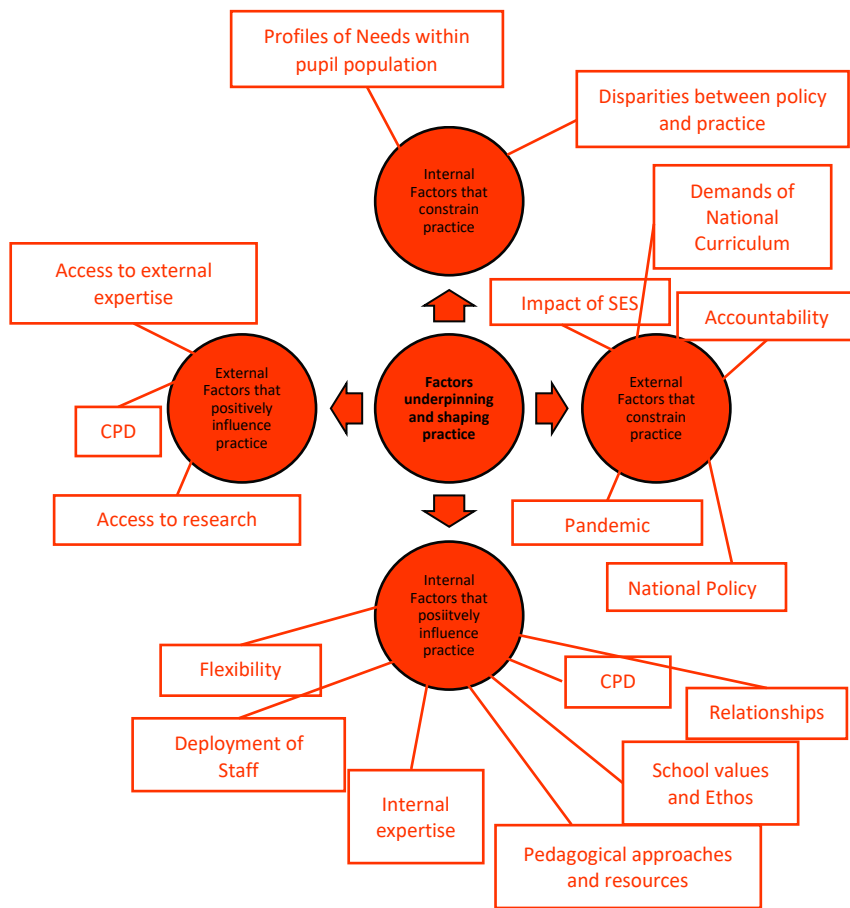
Figure 1167: Diagrammatic representation of Initial Theme of factors underpinning and shaping practice and subthemes emerging from analysis of interviews, Fieldnotes, and DWR labs

At stage 4 [table10 in chapter 7],mapping of the themes and subthemes that had already emerged was employed to aid the iterative review of themes and subthemes. This led to the identification of four overaching themes and subthemes of the research. Figure 18 and table 11 shows the final iteration of stage 4.
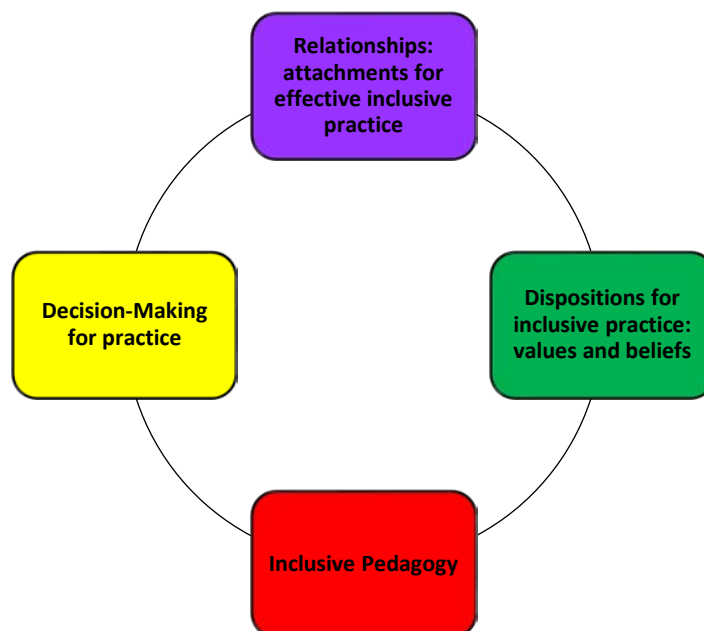
Figure 178: Distilled Themes: Factors underpinning effective inclusive practice

Table 11: Distilled Themes: Main themes and subthemes

Relationships: attachment for effective inclusive practice	Dispositions for inclusive practice	Inclusive pedagogy	Decision-Making for practice
1) Attachments for learning 2) Professional attachments for developing practice: 3) A whole school endeavour 4) Attachment relationships support success of pedagogical strategies 5) Factors that shape attachment relationships 6) Emotional Toll	1) Values and beliefs 2) No ceiling on learning 3) Behaviour is Communication 4) Holding children in mind from the ground up 5) Listening to Children's voices	1) Empowering Leadership: building capacity 2) Being a Detective 3) The Pedagogical Onion 4) Tensions in practice	1) A lone ship in a storm 2) The importance of a sense of ownership 3) Creating critical spaces 4) Navigating factors that act to empower and constrain agency

181

This chapter presents the interpretations of the data that emerged from the data analysis [stage 5: table 10 in chapter 7], which are integrative to the discussion of the findings in Chapter 9. In order to address ethical issues regarding anonymity and confidentiality, I have used the pronouns they/their/them to replace he/his/him and she/her for participants.

8.2 Theme 1: Relationships - Building attachments for effective inclusive practice
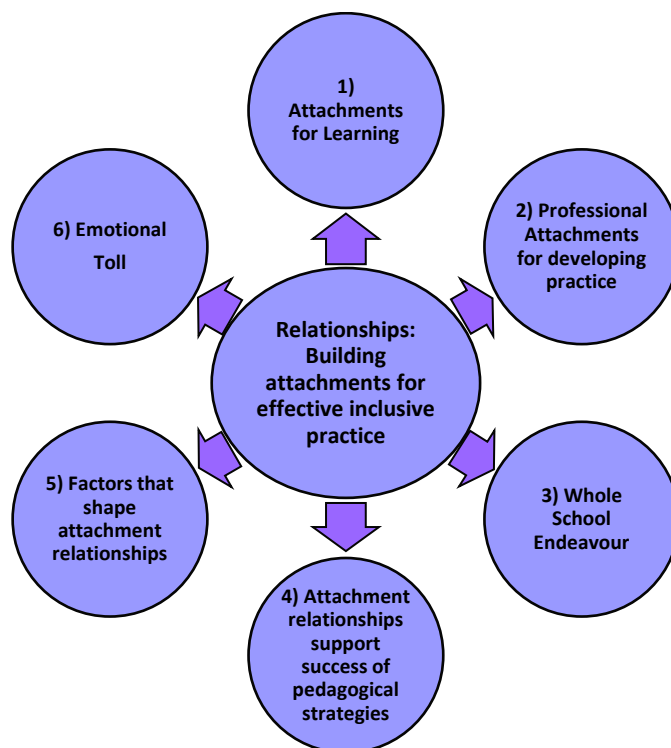
Figure 19: Building attachments for effective inclusive practice: subthemes

The first theme is focused on the importance the participants placed on relationships for developing practice. The notion of attachment permeated through the participants communications about relationships for learning and teaching, and the observations of the enactment of relations in everyday practice in the school. Figure 19 presents the subthemes for the main theme of building attachments for effective inclusive practice, each of which will be presented next.

8.2.1 Attachments for learning.

Underpinning every adult participant's beliefs about developing effective practice was the belief in the importance of building positive working relationships. Relationships may appear to be a common thread across many aspects of rhetoric, texts and research in education. At Oakleaf, a nuanced approach to the development of positive working relationships was

evident that acknowledged the diverse needs of the school community; a school community where the most prevalent need identified was SEMH needs. The key message of developing a learning context in which the children felt safe; this was not simply about physical safety but encompassed emotional safety too:

> *'…we don't tend to have supply teachers anymore, because it just doesn't work. Those children need to know they need to feel safe with the adult. And if someone really just comes in, they* [the children] *immediately put up a guard…'* [SLTH].

In the quote above, the notion of children needing to feel safe appeared very powerful because the recognition of this had influenced senior leadership [SLT] decision-making for organisational decision-making, such as staffing. This notion of ensuring emotional safety for the children as being a vital factor of effective inclusive practice was echoed by the practitioners across all roles and levels of seniority. The belief that making connections and building relationships with the children is of critical importance was explicit within the way in which this permeated all articulations about practice within interviews and conversations, exemplified here by Teacher C:

> *'…my top priority is my relationship with the children.',*

and another member of the SLT:

> *'…but the one thing I always admired here [the school] was that keenness to have good relationships with the child, the parents and the community…we don't want to lose [any] child, we want to keep them on board.'* [SLTA].

Further evidence of the prioritising of emotional security within learning relationships is evident from SLT organisational decision-making such as committing resources to a nurture breakfast club to support the transition of children into school each day:

> *'…those children who don't really have good mornings, and then those problems leak into the classroom. So, we have just like a nurturing group in the morning to provide breakfast, just check in with them see that they're okay.'* [TA1]

This was viewed as a vehicle to facilitate a positive start to the school day for children who may not be feeling emotional security in their wider lives, or for whom the demands of school may risk that feeling of emotional security.

The consideration of how supporting emotional security may facilitate a positive start to the day intimates the rationale underlying the decision-making for practice in this school. The rationale for the priority given to relationships and emotional security appeared evident

through the articulation by many staff of their belief that building emotional security for children within the school and classroom contexts was key for enabling children to achieve positive outcomes. TA1 used the words thrive and connect to express this,

> *'Once the child has found the right adult that is able to connect with them. Then you see those children thrive. So, relationships is key, I think.'* [TA1].

The connections being made between relationships, emotional safety and positive outcomes for learning offer convergence with the notion of attachments; in this situation the adults are working to build positive relationships, or attachments for learning. TA1 demonstrated this in her reflection on work with one of the children:

> *'…he just needed a person to understand him…all he wanted was for somebody to sit down with him and just let him air his feelings and the things that were going on at home.'* [TA1]

In addition to organisation or systems being employed to build attachments for learning, pedagogical vehicles were utilised by staff in their interactions with the children in their care. MLTB articulated their belief in the importance of adopting a relational pedagogy approach; this belief had been informed from a range of reading of literature and research in addition to professional conversations with colleagues and MLTB's own experiences [Fieldnotes]. MLTS described how the provision of consistent boundaries and expectations implemented within an ethos of care were an important part of building attachments for learning. One example MLTS provided to illustrate this described the work with a child who had very complex needs who presented with challenging behaviour:

> *'I think the biggest thing that made a difference was just building a relationship with her. And I think that really helped her to know that although we put quite strict boundaries in place – it was because we cared not because we were being horrible – that worked well with her.'* [MLTS]

Observations of practice identified strategies being implemented that explicitly and implicitly communicated to the children that they matter to the adult; these aimed to build and embed trust in those learning relationships. This included explicit expectations and returning to the children at regular intervals. In class, teachers and TAs were observed to use a strategy of setting small goals for children to achieve, returning at regular short intervals to check progress and set the next small goal. In this way, children were supported to achieve the learning outcome for the lesson [Extract 8.1, Appendix 36]. The agreement or promise made

between adults and children include a clear expectation that child will fulfil their part of the agreement, and demonstration to the child that the adult will fulfil their part. The strategy of returning at regular intervals appeared to convey the sense of the adult having belief in the child and their competences and that the adult cared. This appears to be key to support building trusting relationships and feelings of emotional security. The expectation, explicitly communicated, that the child could and would complete the task, together with the steady increase of the time interval between return visits, worked to develop independence. Teacher C described the success they had experienced using this strategy:

'I think those small goals…those small steps… were really really beneficial for him.' Another way that this was enacted was through regular quiet conversations with children. MLTB described (and was observed to implement) this strategy as they moved around the classroom. The focus of the conversation varied dependent on the child's needs, for example this may be about behaviour, checking on understanding or feedback on work completed. The outcome of these conversations was positive, for example increased engagement in the task or visual clues from non-verbal communication of positive emotion. There was also the recognition that sometimes this needs to be a collaborative approach, working with one or more other adults to develop that emotional security:

'…we'd built in then those steps of celebrating with the teacher next door, who knew him quite well as well.' [Teacher B].

This ethos extends wider than the teacher and child relational attachment for learning. The teachers also acknowledged the importance of building these attachments for learning between the children, working to develop their social-emotional skills for social and academic interactions and their feelings of emotional security that will all facilitate successful collaborations. MLTB highlighted the importance of children developing awareness of these social-emotional skills and learning strategies to self-manage these [Fieldnotes].

There were also occasions when the teacher acknowledged their own responsibilities within a learning activity not going well to the class [extract 8.2, Appendix 36]. The honest communication in which the teacher does not attribute any negative (sense of blame) to the children in their discussions with them, modelled for the children that this is a safe environment in which making mistakes is understood and can be redressed.

The transformatory impact of building attachments for learning were evidenced through observations of practice and descriptions of professional experiences shared by school staff in interviews, conversations and the RDWs. The case study in RDW1, compiled by myself, SLTA, Teacher B and MLTB, was focused on a Year 4 child with SEMH and SLCN needs who exhibited challenging behaviour [CB]. The discussions about pedagogical approaches that had been used over time and their varying successes highlighted the vital role played by attachments for learning in changing some behaviours:

> *'Relationships seem to be key – there are some adults he is keen to work with and responds well to. For example, spending one wet play practicing handwriting, which he would not normally choose to do in class time or social time, because he was keen to work with the adult with whom he very obviously had a good relationship and feels safe with.'* [Teacher reflection on case study in RDW1]

The importance that these attachments for learning may have for the longer term for the child arising from the knowledge of being cared about, the development of self-belief and self-esteem in addition to social-emotional and academic skills was spoken about by many participants, exemplified here by Teacher B:

> '*I felt like* [the child] *left knowing we had there was a lot of people that cared about him.'*

The children's voice's offer congruency with the notion of attachments for learning. When they shared their experiences of factors that helped their learning positive adjectives were used to describe their teacher, for example Child K who described their teacher as fantastic and Child M who described their teacher as the best teacher. This was also evident in the calm atmosphere of the RDWs in which teachers and children discussed experiences of learning activities, which were imbued with humour and warmth [Fieldnotes]. In addition, the children not only talked about actions their teachers employed that were supportive of their learning, they also talked about the emotional safety they felt:
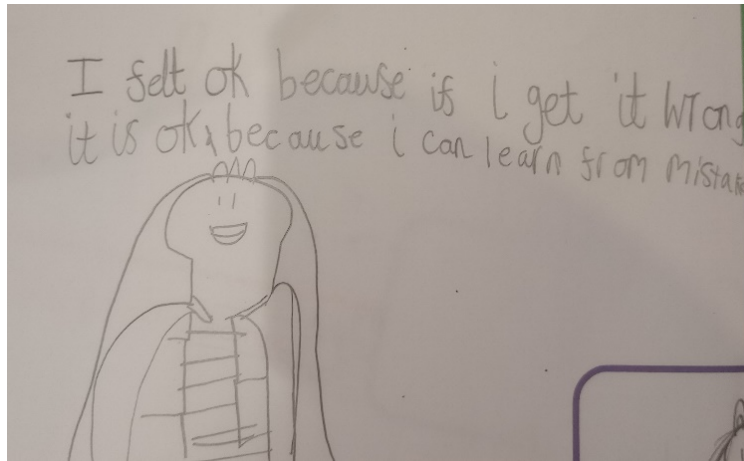
Child Z: This a safe environment in which to make mistakes

This was echoed by Child X who said:

'I know it's OK to make a mistake. I can rub it out again.'
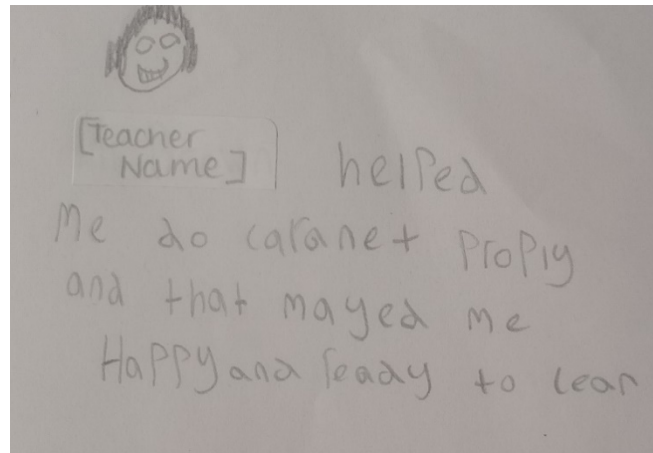
Child Y: Help from teacher supported positive emotion for learning

This was echoed by Child W who said:

'I felt calm and ok because the teacher was helping me.'

Child V: drew pictures to show the positive impact on their emotional state from receiving

support from their teacher

8.2.2 Professional Attachments for developing practice

The participants described the importance of building professional relationships to support with developing effectual classroom practice. This not only involved seeking knowledge and expertise from others but also the emotional bravery to talk about issues and difficulties they were dealing with. In this way, professional attachments underpinned by emotional security and safety were important to the adults. There are three dimensions within this subtheme: care and sustenance, collaboration for practice and relationships with external agents.

Dimension 1: Care and sustenance

It was evident that SLT decision-making included strategic planning aimed at ensuring that all staff have the energy and emotional capacity to manage their role. One specific approach employed by SLT was the employment of a specialist to provide supervision for staff. This is offered to any staff working with children in a pastoral role regularly and for other staff in response to need:

> '… the play therapist - he is really good. He's in on Thursdays and Fridays.… we have a wellbeing session with him. We're allowed to have that every once every two weeks.' [TA1]

In addition, and aligned to the practice of many organisations, SLT had bought-in to a counselling service available for all at any time. The adult participants spoke of the positive impact of how they feel supported by SLT, operationalised through the ever-readiness and availability to listen to and discuss issues and concerns:

> *'Teacher B spoke about the value they place on the Headteacher's open door and willingness to engage in conversations (with no judgement being made or felt to be being made) about teacher concerns and about the Headteacher providing space when needed for teacher and pupils.'* [Fieldnotes].

Observations of the interactions between school staff evidenced the mutual support for emotional wellbeing through the humour that was used to diffuse tensions advice freely given between colleagues [Fieldnotes]. Concurrence with this interpretation emanated from analysis of interviews and conversations in which participants explained how they drew support from talking and reflecting with humour about interviews with colleagues.

Unsolicited small acts of kindness that demonstrated to participants that they were valued by colleagues were also shared as in this example from Teacher B:

> *'Teacher B described after a very difficult day (challenging behaviour from a child in their class), they returned the next day to find a packet of chocolate buttons on their desk – a present from Teacher C. This small and kind gesture, Teacher B said, made them feel valued and cheered them up and reduced the apprehension they felt about starting that day.'* [Fieldnotes].

Dimension 2: Collaboration for practice

Many of the adult participants described a collaborative approach being adopted to plan learning and teaching activities and to seek advice regarding issues in practice, such as managing needs of children who present with CB. MLTB described how their bravery over time has increased in regard to their willingness to ask colleagues for advice and admit they are experiencing some challenges. This emotional security for the adults appears vital to support these conversations and collaborations, demonstrating the importance of building professional attachments for developing practice.

MLTS is held in high esteem by their colleagues, evidenced from comments made in the RDWs and Interviews with participants, for example, *'The SENCO is my first point of contact'* [DWR1]. The SLT has invested in MLTS and their role to enable them to be able to source of expertise and support for colleagues for the benefit of the children. This has taken the form of:

- CPD at postgraduate level study (NASENCO Award and MA);
- funding the post as a full-time role, with no class teacher responsibilities;
- structuring staffing so there is a team that works collaboratively on SEN provision with MLTS;

MLTS reported that this enabled them to focus on vital actions of empowering staff and developing effective inclusive practice:

> '[My role is] … *going into classes and working alongside teachers, so coming up with strategies, team teaching and things like that…'* [MLTS].

The collaborative approach of the pastoral team is evidenced through participants' explanations such as:

> *'… if I'm not sure how to deal with the child's particular problem, then I go to* [Pastoral Team] …[they] *often advise me …'* [TA1]

Collaboration is employed to construct school policies:

> *'I think if it's something that needs to be in focus, then it does because as a school, we talk about it, we build on it, we review it together.'* [Teacher B]

In order to complement this, a collaborative approach for CPD (adapted from models that researched by MLTB) was being trialled. This engaged staff working in triads to collaborate on an area of practice identified for development [Fieldnotes]. The importance of collaboration is returned to in Theme 4.

Dimension 3: Relationships with parents and external agents

Teachers were mindful of the importance of developing positive working relationships with parents to support understanding the children's profiles to inform practice and to work with parents collaboratively as much as possible for the benefit of the children. This included the need to share positives with parents as well as issues or concerns:

> *'I think that praise helps and letting parents know when things are going well, not only at times when we have concerns. I think that a phone call back from school would partially boost children and parents.'* [DWR1]

Middle Leaders and Senior Leaders explained that they had lots of meetings with parents of children with SEN needs, to support developing effective provision and gathering evidence to secure additional resources for these children.

The importance of building positive working relationships and channels of communication with external agents was highlighted. This included the School Improvement Partner, Specialist Advisory Teachers, Speech and Language Therapists and networks that that MLTS has cultivated such as SENCO cluster groups, online forums and peers from their study for NASENCO Award.

> *'…we've got quite good relationships with the people that we work with from different agencies, which really helps because knowing who exactly you want [need] to speak with and having their contact details... [greatly eases securing support]'* [MLTS].

One constraint upon this keen desire to have attachments for practice with external agencies was emphasised by SLTH and MLTS. They described the challenges of gaining access to external agents to seek support and active help in developing practice and securing resources meeting the needs of children:

'… whereas before, I'm thinking of a few key children, we would have had the support, and that joined up working, it's not there, right. It's not there.' [SLTH]

8.2.3 Building attachments: a whole school endeavour

This enactment of building positive relationships appears to be a shared endeavour and a shared priority. Indeed, a whole school approach has been adopted to develop the welcoming ethos and inclusive culture for all. Everyone at all levels of seniority engaged in developing relationships and an environment in which children felt safe and secure:

'… it is very evident through the views shared by the adults verbally and through observation of their interactions with children and with one another that a high priority is placed on positive relationships…stopping to greet children by name, ask how they are and exchange a greeting linked to something they know about the child e.g. an interest the child has, activity club they attend etc.' [Fieldnotes]

The boundaries and expectations are made explicit and there is evident trust to be able to feel safe to talk about your feelings:

'It's a very good community. Everyone is very supportive.' [MLTS]

8.2.4 Attachment relationships support success of pedagogical approaches

The adult participants explained that building relationships with the children was a vital tool for gaining a deep understanding of each child's profile and the dimensions that influence positively and negatively participation and progress in learning:

'Teacher B talked about the importance they place on building the relationships with the children so that they know each child and gain an understanding of the factors that may affect their participation and in engagement in lessons and social aspects of school.' [Fieldnotes].

This valuable information informed the planning of pedagogical approaches and strategies in class:

'The Teacher's comments aimed at refocussing the children to the task demonstrates (through phrasing of comments / mode of delivery i.e. using humour, setting challenge, stern voice…) that they are drawing on their knowledge of each child's profile.' [Fieldnotes].

This knowledge also informed planning of the physical environment:

'… change the arrangement at intervals to respond to ongoing dynamic analysis of working relationships.' [Fieldnotes].

8.2.5 Factors that shape attachment relationships

The participants identified factors that positively and negatively influence the forming of positive attachment relationships for learning.

Factor 1: Emotions

One factor identified by many adult participants that has the potential to negatively interfere with building relationship is emotions. This includes anxiety about the behaviours and interactions with the child who exhibits challenging behaviour, experienced by adults and by the child's peers. Teacher B identified one element that elicited this anxiety for adults:

> *'There is no rulebook, we haven't got set plans for all those children. We've got guidance. But if there's never a definite, yes, this child needs this put in place.'*

Another related element was the impact of the child's social-emotional needs:

> *'And for good three, four months, he couldn't take any positive praise. He didn't understand why we're being nice to him.'* [Teacher B]

Factor 2: Framing of issues

Another factor that was identified to both positively and negatively influence building relationships was the mindset adopted by adults. Four elements emerged from the data analysis.

The first was the importance of working to accept that some behaviours are not targeted towards the adult. MLTS framed this as not taking things personally:

> *'One thing, that I find quite easy but I am still working on with other members of staff, is not taking it personally.'* [MLTS]

The second was the importance of being accepting of diversity:

> *'… once they've connected with an adult that understands them and accepts that they are different to everybody else, then things start working…'* [TA1]

TA1 shared an experience to illustrate how this stance supported building attachments for learning with children:

> *'But there was just a deeper connection that he* [the child] *always said, you just get me that's what he used to say.'* [TA]

The third element was respect and positivity. Participants shared their belief of the importance of being respectful in their interactions with children, especially when discussing behaviours:

> '…. it comes from not shaming a child, not saying 'I'm taking away your…' [Teacher C]

This was enacted through implementing school policy in which discussions about issues of concern, such as times when a child has misbehaved, are not initiated publicly or conducted through shouting, as described by MLTB:

> 'Quiet conversations about behaviour (not public conversations) that focus on positives.'

In a similar vein, participants talked about the importance of adopting a positive stance in their conversations and interactions with the children:

> 'So, it's trying to have those small wins to boost that confidence that those children are desperately lacking.' [Teacher B]

The fourth element encompassed the willingness to give time even when the demands of the curriculum elicited tensions for teachers. Teacher B described a situation in which they checked on a child, who had a violent older brother, each morning to ensure the child's unmet needs were supported. They used this example to illustrate their belief that the time was beneficial for the child's wellbeing, readiness to learn and supported building those attachments for learning [extract 8.3 Appendix 36].

Children's Voices:

The children, within their discussions of *what was / was not helpful for my learning*, shared some experiences that were indicative of factors that shape relationships.

One factor was the sensory environment:

Child V and Child U identified that a noisy environment was unhelpful for learning:
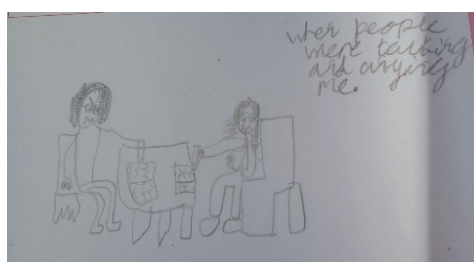
Child V   Child U

Child J added to this with their explanation that it made talking and sharing with others difficult:
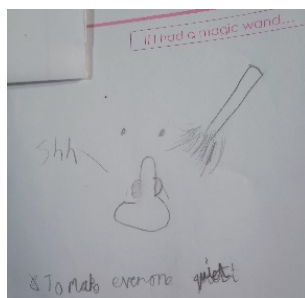
Child J

Another factor was the children's own physical and emotional state:

Child T and Child H both identified tiredness negatively affecting their learning. Child H shared that they thought that the children acted irritably towards one-another because many of them were tired:
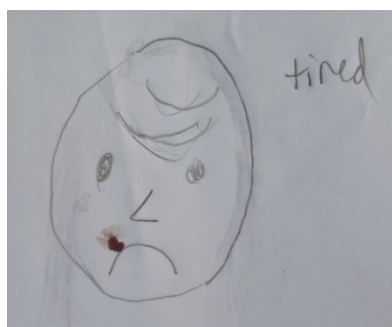
Child T
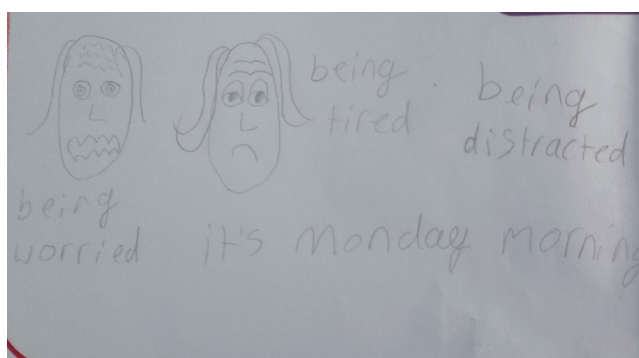
Child H

The third factor identified by the children were their dispositions and actions towards another. The children described times when others were kind or unkind towards them in their actions during learning activities and how this affected them, and their actions, towards their work and others.

8.2.6 Emotional Toll

The adult participants talked about how the work to build positive relationships or attachments for learning can take its toll on their emotional wellbeing, in addition to the anxiety identified earlier. The emotional investment in building these relationships may evoke an emotional response when the child leaves:

> *'…it broke us that he didn't finish year six with us…. we've been through all of COVID with him. He was one of our key children that were in class all the time because Mum... she didn't want him at home. On snow days, he was always he was always one of the children here...and not seeing him going to secondary school is just heart-breaking - his teacher, she's just broken …'* [TA1]

Teachers talked about the difficulties of trying not to be subsumed by the demands of the child who exhibit challenging behaviour:

> *'It's hard at times to give the class the attention that they kind of need, and perhaps become inside trapped by this one child and trying to kind of keep them on task or keep them from disrupting.'* [MLTB]

They observed that these demands can quickly expend their level of energy and the ongoing stresses felt in the classroom:

> *'…it's trying to juggle lots of different aspects, and keep lots of balls in the air. But sometimes you just haven't got the time or the resources to do it…you always feel like you're walking on eggshells.'* [Teacher B]

Teachers described the toll taken from revisiting the situation in one's thinking regularly:

> *'...basically, you know, I wasn't beating myself up about decisions, but I was thinking about them quite a lot.'* [MLTB],

and the emotional response to changing needs or behaviours of their pupils as voiced by Teacher B: *'I think, as teachers, we're always on the backfoot.'*

The experience of the demands of meeting the diverse needs of children, especially those who exhibit CB, exacting a toll on the emotional wellbeing of all the adults was acknowledged by SLT:

> *'It's draining from an SLT point of view. But it's also you know, from a class teacher …it's hard on them.'* [SLTH]

This included an acknowledgement that while the school holds a strong belief in the importance of building attachments for learning, enacting this belief does have challenges:

> *'…relationships are at the root….and it's relationship building which isn't necessarily easy.'* [SLTA].

Despite the challenges and the risks to staff emotional wellbeing, the importance of building attachments for learning remain a firm commitment, evidenced in the way this belief permeated all verbal and non-verbal communications about practice. Two examples are

presented here to illustrate this. Teacher B described experiences of teaching a child who exhibited very challenging behaviours in which they observed:

> *'This boy needed someone to love and care about him.'*

In a similar vein, TA1 explained:

> *'…we're the people that need to make sure that every child gets what they deserve and require.'*

8.2.7 Summary 1

The belief on the importance of relationships, enacted through the lens of trust and emotional security, permeated through the school systems and practices. Thus, this shapes practices from strategic and operational decision-making to the way in which micro-interactions between adults, and between adults and children, are conducted. The risks on adults' wellbeing from the challenges of managing stresses, anxieties and demands of teaching children who exhibit CB is acknowledged; nevertheless, teachers work to hold to their commitment of building attachments for learning with children. Children's voices about their experiences accord with the adults' belief. Factors identified by children as being positive for learning include notions of their classrooms as places of emotional safety.

8.3 Theme 2: Dispositions for inclusive practice

This theme is focused on the values and beliefs held by the participants about inclusion and how this shapes their thinking about practice. These hold congruence with the theme of attachment for learning and offer further understanding of the foundations underpinning the construction of inclusive practice in the school. Figure 20 presents the subthemes for the main theme of dispositions for inclusive practice: values and beliefs.
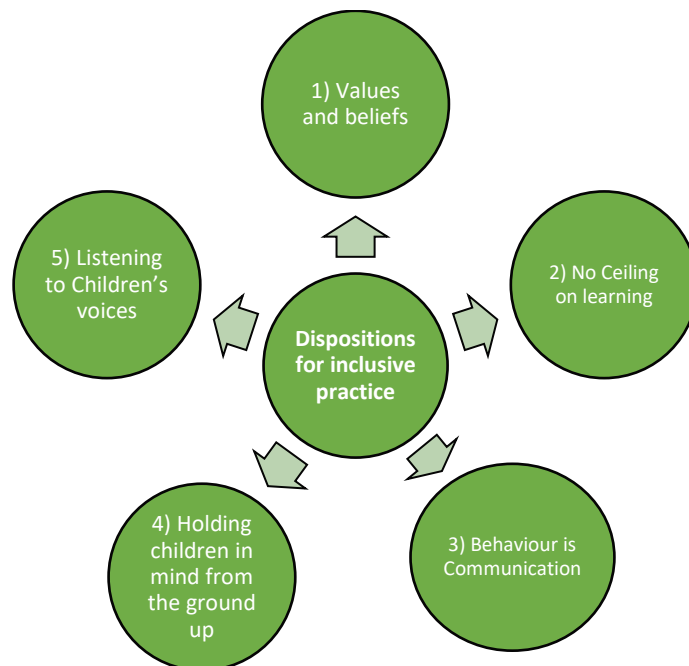
Figure 18: Dispositions for inclusive practice: subthemes

8.3.1 Values and Beliefs: Inclusion

The adult participants explained their definitions of inclusion and how they perceived that this construct was operationalised into practice. Tables 12 and 13 present the key idea, relating to values and beliefs that emerged from the analysis of the data. The shared values held by the participants permeate all of the subthemes; the findings in the tables are explained further in the other theme 2 subthemes.

Table 122: Values and beliefs about inclusion articulated by participants

Values and beliefs: Defining Inclusion	Participants
High Aspirations for All	SLTH, MLTS, MLTB, Teacher C, Teacher B
Access and participation for all aspects of school life	SLTH, SLT1, MLTS, MLTB, Teacher C, Teacher B
Valuing and accepting difference	MLTS, TA1
Everybody belongs	SLTH, MLTS, MLTB, Teacher C, Teacher B, TA1

Table 13: Ideas about operationalising inclusive practice

	Key Ideas	Exemplars from Participants
Values and beliefs	Inclusion as a process rather than a final product	'[inclusive practice] *is always changing….because the type of needs that we have change, the amount pupils with SEN that we have changes or policies and things like that change and you have to work with it… an ongoing process I think.'* [MLTS] '*…you're constantly having to adapt and think of new things.'* [MLTS]
	This is for everybody	'*Everything we offer, we offer it with a mindset of this is for everybody'* [SLTA] '*Everybody having access to curriculum, to have adult attention, to everything we bring to school.'* [Teacher B]
	Non-judgemental	'*…not to compare them to other children, but to accept that they've done their best.'* [TA1]
	High expectations for all	'*High aspirations for all regardless.'* [SLTH] '*…there's no reason why anyone in our school can't achieve and can't take part in something.'* [SLTA]
	Practice underpinned by values	'*…we're not doing it for the powers that be we're doing it for ourselves. Because, you know, we all love the school we love the kids otherwise we would not be here.'* [SLTH]
Actions	Creating critical spaces to facilitate shared understanding	'*There's a big big focus at [names school] on inclusion…a massive focus.'* [Teacher C] '*I'm very heavily research based…... We then have that heavily embedded within our staff meeting and CPD. whole school staff, not just classroom staff - learning partners, midday supervisors working across all.'* [SLTH]
	Thinking about pedagogy	'*Exploration or investigation…. means they* [the children] *can really develop their depth of understanding…'* [Teacher C] '*We talk quite a lot about inclusion being more about trying to enable children, anybody who is able to, to access the curriculum.'* [MLTB]
	Presenting information in different ways	'*…like a visual timetable in your classroom or giving them little visual prompts of what they need to do next because they can't keep what you've just said in their heads it doesn't take a lot, but it just makes school a lot easier for them.'* [MLTS]
	Developing independence	'*We've got quite a few children in wheelchairs, we aim for those children to be as independent as possible.'* [SLTA]
	Adjustments and resources	'*…just making sure we put the correct support or resources in place to make sure everyone can access.'* [SLTA]

	Key Ideas	Exemplars from Participants
	Developing agency	*'…if they want to sit in a slightly different place or use a pen instead of pencil -at the end of the day, that's not affecting their learning really.'* [MLTB]
	Thinking about longer term outcomes	*'…they leave us able to move on and accomplish and achieve their full potential.'* [SLTH]
	Working holistically	*'…pastoral support, family support…'* [SLTH]

There was a strongly held conviction that inclusive practice was a whole school endeavour, for example SLTH explained:

'*SEN is everyone's responsibility, it is not on the SENCO. It is a whole school culture.*'

Interestingly, there is close alignment between the school's definition of inclusion and their vision statement that highlights values of nurture and respect, and aims of high expectations, achievement and developing lifelong learners. Teachers spoke about the children positively, including children they have experienced challenges working with, such as MLTS who reported:

'*probably my favourite child I have ever taught, but it was hard work*'

when retelling experiences of a child with complex needs who exhibited very challenging behaviour. The school's behaviour policy placed emphasis on being positive. The enactment of this was demonstrated by MLTB in the example described in Extract 8.2 [Appendix 36] in which they articulated to the children that there was no blame attributed to them for their difficulties in understanding the task. The inclusive culture encompassed the adults in the school community as well as the children. In addition to the support described in theme 1, school staff talked about feeling their work was valued illustrated by TA1:

'*Headteacher recognises all that you are, you know, your skills.*'

Staff reported that their professional aspirations are recognised and opportunities to support these were provided.

Within the school ethos, the values of empathy, accepting of difference and importance of care for others were evidence. School staff showed empathy and understanding for children and their needs, for example:

'*I'm dyslexic. So, I understand the frustration of not being able to access something and this can lead to disruptive behaviours.*' [RDW1]

The importance of care and nurture intertwined through many of the experiences shared by the school staff, illustrated by TA1 talking about their work in school:

'*…we just have to be the adult there to be the trampoline for them to just bounce on and be who they were supposed to be. So, I just think that those children just they do need more of our attention, but they also deserve more of our attention, because their experiences have led them to not have that nurturing life.*'

SLTH articulated their firm belief that the whole school approach to inclusion had a positive outcome:

'I think it's a testament to the passion and the inclusivity of the school that we do have so much success.'

8.3.2 No Ceiling on Learning

The phrase no ceiling on learning was employed by several participants describing their mindset of high expectations for all learners and the ways in which this was enacted in the classroom, for example:

'It's like an open ceiling for their learning; there's no ceiling to their learning.'

[Teacher C]

This phrase appeared to create a helpful visual for teachers to hold in mind when planning for, and engaging in, learning and teaching activities. SLTH explained that their belief in high aspirations for all encompassed academic, social and pastoral aspects of school. Aligned to this, SLTA expressed their view that,

'There's no reason why anyone in our school can't achieve.'

This conviction was not only a notion discussed during our dialogue about practice. SLTH explained that:

'… it's not a standalone…it's heavily embedded in everything…empowered through CPD.'

In order to ensure it is embedded in practice and to aid identifying areas for development SLTH explained that the SENCO took part in observations of lessons with SLT and subject leaders.

8.3.3 Behaviour is Communication

School staff were asked to define CB. All definitions evidenced a shared comprehension that this was actions that stops or disrupts learning for either the individual and / or their peers. These actions were recognised to exist on a spectrum ranging from those that are classified as low level to those that risk the safety of the individual or others around them. The construct of CB tended to be applied to the more severe end of the spectrum, but Teachers acknowledged that the less severe actions may be disruptive and can be stressful for teachers, expressed here in the words of SLTA:

'…on a day to day basis, just that very low-level behaviour is still a challenge because it can still really disrupt the flow of the lesson…wearing [the teacher] *down.'*

Teachers and TAs talked about the negative impact managing challenging behaviour had on them, for example *'it's draining'* [SLTH; MLTS] and *'exhausting'* [SLTA], and on other

children, '…*it's hard on them [the children]*' [SLTH] and '…*affects the whole dynamic of the class.*' [MLTS]

There was consensus among school staff that behaviour was perceived as a form of communication. In the RDWs, teachers and TAs explained that when concerning behaviour was exhibited by a child, this was indicative of an unmet need. This conviction is illustrated by MLTS:

> '*It's about understanding the underlying reasons behind the challenging behaviour and not just focusing on the behaviour just so writing them off as a naughty child.*'

TA1 explained that their professional experience over time had led then to understand the importance of understanding the causal factors underlying the observed behaviours:

> '*I really want to get into them and understand what their needs are, and why they do the things that they do.*' [TA1].

Teachers identified a variety of causal factors that may underlie CB encompassing emotional and physical wellbeing and learning difficulties, as illustrated by Teacher D's observation:

> '*We need to think about whether the behaviour is causing the academic issues or the academic issues are causing the behaviour.*' [DWR1]

This stance informed the school's belief in the importance of accurate identification of need. Interestingly, teachers did not talk about, or appear to instinctively think of difficulties with speech, language and communication skills as potential underlying causal factor of observed behaviours. Contrastingly, social-emotional factors were frequently mentioned. The SENCO explained that she had identified this as an area for development for the school's practice.

8.3.4 Holding children in mind from the ground up

The label for this subtheme is taken from MLTS who talked about the relentless focus the school has on developing effective inclusive practice. In describing their strategic vision for SEN, MLTS said:

> '…*what I would like is that teachers had those children with SEN in mind when they were teachers and subject leaders… from the ground up when things are being designed. So, we're not adding in barriers to learning and then having to remove them for those children.*' [MLTS]

MLTS explained that a whole school focus has been on developing and embedding an approach that may be framed as a universal design to learning pedagogy. This has involved

whole school professional development activities, working with subject coordinators to collaboratively work on advice for staff and with individual colleagues. MLTS explained that this had involved working to increase awareness of how specific areas of difficulty affect learners and of strategies that can be implemented to overcome the barriers to learning and why those strategies are effectual. One example provided was visual prompts or schedules:

> ' I say to them [Teachers] 'how much of your time do you spend repeat in your instructions or getting frustrated because that child is not doing the thing that you've asked him to? It's not that they're being difficult. It's just that they can't recall all of the information that you're giving them constantly, so if you just give them these little visual prompts, then they'll probably just get on with it and you won't be spending your time going back to them.' [MLTS]

Teachers also described the work that they have been engaged in collaboratively and individually to embed this universal design approach into practice, for example:

> 'We talk a lot about inclusion being more about trying to enable children to access the curriculum at the year group level and the planning should be based on including those children from the start rather than teaching to the group level and then finding ways for them to access afterward.' [Teacher B].

Examples provided by teachers of the specific activities involved in this included a much greater use of visual approaches beyond the visual timetables that had long been embedded in school practice. Indeed, MLTB explained:

> 'I know how powerful it [using visuals] can be and how helpful it can be,'

and acknowledged that this needed time in the initial setting up but became easier once this became habitual in practice. Subject coordinators, working with MLTS, produced guides for colleagues; some of these were displayed visually to support teachers and TAs in class.

The decision-making for the whole school adoption of a universal design approach to pedagogy had been informed from advice from external agencies such as the School Improvement Partner. Its ongoing development had been shaped from advice from specialists and proactive research by MLTS to ensure knowledge of SEN and pedagogy remains current, which is shared with colleagues in CPD activities. This approach is part of monitoring by SLT and MLTS to ensure that this is being operationalised into practice by all.

8.3.5 Listening to children's voices

Children's Voices

The children identified factors that positively supported their learning; these correlate with the universal design pedagogical approaches being implemented by their teachers. Table 14 presents the factors identified by the children:

Table 144: Positive factors for learning identified by the children that correlate with a universal design

Pedagogical Approaches	Provision of Resources
Modelling of processes in maths	Access to concrete apparatus e.g. counters to support calculations, clocks, timelines, number lines
Modelling of approaches to problem-solving	
Structured approach to introduction of new topics / skills	Mini whiteboards to support thinking and planning *(to present thinking visually and support themselves working out solutions to the problem)*
Opportunities to work collaboratively with partners / groups, e.g. talk partners to discuss ideas for writing	Visual aids for memory e.g. word banks, maths facts cards
Opportunities to present their ideas in ways other than writing e.g. drawing story maps, drawing character stimuli to support vocabulary generation	Visual resources / aids e.g working walls
Learning Environment that allows for time to talk about tasks and periods of calm/quiet	
Opportunities to practice skills/new knowledge	
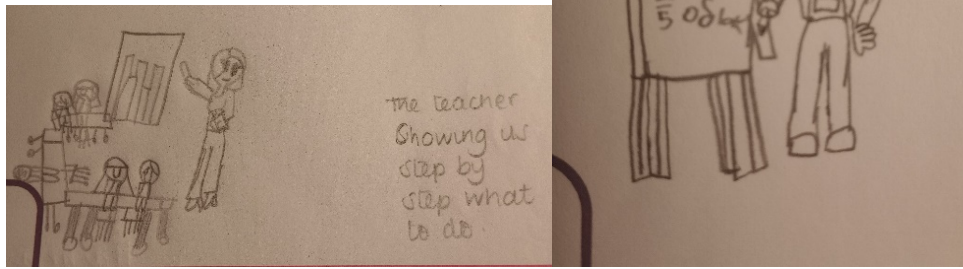
Child Q drew and talked about the positive impact of a structured (*step by step*) approach for new learning. (*NB annotation by adult*)

This pedagogical approach was also identified by other children, for example:
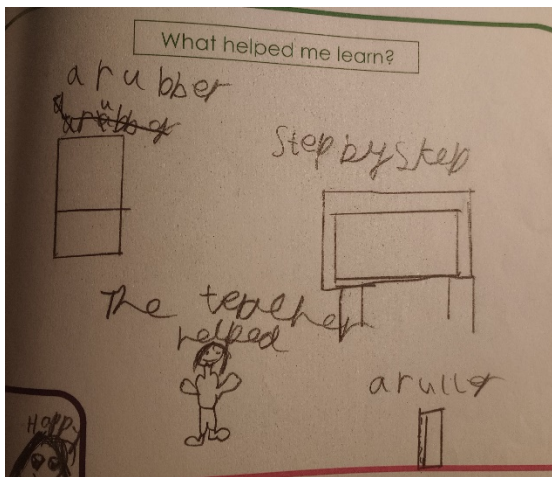
Child P
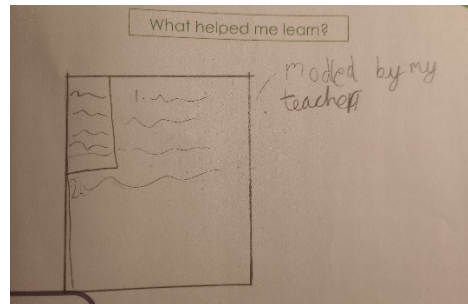
Child R
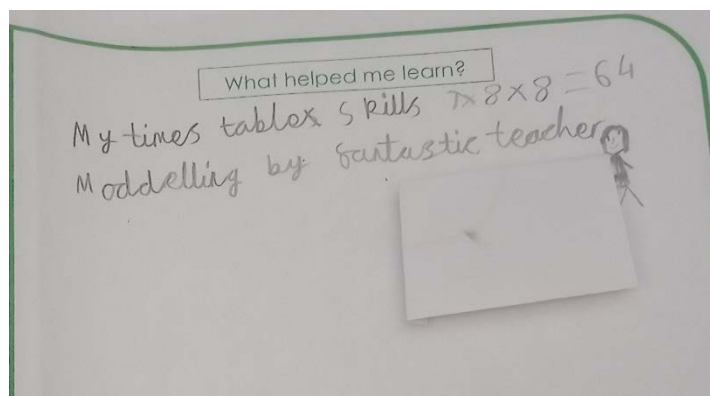
Child G
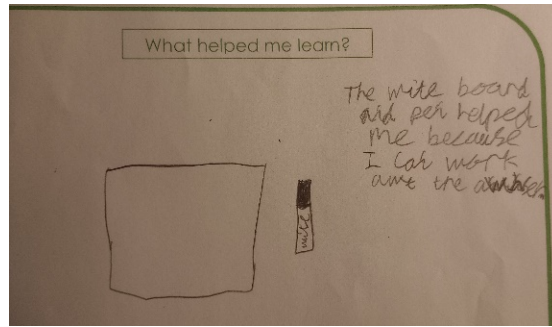
Child N drew and talked about being able to use a mini whiteboard to present thinking visually

Interestingly, none of these factors listed in table 14 were mentioned by any child to be a factor that did not help learning. Appendix 37 provides some additional examples of children's views

Teacher Perspectives

A post RDW follow-up interview was held with the teachers involved in the RDWs with children. The teachers expressed positive responses to the experience and outcomes of the RDWs with children:

> *'I really did like the reflective activity and will definitely use it again in the future, it really gives a good insight to how the children are feeling about their learning. We need to do more of this. I think it's really helpful for the children and teachers to spend time reflecting on what's helpful for learning.'* [SLTA]

Teachers expressed a belief that the children had been able to think carefully about their learning and share their experiences:

> *'The children were surprisingly successful in reflecting on their learning and were able to determine whether they felt they had met the learning objective for that lesson or had worked to their best ability.'* [Teacher B]

There was an acknowledgement that there was further work to do with children to improve their skills of self-reflection and identifying the factors that support or hinder learning:

> *'In terms of determining the factors which helped them etc I felt they required more prompting. Once suggestions from peers were made, children were able to 'magpie' or supported them in coming to their own conclusions.'* [Teacher B]

Teachers shared some of the reasons that act to constrain hearing the authentic voice of their children. One was the paucity of time:

> *'Time! Like most things in the classroom with such packed timetables I personally feel this is one of the first aspects to be missed off.'* [Teacher B]

Another related to issues arising from power-relationships between adults and children in school and the expectations or misapprehensions that this may engender:

> *'Previously we have felt that children often say what they think they should say (what they think we want to hear.'* [SLTA]

Extract 8.4 [Appendix 36] from RDW4 corroborates this risk. SLTA reported that had been a valuable learning opportunity for both the child and themselves.

There were some reflections from the teachers about the experience that they felt would help them to work to increase opportunities for hearing their children's' authentic voice. MTLB talked about the ethos in which reflecting on learning should take place:

> *'Keeping the reflection process informal and that all comments made are valid so the children benefit fully from it rather than them writing what they think they should be putting.'* [MLTB]

Teacher B talked about the organisational planning for this reflection:

> *'Try to include more time to allow the children to reflect- perhaps starting in groups, then with talk partners and then on their own.'* [Teacher B]

SLTA identified that that providing opportunities to draw and write as well as talk helped all of the children to be able to express their views and that the framework we used in the RDWs had been supportive:

> *'Providing a structured sheet really helped gain focused views of the children. Rather than providing them with a blank page they were able to focus on what was being asked.'* [SLTA]

8.3.6 Summary 2

Inclusion is identified to be a construct for the school that extends beyond the notions of welcoming expressed in a school vision. The time allocated for constructing a shared understanding of inclusion, not just as a discrete activity but also returned to at regular intervals, engenders a picture of a dynamic construct rather than a one-dimension definition included as tick-box exercise to documentation. The shared construct of inclusion acts a foundational base for decision-making. Moreover, illustrative phrases that explicitly link with practice support this. This holds accordance with the belief in relationships constructed through the lens of emotional security. The interaction of themes 1 and 2 engender beliefs

and values that shape the enactment of practice; such as viewing *behaviour as communication* that channels teachers to investigate causal factors of observed behaviour and a belief that all children can learn and thus importance of pitching expectations high for all learners.

8.4 Theme 3: Inclusive Pedagogy

Theme 3 presents the factors identified by participants that contribute to developing effective inclusive practice. Figure 21 presents the subthemes for theme 3.
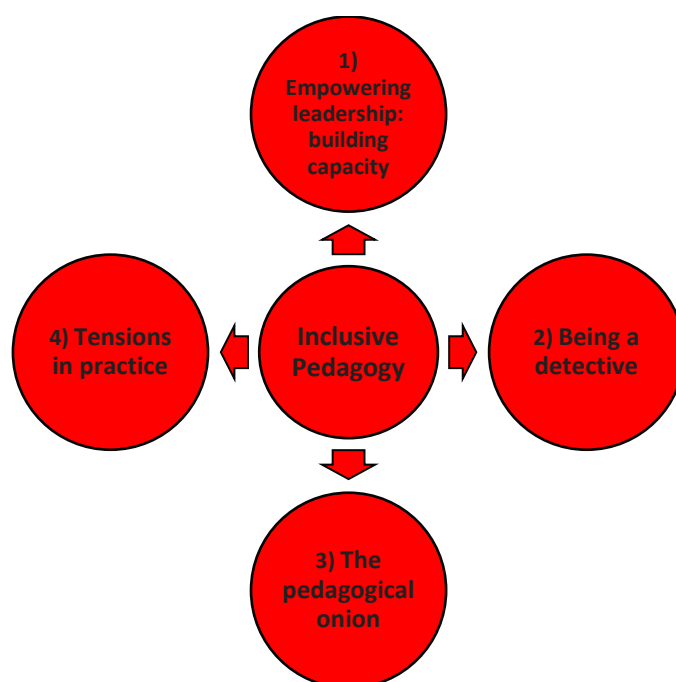
Figure 19: Inclusive Practice: subthemes

8.4.1 Empowering leadership: building capacity

SLTH, SLTA and MLTS explained that the school has worked to develop knowledge, understanding and skills about diverse needs and pedagogy to work to fulfil their aim for effective inclusive practice across the school. MLTS explained that one factor influencing the empowerment for their role is that SLTH has previously held the role of SENCO:

> *'In general, I'm quite lucky in that* [names Headteacher] *did the SENCO role before so* [they are] *very supportive of everything that we're trying to do with SEN.'*

Building capacity for effective inclusive practice has involved investment in professional development for staff and physical and human resources. One aspect of this investment is the SENCO [MLTS] role being a full-time role with no class teaching responsibilities, which SLTH explained, '*…the costing attached to that is huge.'* This has enabled MLTS to work with

subject leaders to develop inclusive pedagogical approaches for each subject that have been included into policy, '…*to make the curriculum as inclusive as we can…*' [MLTS]. MLTS leads formal and informal professional development with staff; for example, MLTS works in classes to mentor staff and work collaboratively with colleagues on problem-solving issues.

MLTS has led initiatives to develop practice, for example the Oracy project that works to empower school staff to develop children's speech and language skills. Teacher C reported that there are regular opportunities to discuss SEN and related issues in practice re SEN, using an example of a recent staff meeting to illustrate this. They explained the focus had been focused on embedding work towards children's My Plan outcomes in everyday practice, and exploration of what is involved in high quality inclusive teaching. Another example of MLTS' work to build capacity is the development of clear processes for identification of needs, which Teacher C described as '…*like a blueprint for SEN and their needs.*' This notion of blueprint was utilised to encapsulate the clarity of the process that acted to increase teacher confident and skills with identification of needs.

SLTH and MLTS both talked about the importance of monitoring pedagogical practice across the school to support their strategic vision of effective provision for all:

> '*When we are talking about the curriculum, SENCO and I are doing joint learning walks with subject leaders so that we're looking at SEN within the context of everything, it's not standalone.*' [SLTH].

In accordance with the sense of ownership presented in theme 4, the actions of SLTH and MLTS have worked to engender a sense of ownership in developing the provision for children with SEN. For example, Teacher C talked about the responsibility for the provision for children with SEN in their class: '*I'd say it's mine. That's solely mine.*'

8.4.2 Being a detective

MLTS explained that the importance of evidence informed pedagogical approaches had three dimensions, all of which are vital to facilitate the employment of effectual approaches in classrooms. Figure 22 presents those dimensions.
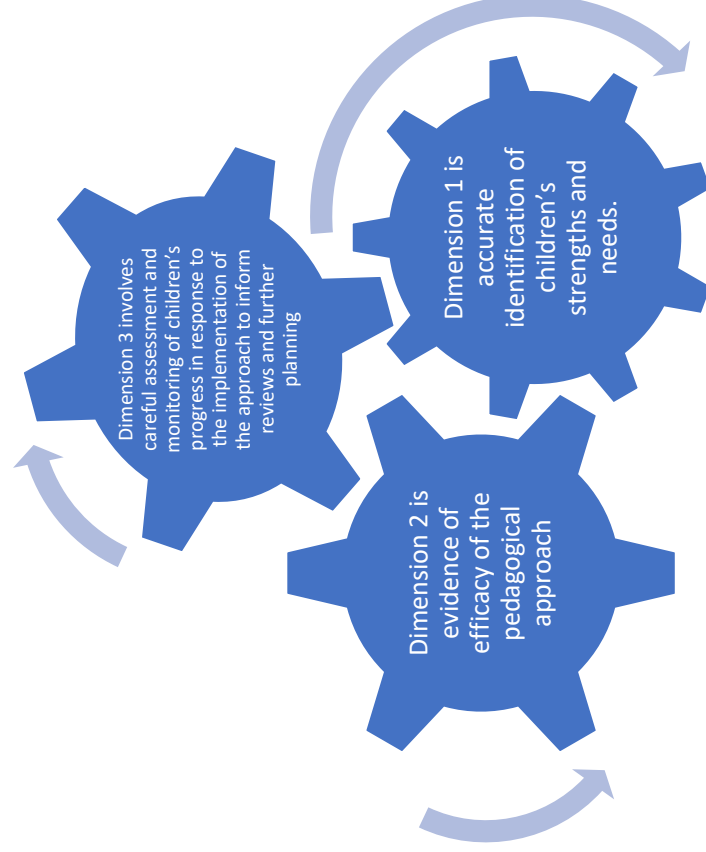
Figure 20: Three dimensions of evidence informed pedagogy (informed from analysis of MLTS' interview transcript)

Dimension 1 is accurate identification of children's strengths and needs.

Dimension 2 is evidence of efficacy of the pedagogical approach

Dimension 3 involves careful assessment and monitoring of children's progress in response to the implementation of the approach to inform reviews and further planning

MLTS explained that dimension 1 not only enables planning of learning and teaching but also aids understanding and potentially lowers teacher stress:

'I think it's about learning more about the underlying causes of behaviour and understanding that the child is not in control of what they are doing at that time necessarily and understanding that helps you to keep calm.'

This holds synergy with the stance adopted by the school that behaviour is a form of communication [as explained in theme 2 in 8.3.3]. In the RDWs, teachers and TAs described a variety of tools used within dimension 1 to aid detection of causal factors underlying observed behaviours, presented in table 15.

Table 15: Detection tools to aid accurate identification

Detection tool	Example
Observations	*'In Early Years, we are always observing and listening in to the children. We join in their play and we role play / model language and social-emotional skills, behaviours and so on. Then we slowly step away and observe the vacuum – that means we are listening in to what the children are saying all of the time in order to know their current stage of development is and what we need to work on next.'* [RDW]
Conversations with children	*'…[we] have a conversation. It's breaking down and work out if there's something underlying that we haven't [already known].'* [Teacher B]
Conversations with adults	*'I would want to talk to other teachers who have worked with the child – to find out if these are new behaviours. I'd like to find out if they had any strategies or approaches they used that worked well and what their progress trajectory was like and check if there are any things from the child's background that I have missed that might be influencing learning and social emotional development.'* [RDW]
Assessment tests for academic skills	*'From my experience tends to be that there's an assessment somewhere that I could administer to investigate potential learning difficulties.'* [RDW] *'I'd want to use assessments to look at whether there are any gaps from earlier learning goals and then if so, work to fill those gaps.'* [RDW]
Boxall Profile or Strengths and Difficulties Quotient (SDQ)	*'We're doing the green form* [assessment proforma], *we're analysing them, and then we have to do observations on them and then see how their scores have changed.'* [TA1]

The notion of being a detective as a label for this subtheme is utilised to convey the importance placed by the school of accurate identification to identify causal factors underpinning observed behaviours. This information is used by the school to inform the dynamic teaching cycle of the graduated approach required by the SEND CoP (DfE/DoH 2015).

8.4.3 The Pedagogical Onion

The metaphor of an onion was chosen because I felt this encapsulated the notion of pedagogical approaches being comprised of layers; the amalgamation of which underpins effective inclusive pedagogy. This metaphor was also chosen because it was the mental picture that was created when the participants talked about pedagogy and their practice and from the data analysis. Figure 23 presents the layers of the pedagogical onion.
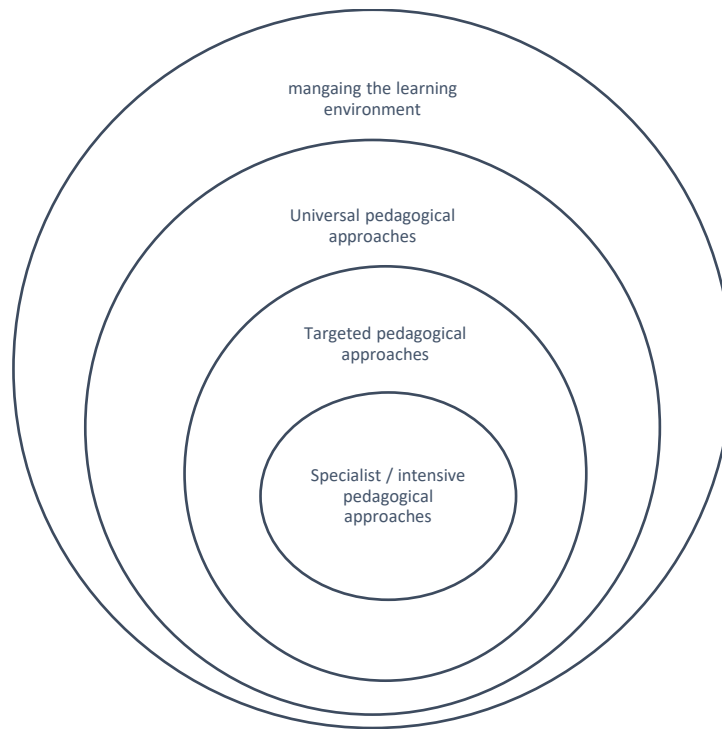
Figure 21: The pedagogical onion (informed from analysis of data)

Table 16 presents factors within an effective pedagogical onion that were described by the participants. Appendix 38 presents some examples of the participants' descriptions.

Table 166: Examples of factors within an effective pedagogical onion.

Layers of pedagogical approach			
Managing the learning Environment	**Universal**	**Targeted**	**Specialist / intensive**
- Calm and welcoming ethos. - Consider sensory, physical and social environment. - Getting the buy-in from all children. - Flexible deployment of TAs ensuring children work with Teachers, not just TAs. - Developing independence skills, resilience and ability to take risks in learning. - Teachers meet and greet their pupils to ascertain children's readiness for learning *(e.g. identify unmet care needs)* and support attachment for learning. - Teachers *focus on the positive* in conversations with children. - Utilising an anticipatory approach to planning. - Adults being self-aware of their own behaviours.	- Chunking Teacher talk and independent activities. - Chunking instructions into small sequential steps. - Visual timetables and task schedules. - Visual scaffolding: - pictures/objects/symbol to support understanding; - modelling/ demonstrating. - concrete resources readily available *(e.g. manipulatives in maths)* - Support for transitions. - Flexible: adjust pedagogical approach. - Modify language flexibly to match children's development. - Develop meta-cognitive skills. - Emotion coaching approaches. - Collaborative partner / small group activities.	- Movement Breaks. - Symbol supported text. - Regular revisits to the child giving attention and breaking task into smaller manageable chunks with expected timeframe for completion of task. - Setting smaller goals – makes the task feel achievable / helps to move child away from feeling overwhelmed. - Scaffolding strategies …reduced as child makes progress (*e.g planning frames, writing frame, …*). - Additional support for transitions. - Visual support for collaborative work. - Collaborative work with colleagues to solve issues.	- Knowledge of interventions matched to areas of need. - Knowledge/skills of identifying needs. - Oversight of small group and individual intervention programmes. Ensuring that knowledge / skills worked on in interventions are practised in whole-class learning and / or social activities to support generalisation/ mastery of skill. - Collaboration with SENCO for advice and timetabling of interventions. - Regular short time slots for tailored work for My Plan outcomes. - Collaborative work with colleagues to solve issues.

8.4.4 Tensions in Practice

Tensions and challenges experienced by school staff emerged from their reflections and descriptions of practice. These are presented in table 17. Some of these arose from the impact of external circumstances that caused tensions for teachers when planning learning and teaching activities. Issues that arose out the specific circumstances of the school have been labelled internal factors; these related to the nature of the school population and work for development of policy and practice. There are synergies here with the factors that act to empower and constrain agency in pedagogical decision-making, presented in theme 4.

Table 177: Tensions in practice identified by Teachers.

Tensions in Practice	Example
Tensions elicited from external factors (Levels 3 and 4 beyond the activity system)	
Concerns about impact of pandemic on children's learning and social-emotional development	Issues with the children's resilience: *'…the children's ability to cope with making mistakes* [Teacher B]. When *faced with a challenge…. they're not willing to give it a go.'* [SLTA] *'..in terms of their schooling - it's been heavily interrupted in the last 2 years, but it's not just their school life, it's everything, isn't it. It's been difficult for any of us to cope with, let alone for children. I do think that that's part of the lack of independence and lack of resilience for quite a few of them.'* [MLTB] Concerns about gaps in academic learning: *'We still think they don't feel secure, even if they've got correct answers in that assessment. It doesn't feel like their knowledge in maths or their kind of fluency and reasoning is their fluency and reading rather, is secure.'* [MLTB].
Constrained resources	*'It is very difficult to get hold of enough staff with the right expertise to do all the things we would like to do… also just having the resources to put in extra provision where we need to.'* [SLTH].
Frustrations from lack of external support	*'Wider support and that joined up working with external agencies is non-existent.'* [SLTH].
Tensions elicited from internal factors (Levels 1 and 2 in activity system)	
Increased prevalence and complexity of needs	*'We have large numbers of pupil premium and SEN: complex physical needs, SEMH and communication and interaction needs. We've seen that move over the last few years from [school population] being predominantly ASD or communication needs to SEMH.'* [SLTH]. *'…it's meeting those… those* [SEMH] *needs, before we can even get to that learning point…that can take a big chunk out of your day. But if you don't do it, there's no point even trying to do the day because you won't get to the learning. So, it's trying to juggle lots of different aspects, and keep lots of balls in the air. But sometimes you just haven't got the time or the resources to do it.'* [Teacher B]
For SLT and MLT: Times when there is inconsistency in enactment of policy in classes as this negatively impacts quality of practice	*'…. It's difficult when there's some inconsistency or disparity in how it's* [policy] *used.'* [MLTB]. *'…making sure there's that triangulation relation between what's written down on paper is seen in practice in the classroom and is owned by everyone in there.'* [SLTH].
Need to regularly rethink strategies	*'Our children with social emotional mental health needs, I feel, really keep us on our toes because not only do we need different strategies for each child, but the same strategies won't even work on different days. So, you're constantly having to adapt and think of new things.'*[MLTS].
Issues within effectual deployment of TAs	Teacher B talked about the potential differences in quality of talk between Teachers and TAs during their respective interactions in learning activities and the importance of ensuring TAs are mindful of developing children's independence. This was described as another layer of vigilance for Teachers in classrooms…tensions arise potentially when there is a need to challenge practices of TA colleagues [Fieldnotes].
Effect on managing tensions on school staff	*'… causes a massive amount of sadness and frustration….it just feels like we are going around in circles.'* [MLTS].
Being a product of their own success	*'…a product of our own success and hard work. When we have these managed moves, or we have children with the same directed here. yeah. Yeah. And that's hard. Because you want to be that school. You want to be inclusive. But where is that tipping point? Between being a school that's predominantly dealing with SEND.'* [SLTH].

8.4.5 Summary 3

This theme captures factors related to the practicalities within enactment of practice. It presents pedagogical decision-making as a process constructed through layers that amalgamate together to underpin effective practice. This is recognised to not be a smooth process. Teachers have to negotiate tensions and challenges in the activity system in their operationalisation of practice. The intertwining of themes 1,2 and 3 fashion this operationalisation; for example, the belief articulated in the school's construct of inclusion influences the drive and investment to build capacity for meeting the diverse needs of learners.

8.5 Theme 4: Decision-making for practice

School staff talked about the influences that shaped decision-making for school policy and practice. These were multi-faceted and drew on contextual factors and learning from experience over time and from professional development opportunities. Figure 24 presents the subthemes for this theme.
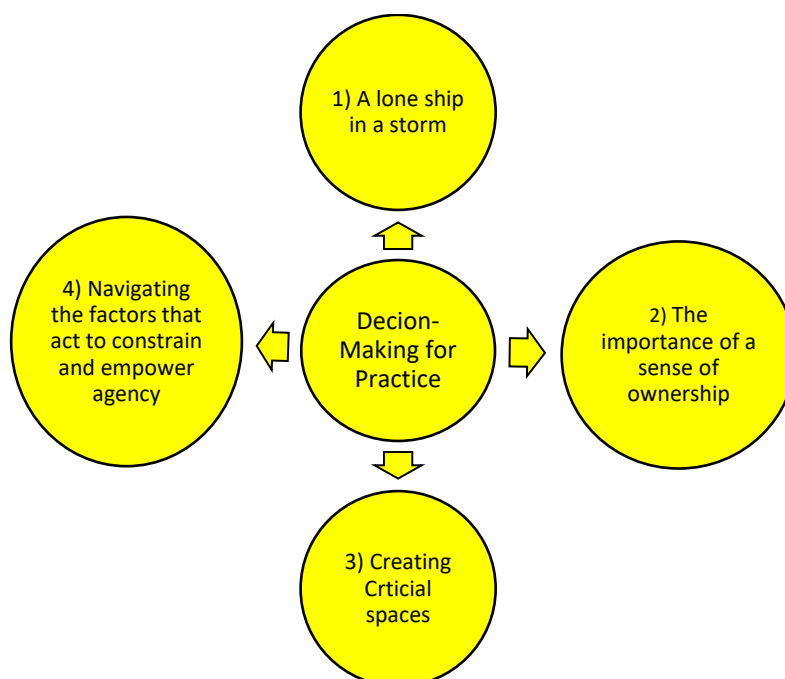
Figure 22: Decision-making for practice: subthemes

8.5.1 A Lone ship in a storm

Teachers talked of the value they place on the external expertise from specialists to support planning for children with complex needs. Many of these children exhibit challenging

behaviour in school. MLTS observed that such needs have been increasing in severity over time. This was described as being beyond the school's expertise, despite many years of collective experience within the school of working with complex needs:

> *'…especially with the SEMH side of things, way beyond our trained remit of dealing with some of these complex cases.'* [SLTH].

SLTH described how multi-professional working, in which school worked with external specialists to plan provision to meet needs of children, had greatly reduced:

> *'…whereas before, I'm thinking of a few key children, we would have had the support, and that joined up working, it's not there. …wider support and that joined up working with external agencies is non-existent.'*

Additionally, parents who had sought advice and assessments, for example from health professionals, to support understanding their child's needs were being directed to the school for support by those professionals. MLTS described as parents being:

> *'... sent from pillar to post without any real support being put in place.'*

SLTH expressed their frustration about this situation for the school and for the parents:

> *'And parents, you know - they are constantly being sent back to us and we haven't got the skill set and specialism to, to offer that sort of level of support for this child.'*

Teachers all expressed their frustration that access to expertise beyond the school is sparse and difficult to access. A collective view was that this was owing to the impact of the wider economic environment and also from the pandemic. A mental picture of the school as a lone ship travelling through turbulent waters was evoked for me from these views, encapsulated in SLTH's words, '…*we just feel as if we are kind of on our own.'* The implications of this for decision-making were that SLT had to plan to develop capacity within the setting, through actions such as bespoke professional development (for example to equip the pastoral team with the knowledge and skills to support SEMH needs and hosting regular parent workshops) and financial planning for that development or funding specialist support (for example, the play therapist).

8.5.2 The importance of a sense of ownership

Teachers talked about factors that influenced the enactment of school policy into practice. One vital factor underlying whether teachers implemented policy consistently across the school was identified by the participants to be when they had contributed to the development of the policy articulated here by Teacher B:

> *'…if we've had those conversations, and we feel that we've contributed to it, you're more likely take some ownership of it and run with it.'*

However, when the converse was the case it was less likely that teachers would implement policy into their practice. Teacher B explained that when policies were imposed without discussion or contributions from staff that this caused a dissonance and potential confusion that hindered implementation:

> *'…when you're told about something, and then said, right, off you go do it. Sometimes there's that disconnection that you don't actually fully understand what's being asked.'*

MLTB framed this as getting the buy-in from colleagues:

> *'…we all need to agree with this and buy into this, because if anybody doesn't, it's not going to work.'*

MLTB described the development of policy and system for managing behaviour in the school as a collective endeavour in which they had taken the lead (in accordance with their job responsibility). MLTB had planned the development of policy to be enacted through several activities in which colleagues were actively encouraged to voice questions or alternative perspectives so that the finally agreed policy and system reflected the shared understanding and agreement:

> *'…if you don't agree this, talk to us about the challenges on it., and hopefully, either we can explain to you why it's important, and why we think we should work like that. Or, like, you know or you might read something that is actually something that we haven't thought about and we can we can make changes.'* [MLTB]

In convergence with Teacher B's words, teachers talked about the behaviour policy positively and the benefits of having time to try out strategies and for reflection facilitated a policy that they all were happy with, understood and felt confident to implement. MLTB and MLTS talked about the trickiness of ensuring consistency of approach across the school for any subject or area of practice in order for whole school effective practice. Joint ownership was felt to be an important factor in achieving this; where teachers perceived that they had contributed to the development of a policy, then this was much more likely to be utilised to inform decision-making for practice.

8.5.3 Creating critical spaces

Aligned to the sense of ownership is the importance of drawing on research evidence and working collaboratively for decision-making about school policy and pedagogy. The school investigates a range of sources of research evidence. SLTH, MLTS and MLTB explained that while the Education Endowment Foundations is signposted to schools they are also keen to access other sources; thus, they read academic texts and access research reports and articles. MLTB explained that social media has been a useful source of links to published research as many authors do use these platforms to publicise their research. SLTH and MLTB explained that texts and research reports are shared among staff. Staff meeting and CPD time is allocated to collaborative discussion, reflection and analysis of these materials, for example this formed part of the work to develop the school's behaviour policy (reported in the previous subtheme):

> *'Research – I'm very heavily research based…. we then have that heavily embedded within our staff meeting and CPD. This is whole school staff, not just teachers – learning partners, midday supervisors working across all staff.'* [SLTH]

Moreover, teachers shared that they had discussed the ideas and points from this reading together during activities such as planning lessons together. In this way, the school works to create spaces in which research and practice are discussed with a critically reflective analytical lens. TA1 explained the value of these critical discussions for her developing practice,

> *'…those conversations, I think that I learned more from them* [than some previous CPD experiences].'

As explained in the previous subtheme, these spaces are not used to be echo chambers for ideas held by individuals with keen interests in particular perspectives. These are critical spaces in which individuals are encouraged to ask questions, challenge, consider alternative perspectives and analyse the implications for developing effective practice. One vehicle utilised to facilitate creating critical spaces is mentoring. One example of this described by Teacher B and SLTA is the mentoring that has been implemented to develop TA practice and Teacher-TA partnerships in the classroom. Appendix 39 presents a mapping of a critical space in which 3 teachers discussed the value of observations of practice and how this might be enhanced to better inform development of policy and practice.

As explained earlier, teachers who had participated in the DWR Labs with their children, appeared interested in creating critical spaces with their children to discuss factors that help or hinder learning and develop metacognitive awareness. Indeed, MLTB, SLTA and Teacher B were already thinking ahead about the practical considerations for this, for example thinking about the time allocation for this critical space activity: *not making it a rush job just to get through* [MLTB], and of making this a regular occurrence across the academic year:

> '…w*e need to work out a way in which we can do this at intervals across the academic year.'* [Teacher B].

Teachers also shared their mindset and actions of being a reflective practitioner. This included actions such as writing notes in a log at the end of each lesson to facilitate reviewing the learning. Teachers described asking critical reflective questions of themselves to support analysing, understanding and potential adaptations to pedagogy. Reading literature and research reports was also reported as supporting thinking about the strengths and areas for development in their own practice. These actions I suggest create an auto critical space that facilitates critical analysis and decision-making.

8.5.4 Navigating the factors that act to empower and constrain agency

The participants identified factors that can act to empower or constrain agency in decision-making for practice. These sometimes proved to be knotty issues to unravel and required ongoing review and attention. These factors are presented in tables 18, 19 and 20.

Table 188: Factors that act to empower agency

Empowering Factors	Empowering agency
Fragmentation of School system	School is currently a local authority-maintained school. This allows agency for Headteacher and Governors to plan creatively regarding resources to ensure school can meet complex needs; however, should the school become forced to be part of a MAT then this is predicted to change to be a constraining factor [SLTH]
Professional relationships	External Networks of support, such as local schools and SENCO clusters and internal relationships within school were felt to empower Teachers for making decisions arising from increased knowledge from sharing of good practice.
Mindset of reflective practitioner	Adopting the mindset of being a reflective practitioner empowers agency through supporting Teachers to identify priorities and critically analyse practice, which is supportive of decision-making for practice [MLTS]
Internal systems	Systems that the school has set up, for example the identification of SEN processes, empower agency because teachers feel supported and better-informed to make decisions for teaching and learning [Teachers; MLTB; MLTS]

Table 199: Factors that can act as constraints or empowerment of agency

Factors	Acts to constrain or empower
Access to research and good quality CPD	SLT and MLT explained that access to research and good quality CPD empower educator knowledge, understanding and skills that are important for decision-making; however, access can be difficult and this constrains agency through the negative impact this has on knowledge that educators can draw from.

Table 20: Factors that act to constrain agency

Constraining Factors	Constraint of agency
National policy	The disconnect between policy and everyday practice constrains agency because policy does not always reflect what is needed in schools [MLTB] National Curriculum constrains agency regarding planning and implementation of SEN provision, especially SEMH needs: '*I think probably the biggest constraint, well one of the biggest, is the curriculum and the amount that is expected to be taught and where the children are expected to be at the end of the year. That can quite often get in the way of other provision that we want to put in - especially when it comes to nurture or social, emotional, mental health interventions.*' [MLTS] Standards agenda: Constraints of agency from what is required to be measure and how it is measured by national policy: '*That's hard. It's really hard. And that's always been a battle. In terms of measuring and monitoring those small steps of progress… Personal frustrations are in what we're required to measure yet not necessarily what we might want to measure.*' [SLTH]
Paucity of time	All adults talked about how the paucity of time constrained focus and thus decision-making for work they felt was important to develop effective practice, for example: '*Time pressure for SENCO- that balance between being on the ground and working with the children, working with the staff and the reams of admin and paperwork that she has to get through.*' [SLTH].
Administrative Tasks SENCOs are required to complete	Administrative Tasks required by national and local systems for SEN reduce the capacity the SENCO has for direct work in classrooms and constrains the work that they feel is most beneficial for improving outcomes for children with SEN: '*It's frustrating because I would much rather be spending time in class…*[supporting teachers and children].' [MLTS]
Lack of knowledge and / or misunderstanding observed behaviours	'*Sometimes people can link children's cognitive ability to their speech and language.*' [MLTS] Lack of knowledge (in this case about SLCN needs) constrains decision-making because of reduced pedagogical knowledge from which Teachers can draw to inform planning.
Economic environment	Economic environment and the systems of deploying funding constrains what can be provided in provision '*… funding because even when we've got children with the ECHPs and stuff, it very rarely actually translates across to enough funding to be able to give them the support that they need - so that could be a bit of a constraint.*' [MLTS]
External Systems	MLTS talked about the negative impact of the difficulties in gaining information and decisions from local authority (LA) systems on their decision-making owing to not being able to action planning or implementation without the information or outcome of LA decisions.

8.5.5 Summary 4

While the school ship navigates the stormy waters, decision-making is aided by the factors identified in themes 1, 2 and 3; for example, the influence of beliefs about relationships, inclusion and effective pedagogical approaches underpin the construction of internal systems that act to support teachers' pedagogical decision-making. Moreover, the belief and enactment of professional attachments for learning between adults provide further support for teachers to draw on.

8.6 Conclusion

This chapter has presented the findings from the data analysis. While these have been structured into themes and subthemes, it is important to emphasise that the findings from the data analysis suggest that the interplay of the systemic whole of these themes and subthemes catalyse or underpin effective inclusive practice within the activity system of the school. These will be examined further in the discussion of findings in the next chapter.

Chapter 9 Discussion: "Holding children in mind from the ground up"

'… my top priority is my relationship with the children.' [Teacher C]

'… relationships are at the root…. it's those relationship building, which isn't necessarily easy' [SLTA]

Child V: drew pictures to show the positive impact on their emotional state from receiving support from their teacher

9.1 Introduction

Belonging and inclusion are closely intertwined (Kovač and Vaala, 2021; Shaw, 2019). Indeed, a sense of belonging is key to feeling valued, and can positively influence children's progress with social-emotional and academic development (Allen, Riley and Coates, 2020; Glazzard *et al.,* 2019; Glazzard, 2018). Exclusion is the antithesis of inclusion and belonging; evidenced by the isolation of children from their peers that is an outcome of exclusionary actions implemented as a school sanction (Middleton and Kay, 2020; Hodkinson, 2019). Such circumstances may elicit uncomfortable questions for schools about whether their practice accurately identifies needs and effectively addresses them. This chapter seeks to discuss the findings of this research regarding factors that contribute to effective inclusive pedagogical approaches, and to answer the research objectives.

9.1.1 The research project and research objectives

During my 26 years as a primary school teacher, I have had direct experience teaching children who exhibit challenging behaviour [CB], and of the challenges that arise. For many of those years, and in my subsequent post as a Specialist Advisory Teacher, I have worked to support teachers who are experiencing these challenges. National exclusion data reveals the most prevalent causation of exclusion to be persistent disruptive behaviour, and the highest rates being for children with SEN (DfE, 2022). Indeed, many teachers perceive the inclusion of children who exhibit challenging behaviour in mainstream classrooms as outside the scope that inclusion should be extended to (Lindner *et al.,* 2023; Cook *et al.,* 2007; Corbett, 2001b). This is a perspective I have witnessed many times in my career. My research study emerged from a deep and persistent interest in inclusive practice and a keen desire to support practitioners with developing inclusive pedagogical approaches that support them to effectively meet children's needs, and encourage a sense of belonging for the child. Underlying this research study was the overarching aim:

> To explore contributory factors of, and further possibilities for, effective pedagogy for children with special educational needs (SEN) who exhibit challenging behaviour in mainstream schools in England.

Chapter 8 presented the findings from my research; the data was collected as a result of the three research objectives that shaped my decision-making about the data to be gathered:

RO1: To analyse of the theoretical and policy contexts within which effective pedagogical practice is constructed and enacted for children with special educational needs (SEN) who exhibit challenging behaviour.

RO2: To observe, document and analyse the perceptions of the key actors in terms of the factors involved in effective teaching and learning experiences.

RO3: To investigate strategies for teachers and learners to co-construct effective learning experiences facilitated through the theoretical framework and methodological approach of Cultural-Historical Activity Theory [CHAT].

9.1.2 The development of the investigation

In Chapters 5, 6 and 7, I explained the research design and frameworks employed to examine factors that underpin effective inclusive pedagogy for children who exhibit CB in mainstream classrooms. This involved:

- listening to teachers about their experiences and views;
- drawing on fieldnotes from observations and conversations during everyday practice in classrooms;
- conversations between teachers and children about learning experiences that were facilitated through Development Workshop Research [DWR] Labs using a CHAT approach.

Visual approaches were employed to support children who experienced difficulties in articulating their views and experiences owing to their SEN. While schools do offer opportunities for children to share their views through various forums, I have witnessed across my professional experience that the voices of children with SEN, who are the focus of my research, are often not included in pedagogical decision-making. Visual approaches presented children with the chance to express their own reality (Clark and Moss, 2017), and encouraged authentic conversations between teachers and children reflecting on learning experiences in school (Clark and Moss, 2017; Hanke, 2013). The study was undertaken in one large inner-city local authority maintained primary school in the south-west of England, that has a high proportion of children with SEN on roll. Oakleaf Primary has been adjudged as implementing effective inclusive practice by external agencies, such as Ofsted and local authority advisors.

Chapter 7 explained the thematic analysis strategy that was employed to analyse the data. This involved a systematic iterative approach in which the data was examined and re-examined many times to identify themes, and ensure that those themes did represent fidelity to the raw data. Chapter 8 presented the findings that emerged from that analysis; the next section presents a short overview of the findings.

9.1.3 Overview of the main themes

Four broad themes emerged from the analysis:

1) The vital importance of trusting and positive relationships was evident in the ways in which participants discussed and enacted practice. These relationships are

constructed at Oakleaf through the lens of attunement, attachment and emotional security; this applies to all relationships within school and shapes decision-making for practice.

2) The values and beliefs form the underpinning foundations on which practice is constructed. Oakleaf has invested time into constructing a shared comprehension of inclusion that includes notions of high aspirations and access for all, valuing difference and belongingness.

3) I have employed the metaphor of an onion to encapsulate the ideas emerging from the analysis of data that identified the construction of inclusive pedagogy through layers. At Oakleaf, the enactment of the pedagogical onion is informed from careful identification of the children with SEN's profiles of strengths, needs and the dimensions influencing their learning. Leadership in the school work to empower middle leadership, teachers and TA through investment in professional development activities, staffing and resources.

4) Decision-making for school policy and practice is shaped for leadership and teachers by multi-faceted contextual factors that are internal and external to the school. These included the wider economic and policy environment and the creation of spaces to engage in critical reflection on policy and practice together with the encouragement of a sense of collective ownership over development of school policy and practice. These factors were reported by participants to act as perceived constraints and empowerment of agency in their decision-making.

The rest of this chapter will move on to discuss the findings in relation to literature, that has provided the field of reference, and theoretical framework adopted for my research.

9.2 Theme 1: Relationships: attachment for effective inclusive practice

The importance placed on developing positive relationships by the school is arguably not unexpected. Certainly, in my examination of literature and policy, I did not uncover an opposing perspective to that of the valuable nature of positive relationships in educational contexts. Allen, Boyle and Roffey (2019) hold the view that positive relationships are closely associated with belonging; a construct that is aligned with inclusion (Kovač and Vaala, 2021; Allen, Riley and Coates, 2020; Glazzard *et al.,* 2019). This suggests that building positive relationships is one factor in effective inclusive pedagogy. Oakleaf approaches this activity in a nuanced way in that the construction of relationships is shaped through the lens of

attunement in order to construct attachments for learning. There is a focus on developing and embedding emotional security and trustful relationships that the school believes to be crucial for effective inclusive practice.

9.2.1 Attachment for learning: attunement and emotional security

Teachers and TAs at the school implicitly and explicitly communicate to children that they are valued and cared about:

> *'… it is very evident through the views shared by the adults verbally and through observation of their interactions with children and with one another that a high priority is placed on positive relationships…stopping to greet children by name, ask how they are and exchange a greeting linked to something they know about the child e.g. an interest the child has, activity club they attend etc.'* [Fieldnotes]

These behaviours are underpinned by a shared conviction that this will be instrumental in developing trustful relationships with, and emotional security for, the children. This is elicited from a belief in the transformatory impact of these factors on children's social-emotional and academic outcomes. This belief holds congruence with Rogers' (1959, p.208) construct of '…unconditional positive regard…' and his advocacy for the importance of valuing the child, regardless of the teacher's views of their behaviours. Moreover, Cozolino (2013) and O'Brien (2020) contend that this plays a vital role in learning and teaching relationships. Thus, a focus on attuned trustful relationships may be considered pertinent for developing effective pedagogy for the inclusion of children with SEN, who exhibit CB, in mainstream classrooms. Furthermore, implementing this belief within practice holds alignment with ethical principles and empathetic concerns for others (Parker, Rose and Gilbert, 2016; Noddings, 2012), which is a dimension of inclusive practice (Middleton and Kay, 2020, p.72).

Consideration of emotional security shapes organisational decision-making by the schools' SLT; for example, establishing a daily breakfast club that supports the transition into school for children with SEMH needs or neurodiverse conditions:

> *'…those children who don't really have good mornings, and then those problems leak into the classroom. So, we have just like a nurturing group in the morning to provide breakfast, just check in with them see that they're okay,'* [TA1]

and the decision to use deploy staff from the current team to cover staff absence rather than Supply Teachers. SLTH explained that these decisions were underpinned by the belief in the importance of emotional security for the children. This is because staff have observed that the children's behaviour often becomes challenging at times when children did not feel emotionally safe (such as when supply teachers were teaching classes):

> *'…we don't tend to have supply teachers anymore, because it just doesn't work. Those children need to know they need to feel safe with the adult. And if someone really just comes in, they [the children] immediately put up a guard…'* [SLTH].

SLTH also talked about their experiences at the school over the long period they had worked there, working with children who have diverse learning needs in a variety of different roles. They explained that the passion of the previous headteacher for inclusion had led that person to work tirelessly to develop and embed a culture and practice in the school that embodied inclusion for the whole community. Drawing on Bourdieu's constructs and the capability approach, the influence of this habitus in shaping SLTH's organisational decision-making is evident. SLTH's agency for this decision-making is empowered by their knowledge constructed from professional experience and professional development activities and by the support of the school's governors and the school team. These people are also influenced by the habitus of the school. Arguably the habitus is sustained by all of these individuals who decide to be involved with or work at Oakleaf because of their personal values, and is sustaining of those values through the school's culture that encompasses all interactions and activities. The school community's strongly held belief in the benefits of emotional security in enabling the children's capabilities to participate, and achieve success, in education underpins these decisions. There are influences on SLTH's agency in decision-making which will be explored later in this chapter.

Drawing on Bowlby's attachment theory and the internal working model [IWM] (Bowlby 1988), analysis of the school's focus on emotional security holds alignment with the arguments from Geddes (2017), Bombèr (2007) and Rose (2010) that a child's IWM that has a sense that they are valued and that others can be trusted, is vital to learning. Therefore, this is pertinent to the way in which classroom practice is enacted. Bombèr (2007) draws on her research and professional practice to evidence the valuable role that key adults in school can play in supporting the development of new IWMs and feelings of safety and trust for children who have insecure attachments. Oakleaf seeks to develop and enhance this

practice through the provision of a pastoral team at the school, including a play therapist. This provision works to fulfil three purposes:

- tailored work with children who have complex needs;
- supporting teachers with relationship-building with their pupils, through deepening their understanding of the vital role played by emotional security and trust in learning;
- supervision for staff working with children who exhibit challenging behaviours.

This concurs with Cozolino's (2013) contentions that emotional security has a positive influence on learning whereas emotions, such as stress, can constrain learning owing to the release of hormones, such as cortisol, that negatively affect focus and thinking. Rose (2010) draws out correlations between emotional safety and belonging which adds support to the notion of working to show children they are valued and that consideration of elements that influence emotional security as being another important factor of effective inclusive pedagogy. The children's voices in this research provide further evidence, for example Child Z who explained that they felt the classroom was a safe environment in which to make mistakes, Child X: *'I know it's OK to make a mistake. I can rub it out again,'* and child S:
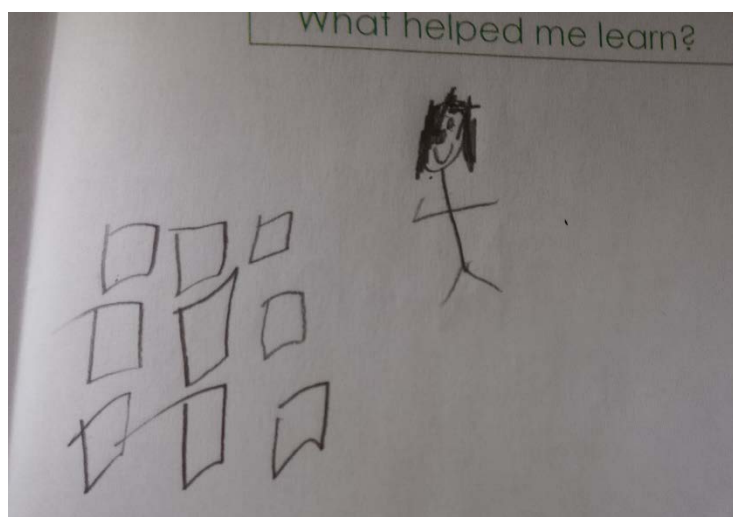
Child S talked about feeling worried because he could not do the maths task; they explained that the TA had worked with them to use cubes to help them do the task successfully and that this made them feel happy and calmer.

9.2.2 Professional attachments for developing practice

The work to build attachment relationships and emotional security is not a solo endeavour and does not only apply to relationships between adults and children. Teachers and TAs in this research highlighted the value of developing positive relationships with colleagues. These professional attachments are considered vital for developing effective inclusive practice because they are a vehicle for emotional and professional support [illustrated by extracts 9.1 from transcripts in Appendix 40]. Attunement between colleagues is developed through conversations and willingness to listen attentively to one another. My observations witnessed this in the small acts of kindness and mutual respect between colleagues, the use of humour to diffuse tension, and the mutual respect evident within interactions between colleagues [illustrated by extracts 9.2 from transcripts in Appendix 40]. Such interactions support the development of trust, an important foundation for the emotional bravery to share an issue with colleagues (Reid and Soan, 2019, p.70; Ekins, 2017) that MLTB discussed [Extracts 9.3 from transcript in Appendix 40]. Henderson and Smith (2021) suggest that trust supports children to communicate authentic views; a notion that may arguably be applied to adults. The trust and emotional security underlying the professional attachments between colleagues facilitates informal and formal processes of collaboration to resolves issues in practice and develop policy and practice. This holds coherence with Middleton (2022), Armstrong (2014) and Roffey (2011) who contend that the ecology of a school facilitates increasing teachers' capacities for effectively meeting the diverse needs of children with SEN. This collaborative approach has also been identified as a factor for success in developing effective inclusive practice by Dyson, Gallannaugh and Millward (2003) and Soan (2005).

Echoing Vasilic (2022), these relational processes enacted by colleagues facilitate a shared language and the sharing of knowledge. While there is a hierarchy of roles and seniority at the school, in line with Vasilic (2022) and Peters (2009) the relational processes employed by the practitioners work to overcome power-imbalances. This can be observed in the SLTH's open-door for all staff to share their successes and challenges, together with the non-judgemental nature of those conversations, described by Teacher B:

> *'Teacher B spoke about the value they place on the headteacher's open door and*
> *willingness to engage in conversations (with no judgement being made or felt to be*

being made) about teacher concerns and about the Headteacher providing space when needed for teacher and pupils.' [Fieldnotes].

Furthermore, the importance given to professional attachments and attunement between colleagues (and indeed with parents and external agencies, arguably provides another layer of inclusion for the school community. The ethics of care and work for empowerment that underpin these professional interactions resonate with Middleton and Kay's (2020) framework for an inclusive approach owing to the close alignment with social justice principles.

9.2.3 Attachment relationships support success of pedagogical strategies

Aligned to the contentions of Henderson and Smith (2021) and Noddings (2012) the teachers hold the belief that trustful relationships are an instrument that play a crucial role in gaining a deep understanding of the dimensions that affect and shape children's learning [illustrated by extract 9.4 in Appendix 41]. This is considered valuable by the teachers to inform pedagogical decision-making not only about curriculum content, strategies and resources, but also about how these decisions are enacted. An understanding of why this might be the case can be drawn from Ljungblad (2021) who contends that building positive relationships engages teachers in interactions that facilitate a deeper understanding of children's profiles. This suggests that building trustful attuned relationships, and a deep accurate understanding of each child, arises from an iterative process in which activities aimed at either goal intertwine leading to both outcomes.

9.2.4 Factors that shape attachment relationships

There was acknowledgement by the school staff that working to build these attachments for learning was not a simple or easy endeavour. Two key factors emerged that were viewed as positive and negative influences on the development of relationships: emotions and framing of issues. The factor of emotions resonates with Ekins' (2017) contention that teaching is imbued with emotion and the recognition from O'Brien (2020) of the negative impact that a teacher's heightened emotions can have on decision-making. Professional attachment relationships act to support this in the school, observed within the actions that teachers and TA engage in, such as humour to diffuse tension and offering space to enable colleagues to self-manage their emotions [extract 9.2 in Appendix 40]. This awareness of emotions in oneself and others, and the potential impact on relationship building and practice for

responding to challenging behaviour accords with Ellis and Tod (2018) and Dix (2017) who advocate for the use of strategies by teachers to self-manage their own emotions before engaging in pedagogical decision-making. Drawing on the capabilities approach, it can be argued that emotional affect, ability to self-regulate and a school ecology that understands the need for space and time to self-manage heightened emotions may act to constrain or empower pedagogical decision-making and thus enactment of effective pedagogy.

The participants' perception that the mindset or the way in which issues were framed influences relationship-building holds coherence with Lakoff and Johnson (1980) who contend that our mental frames shape our perceptions and interactions with the physical and social world. In this study, MLTS highlighted the importance of the stance of not taking the challenging behaviour personally in order to help practitioners understand that a child's actions are not targeted towards them:

> *'One thing, that I find quite easy but I am still working on with other members of staff, is not taking it personally.'* [MLTS]

MLTS' work to support their colleagues to adopt the *not taking things personally* mindset accords with Scott and Vare's (2018) contention that framing ideas in a particular way can aid influencing others to construct their view of a situation in a different way. For MLTS, this encouragement to change focus is aimed at supporting colleagues with developing effective inclusive practice. This aligns with Lakoff and Johnson's (1980, p.xiii) notion that supporting others to change their mental frames enacts '…social change…', suggestive of activity that is transformatory in nature. Indeed, the attention given by the participants to the influence of mindset holds resonance with Ljungblad (2022) who advocated for the importance of reflection on the language and actions used by them within micro-interactions, and how this may shape trust within relationship-building. The other elements of mindset, identified by participants: willingness to give time to check-in with children, be accepting of difference and to engage positively and respectfully with others:

> *…. it comes from not shaming a child, not saying 'I'm taking away your…'* [Teacher C]

> *'Quiet conversations about behaviour (not public conversations) that focus on positives.'* [MLTB]

link the notion of framing of issues with the ethics of care and social justice, dimensions that are embodied within inclusive practice (Middleton and Kay, 2020).

9.2.5 Emotional Toll

Echoing Glazzard and Trussler (2020), the participants acknowledge the emotional toll elicited from working with children who exhibit CB, reporting that it can be difficult not to become subsumed or for their emotional-wellbeing to be affected:

> *'It's draining from an SLT point of view. But it's also you know, from a class teacher …it's hard on them.'* [SLTH]

> *'...basically, you know, I wasn't beating myself up about decisions, but I was thinking about them quite a lot.'* [MLTB],

Glazzard (2014b) and Glazzard and Trussler (2020) argue that educational policy drivers for standards and performativity may add to the levels of stress for teachers who have children with complex needs in their class. They contend that anxieties and frustrations regarding nationally-set expectations about progress, that are perceived to be too challenging for children with SEN, in addition to the challenges of meeting their needs; SLTH's experiences accord with these contentions:

> *'In terms of measuring and monitoring those small steps of progress…Personal frustrations are in what we're required to measure yet not necessarily what we might want to measure.'*

In her research with teachers in mainstream schools, Ekins (2017) acknowledges that emotional toll that teaching can affect school staff and argues that this should be considered within policy initiatives and development. Pertinent to this, Glazzard (2014c) noted a perception that small steps of progress were not valued in relation to metrics for school effectiveness. Despite these challenges, the teachers in my research spoke of the importance of ensuring children feel valued and cared for. Piper (2021) argues that such beliefs and the actions to enact this in practice demonstrates moral and ethical practice.

While the emotional toll was acknowledged by the teachers in this study, the importance placed on professional attachments with colleagues was clearly beneficial to support with this issue. This accords with Wigford and Higgins (2019) who highlighted the importance of trust, positive relationships and feelings of belonging for the adults in school to support their wellbeing and emotional capacity to meet children's needs effectively. Indeed, the value placed by the school in this study on positive relationships between professionals, both from the top (leadership) and the bottom (individual practitioners) and activities

described earlier to enact this contention. These values and actions offer further evidence of the alignment with Glazzard and Trussler (2020), Armstrong (2014) and Roffey (2011) who contend that the ecology, or habitus, of the school in the enactment of professional care and development can positively and negatively impact on educators' wellbeing. This correlates with my earlier contention that at Oakleaf, the habitus both shapes, and is shaped by, individual practitioner values and by the values of the organisation.

9.2.6 Relationships: attachment for effective inclusive practice within an activity system

Figure 25 maps the findings within the theme of relationships onto the onto the Capabilities and Field, Doxa, Habitus and Capital overlay of third generation activity theory model.

Field: Education

Assessment tools, specialist knowledge, proforma and procedures relating to inclusion and exclusion (Tools and mediating artefacts)

Mediating national policy into local policy

Field: Local Authority/MA

Factors (harmonies & tensions) that act to empower and constrain agency of practitioner & potential for changes

Budget planning & allocation

Statutory requirements for education;
Policies and guidance documents for inclusion and exclusion; job descriptions (Rules and customs)

SEN Casework officers, Inclusion Team, Educational Psychologists, Specialist Teachers (Community)

Educational Psychologists / Specialist Teachers – assessment and support with pedagogical decision-making; SEN Casework / Inclusion Team – support with legal requirements, signposting to resources etc (Division of labour)

Doxa: cultural systems, rules & conventions of practice

Field: School

Lesson plans, physical resources, e.g. visual scaffolding or concrete apparatus, theories of learning, pedagogical strategies (Tools and mediating artefacts)

Mediating national policy into school policy and practice

Budget planning & allocation

Finding ways to meet complex needs

Factors (harmonies & tensions) that act to empower and constrain agency of practitioners & potential for change

Effective inclusive practice (Object of system)

Resolving issues relating to challenging behaviour

All children participating in education (shared object)

Laws, statutory and non-statutory guidance; research reports; Ofsted reports etc (Tools and mediating artefacts)

Field: National Government

Developing policy, legislative framework and national systems

All Children's participation and engagement education (Object of system)

Factors (harmonies & tensions) that act to empower and constrain agency of practitioners & potential for change

Budget planning & allocation

Identifying priorities

Values and beliefs
School policies and culture
Expectations for behaviour
Curriculum expectations
(Rules and customs)

Teacher, children and Teaching Assistant(s)[TA], parents and external agencies (Community)

Teacher / TAs– pedagogical decision-making; work collaboratively with colleagues; build relationships with children;

SLT/ MLT – strategic decision-making; External agencies &

Pastoral Support team – work with children families and teachers / TAs to support needs and relationship building (Division of labour)

Doxa: cultural systems, rules & conventions of practice

Strong belief about vital role of attachment relationships, care and emotional security

Statutory requirements and expectations for government and education department actions (Rules and customs)

Doxa: cultural systems, rules & conventions of practice

MPs, civil servants, members of House of Lords; advisors with requisite expertise (Community)

Decided by job role and description (Division of labour)

Figure 23: Findings (theme 1) mapped onto the Capabilities and Field, Doxa, Habitus and Capital overlay of third generation activity theory model (3rd generation model: Engeström 1999, adapted from the citation by Edwards et al., 2009, p.199, reprised from chapter 5)

The economic environment for the school, created by the national and local government policies, act to both constrain and empower agency in the school's decision-making. Empowerment is facilitated through the provision of funding to implement provision for SEN. However, this is also a constraint on decision-making because of SLTH's report that the amount of funding is insufficient for the resourcing needed by the school to address the prevalence and complexity of SEN needs, especially SEMH needs:

> *'… even when we've got children with the ECHPs, it very rarely actually translates across to enough funding to be able to give them the support that they need - so that could be a bit of a constraint.'* [MLTS]

School staff perceive that professional relationships with external professionals empower capacity and pedagogical decision-making for SEN, but that capacity and decision-making are constrained by the reduced capacity of outside agencies which is attributed by the school staff to the economic environment.

9.3 Theme 2: Dispositions for inclusive practice

Values and beliefs that underpin the school's decision-making and enactment of practice emerged from analysis of the data gathered in this research. These relate to constructs and ways of framing issues within practice.

9.3.1 Values and beliefs

Liaisdou's (2012, p.5) conception of a '…semantic chameleon…' captures the much-debated nature of the construct of inclusion that has resulted in myriad interpretations. Chapter 2 charted the issues surrounding the lack of a clear definition of inclusion within national education policy for education structures and organisations to adopt. This issue highlights the importance of school staff working together to develop a shared understanding of inclusion to aid their strategic planning (Glazzard, 2011; Coles and Hancock, 2002), and appraisal of practice (Soan, 2005). At Oakleaf, this issue has been recognised by SLTH and MLTS who have worked with the school team to develop a shared and agreed understanding of inclusion:

> *'… discussed as a staff what we as a school define inclusion as.'* [MLTS]

In line with Coles and Hancock (2002, p.9), the elements that the school staff identify within their definition of the construct focuses on values and drawing out '…meaningful

understanding…' for a foundation on which policy, practice and culture of the school have been constructed. It could conceivably be argued that SLTH and MLTS have worked to mitigate the risks for the school raised by Liaisdou (2012), by Hellawell (2019), and by Norwich (2013; 2014b) of the construct of inclusion being set out in complex layers that elicits confusion or tensions or barriers for staff as they work to operationalise inclusion within practice. This work demonstrates that diversity is valued by leadership, a stance that has been argued to be a vital for the development of effective inclusive practice (Bartram, 2018; Morewood, 2018). The elements of the school's definition were set out in chapter 8 and are presented again in table 21.

Table 21: Reprising values and beliefs about inclusion held by school staff from Table 12

Values and beliefs: Defining Inclusion
High Aspirations for All
Access and participation for all aspects of school life
Valuing and accepting difference
Everybody belongs

Echoing Villa and Thousand (2005, p.5), these elements articulate focus on social justice principles that recognises the rights of individuals to belong rather than formulating a blueprint or procedures to be followed. This view resonates with Ainscow (2020) who observes that there is no particular blueprint for an inclusive school. Interestingly, the elements in table 21 hold alignment with the dispositions that Ainscow (2020) identifies as being vital components of the operationalisation of an inclusive school. Indeed, these shared values and their explicit enactment within the development of the school culture, ethos, policies and practices reflect the findings of Corbett (2001a) who argued for inclusion to be central to the ethos, procedures and practice of a school. While the elements in table 21 are framed as values and beliefs, the articulation of the key ideas are phrased in ways that offer clear pictures that link them to everyday practice that is beneficial for staff. This perhaps suggests synergies with Florian, Black-Hawkins and Rouse (2017, p.10) and the focus on practicalities within their definition of inclusion within education. Interestingly for this school, the enactment of the school's definition of inclusion was not only applied to for

the children, but also for the staff. This is evidenced from the ways in which staff talked about feeling valued by SLTH and their descriptions of empathy, nurture and acceptance of difference between the adults, for example:

'…*Headteacher recognises all that you are, you know, your skills.'* [TA1]

In their analysis of policies and practice for inclusive educations in England and across a range of other countries Hodkinson and Williams-Brown (2022), Slee (2014) and Thomas and Loxley (2007) have identified an evident narrowing of focus on SEN. This contrasts with UNESCO's (2020) advocation that inclusive education should address the wide range of diverse characteristics that may influence learning; a position supported within academic research and literature (for example, Thomas and Loxley, 2022; 2007; Hodkinson and Williams-Brown, 2022; Booth, 2000). At Oakleaf, there has been an explicit focus on developing processes for SEN, for example the blueprint to support identification of SEN, a SEN register, and processes for implementing the graduated approach. This work is aimed to ensure that the school addresses the requirements of the SEND CoP (DfE/DoH, 2015) and suggests alignment with the conclusions drawn by Hodkinson and Williams-Brown (2022), Slee (2014) and Thomas and Loxley (2007). Arguably, the SEND CoP has shaped this focus and work (Thomas and Loxley, 2022; Booth, 2000). Slee (2011) and Slee and Allan (2001) highlight the risk that this channels educators to focus on within child deficits and labelling of children and away from considering holistic dimensions that may influence children's learning, progress and development.

In contrast to this perspective, the phrasing of Oakleaf's values and beliefs in a way that explicitly link with everyday practice do not only focus on SEN (Table 21). Moreover, one of the four key dimensions of values and beliefs held by school staff is the valuing and accepting of difference (Table 21). This prioritising of valuing diversity echoes Corbett and Slee's (2000, p.134) close intertwining of inclusive education and '…celebration of difference', and is suggestive of alignment with UNESCO's (2020, p.6) contention that education for all is fundamental to inclusive education. Additionally, while there are specific policy and processes for SEN, there are two elements to the practice developed by Oakleaf that are suggestive that the school perceives inclusion as a practice that works to value difference and diversity and facilitate participation of all learners with diverse characteristics

(Thomas and Loxley, 2022). These elements are a universal design approach to pedagogical decision-making, with the aim of adopting an anticipatory approach to meeting children's diverse learning needs (McGuckin and Síoráin, 2021; Browder, Hudson and Wood, 2014) [section 8.3.4 in chapter 8]. Additionally, a holistic approach to assessment to identify causal factors underpinning observed difficulties [section 8.4.2 in chapter 8]. Oakleaf is situated in a diverse community and thus has a diverse pupil population on roll. This may have influenced the school to intertwine inclusion and SEN, so that there is the dual approach of processes and procedures designed to align with the specific requirements of policy for SEN, and strategies for identification, assessment and pedagogical approaches aim to encompass the wider diversity of characteristics that affect learning.

9.3.2 Construction of a values-based doxa

Drawing on the lens of the theoretical framework for this study, analysis of Oakleaf's work to develop this shared understanding of inclusion suggests that a values-based doxa has been constructed. Indeed, the language and actions employed by all the staff in the school are mediated through the doxa, those values of care, empathy, nurture and acceptance of difference and inform decision-making for policies, systems, everyday practice and so on. This can be observed within the illustrative phrases used by school staff ('*No ceiling on learning'* and '*Holding children in mind from the ground up'),* that appear to provide a helpful mental image to prompt with planning, classroom interactions with children and aid retention of these foci in memory. The meaning that is embodied within each of these phrases holds coherence with all four of the elements within the school's definition of inclusion. The intention here appears to be aimed at guiding practice in a way that is informed from the school's values (Ainscow *et al.,* 2012; Thomas and Loxley, 2007; Cowne, 2003). The phrase '*No ceiling on learning'* is used by school staff to articulate the focus on maintaining high expectations for all pupils, regardless of their starting points or particular needs. '*Holding children in mind from the ground up'* was the phrase employed by MLTS to encourage teachers to embed an approach to pedagogical decision-making that considered SEN within their class, from the start of the planning process. The intention of this is to facilitate access and participation in learning by removing potential barriers that may inhibit learning or progress and attainment.

In adopting these stances and the actions that emanate from this, the school works to enhance learning and understanding (Laisidou, 2012). Indeed, this work offers correlation with Middleton and Kay (2020) who contend that valuing difference is emancipatory for learners. Drawing on CHAT to analyse this practice, the creation or adoption of illustrative phrases by senior and middle leadership is a mediating artefact (tool) aimed at supporting the permeation of Oakleaf's definition of inclusion throughout policy and practice. Additionally, this practice accords with Lakoff and Johnson's (1980, p.159) conceptualisation of the role played by metaphors in reframing perspectives of individuals. Interestingly, the school does not view inclusion as a static entity that be considered fully implemented once the whole definition has been addressed. This viewpoint will be discussed in the third theme of this chapter.

School staff hold a shared comprehension that challenging behaviour involves actions that act to stop or disrupt learning. There was a recognition that this definition conceptualises a challenging behaviour to exist on a continuum of severity, and that the judgement about the severity level may have a subjective element because individuals may interpret levels of severity differently. Additionally, there was an acknowledgement of the stress that can be elicted from working with children who present with CB (Allen, Riley and Coates, 2020; Adera and Bullock, 2010; Glazzard, 2011, p.61; Crisp and Soan, 2003, p.156). Nevertheless, there was no evidence of a binary prism being employed to interpret behaviour, a risk within practice that is highlighted by Bomber (2020). Echoing findings from research across a range of fields, school staff perceive behaviour as a form of communication (Henderson and Smith, 2021; Bombèr, 2020; RCSLT, 2019; Snow, 2018; Gus and Wood, 2017; Piper, 2017; O'Brien, 2016; Rose, 2010; Long, 2007). Indeed, aligned to Snow's (2018) and Piper's (2017) espousal of the importance of identify the underlying causal factors of behaviour, school staff work adopt a holistic approach to identify needs, sometimes drawing on other colleagues to collaborate in this analysis and reflection:

> *'It's about understanding the underlying reasons behind the challenging behaviour and not just focusing on the behaviour just so writing them off as a naughty child.'*
> [MLTS]

Their frame of reference for this analysis included their professional experience and knowledge and understanding drawn from professional development work. In accordance with Snow's (2018) and Frederickson and Cline's (2015) recommendations, MLTS has developed frameworks with prompts to support teachers with identifying needs, in addition to being directly involved with teachers in the process of identification. MLTS described this as a '…*flowchart…*' and Teacher C described as '…*like a blueprint for SEN…*' This provides a tool (mediating artefact) and has been informed from knowledge acquired from professional experience, professional development activities and external expertise which has informed a holistic approach to consideration of what the causal factors of challenging behaviour may be (Piper, 2021, 2017). In line with the SEND CoP's graduated approach (DfE/DoH, 2015), the assess, plan, do review cycle is evident in this practice. The catalyst for this in respect of the children who present with challenging behaviour arguably is the disposition that *behaviour is communication.* The adoption of a graduated response that considers the holistic dimensions affecting learners accords with Stanford and Rose's (2020) contention that such knowledge supports motivation and engagement of teachers with pedagogical decision-making, and with enactment of practice in relation to challenging behaviour. This also appears to have alignment with the school's definition of inclusion in their evident belief that all children have the potential to participate and progress, including those with challenging behaviour (Choudry 2021):

> '…*there's no reason why anyone in our school can't achieve and can't take part in something.*' [SLTA]

 Interestingly, when talking about CB their focus was often drawn to SEMH needs or learning needs; consideration of language and communication difficulties as a causal factor was not automatic. This perhaps reflects concerns raised by research regarding paucity of awareness of potential links between SLCN and behaviour by teachers (ICAN/RCSLT, 2018; Dockrell and Hurry, 2018; Dockrell *et al.,* 2017). I will return to this later within the discussion of theme 3.

9.3.3 Listening to Children's voices

The views of the children participating in the research resonated with MLTS' notion of '*Holding children in mind from the ground up'*. They identified approaches used by their teachers that accorded with the practice of employing an anticipatory approach to pedagogical decision-making for learning and teaching activities. Visual approaches and the

use of structure and scaffolding were identified as being valuable to support learning [table 16 in Chapter 8].
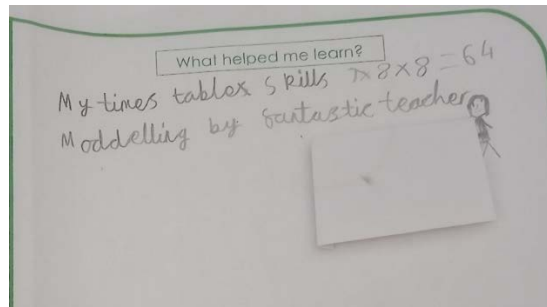
Child G
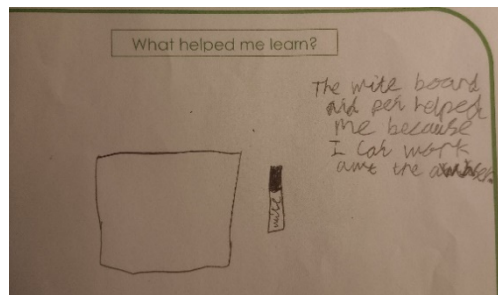
Child N drew and talked about being able to use a mini whiteboard to present thinking visually

Involving pupil voice in analysis of the learning environment has been advocated by Soan (2017, p.23), Gross (2022) and Corbett (2001b) to provide valuable information to aid teacher decision-making and to support professional development regarding effective practice for children with SEN. In line with Soan, Gross, and Corbett, the children's reflections provided valuable information and feedback to their teachers; for example:
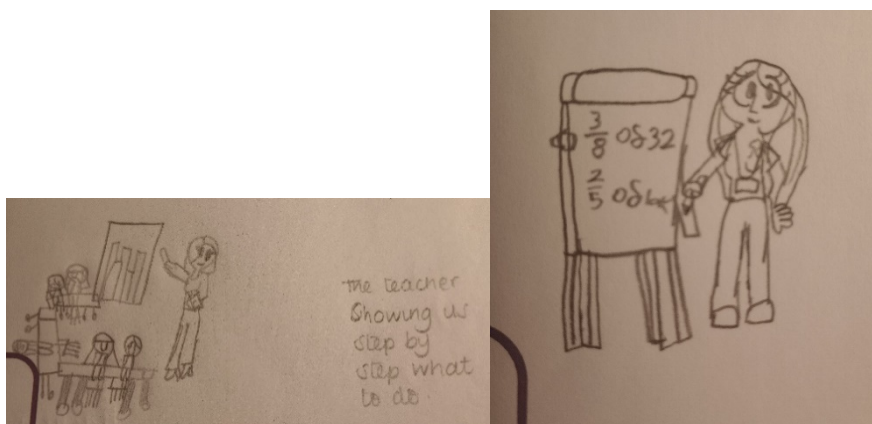
Child Q drew and talked about the positive impact of a structured (*step by step*) approach for new learning. (*NB annotation by adult*)

This research employed DRWs in which teachers and children talked together about learning. Following the DWR Labs, the teachers expressed surprise that the children had been able to reflect so meaningfully on their learning experiences, identifying factors that did or did not aid their learning and explained that it was unusual for the teachers to engage in activities that involved deep reflections about learning with children:

> *'The children were surprisingly successful in reflecting on their learning and were able to determine whether they felt they had met the learning objective for that lesson or had worked to their best ability.'* [Teacher B]

Perhaps this can be explained by the barriers that teachers identified have constrained engagement in such activities. One barrier identified was the perception of a negative influence on children's articulation of their authentic views arising from the power-relationships between teachers and children; this relates to a concern that children may articulate what they believe their teacher wishes to hear:

> *'Previously we have felt that children often say what they think they should say (what they think we want to hear.'* [SLTA]

This echoes the issues elicited by the tensions between the child's right to express their views (UNCRC 1989) and its enactment in practice (Palikara *et al.,*2018; Kellet, 2014) which may be owing to barriers such as teachers' professional identities (Beaton, 2021, p.166), the adult's execution of their gate-keeper role (Arnold and Hoskin, 2021, p.113; Kay, 2019) or their conceptualisation of childhood (Kellett, 2014; O'Reilly, Ronzoni and Dogra, 2013; Lundy, 2007). Indeed, it could be argued that the teachers' perception appears to diverge from Flutter and Ruddock's (2004) research that identified positive benefits from engagement in pupil voice activities for elements that are important for learning such as metacognition and confidence.

However, the second barrier identified by the teachers, that of paucity of time owing to the demands of the curriculum, suggests an alternative explanation. This suggests that national policy for the primary school curriculum and for standards impact on pedagogical decision-making regarding allocation of time for, and frequency of, in-depth reflections on learning with children. Thus, the circumstance described by the teachers accords with Biesta's (2016,

p.12), Glazzard's (2014b) and with Glazzard and Trussler's (2020) contention of the influence of the 'measurement culture' on practice and with Williams-Brown and Jopling (2021) who observe that pedagogical decision-making has been tightly controlled by governments through vehicles such as curriculum policy and instruments for accountability such as Ofsted inspections. This shapes the priorities for timetabling and perhaps acts with Beaton's (2021) contention that perceptions held by teachers about their responsibilities for their pupils act to constrain opportunities for in-depth reflective discussions about learning.

The teachers identified elements that they felt acted to mitigate the issues of power-relationships hindering children's expression of authentic viewpoints in this research. These were the informality of the RDW and the use of visual approaches. The framework used in my research to facilitate the children's reflections and communication of their views was identified by the teachers to be a helpful tool that will aid teachers and children to talk about learning experiences:

> *'Providing a structured sheet really helped gain focused views of the children. Rather than providing them with a blank page they were able to focus on what was being asked.'* [SLTA]

This aligns with Clark and Moss (2017) who advocate that the use of visual approaches in research facilitates gaining the authentic views and experiences of children. Similarly, there are synergies with the identification of the benefits of the use of visuals to support children with SEN with their understanding of language and routines and with their communication advocated by specialists and researchers in the field including Gross (2022), Glazzard *et al. (*2019) and Soan (2017). Encouragingly, the teachers in this research reported that they would seek to create times across the school year to engage in deep reflections on learning and were already considering adaptations that may support those teacher-children deep reflections on learning that open-up possibilities for co-construction of learning activities:

> *'Try to include more time to allow the children to reflect- perhaps starting in groups, then with talk partners and then on their own.'* [Teacher B]

9.3.4 Implications of Values and Belief for other activity systems / practice

Figure 26 maps the findings within the theme of dispositions for inclusive practice onto the onto the Capabilities and Field, Doxa, Habitus and Capital overlay of third generation activity theory model.

Field: Education

Field: Local Authority/MAT

Field: School

Field: National Government

Assessment tools, specialist knowledge, proforma and procedures relating to inclusion and exclusion (Tools and mediating artefacts)

Outcome

No clear definition of inclusion

Factors (harmonies & tensions) that act to empower and constrain agency of practice & potential for c...

Allocation of resources to schools and other services

Statutory requirements for education; Policies and guidance documents for inclusion and exclusion; job descriptions (Rules and customs)

Educational Psychologists / Specialist Teachers – assessment and support with pedagogical decision-making;

SEN Casework / Inclusion Team – support with legal requirements, signposting to resources etc (Division of labour)

SEN Casework officers, Inclusion Team, Educational Psychologists, Specialist Teachers (Community)

Doxa: cultural systems, rules & conventions of practice

Lesson plans, physical resources, e.g. visual scaffolding or concrete apparatus, theories of learning, pedagogical strategies (Tools and mediating artefacts)

Laws, statutory and non-statutory guidance; research reports; Ofsted reports etc (Tools and mediating artefacts)

Decision-making about resource allocation

Stress elicited from challenging behaviour

Factors (harmonies & tensions) that act to empower and constrain agency of practitioners & potential for change

All Children's participation and engagement education

Behaviour viewed as a form of communication

No clear definition of inclusion

Factors (harmonies & tensions) that act to empower and constrain agency of practitioners & potential for change

a shared and agreed understanding of inclusion

Identifying and removing barriers to participation in learning – anticipatory approach

Values and beliefs
School policies and culture
Expectations for behaviour
Curriculum expectations (Rules and customs)

Teacher / TAs– pedagogical decision-making; work collaboratively with colleagues; build relationships with children;

SLT/ MLT – strategic decision-making; External agencies & Pastoral Support team – work with children families and teachers / TAs to support needs and relationship building (Division of labour)

Statutory requirements and expectations for government and education department actions (Rules and customs)

MPs, civil servants, members of House of Lords; advisors with requisite expertise (Community)

Decided by job role and description (Division of labour)

Teacher, children and Teaching Assistant(s)[TA], parents and external agencies (Community)

Doxa: cultural systems, rules & conventions of practice

Doxa: cultural systems, rules & conventions of practice

Definition of inclusion phrased in ways that offer clear pictures that link to everyday practice

Inclusion and belonging relate to the whole school community

Figure 24: Findings (theme 2) mapped onto the Capabilities and Field, Doxa, Habitus and Capital overlay of third generation activity theory model (3rd generation model: Engeström 1999, adapted from the citation by Edwards et al., 2009, p.199, reprised from chapter 5)

247

The school described their relentless focus on developing effective practice,

> *'There's a big big focus at* [names school] *on inclusion…a massive focus'* [Teacher C]

to proactively and responsively address children's SEN and to enhance progress and attainment for all:

> '[inclusive practice] *is always changing.…because the type of needs that we have change, the amount pupils with SEN that we have changes or policies and things like that change and you have to work with it… an ongoing process I think.'* [MLTS]

The implications for identifying factors involved in effective inclusive practice relates to school development and leadership in relation to the priorities identified within school development and the allocation of time, time scale and resources. In my professional experience, explicit work by school leaders and their teams to critically reflect on the construct of inclusion is infrequent. This observation is drawn from my experience of SENCO networks, work with schools through my Advisory Teacher role, attendance at conferences and my work with teachers who are studying for postgraduate qualifications. The findings within this theme suggest that a clear shared understanding of the construct of inclusion can provide secure underpinnings on which effective inclusive practice can be constructed. This adds further evidence to the existing literature (for example, Hellawell, 2019; Norwich, 2013; 2014) that advocates for a clear definition of inclusion to be included in policy. The implications arising from this research for policy makers, at national and local level, is to work with researchers and practitioners to develop a definition of inclusion in educational policy that is articulated lucidly and has explicit links to practice. The implication for schools is the value of investing time in work to construct a clear understanding of the construct for their context, in recognition that school populations are diverse and the importance of the definition fitting the school's situation (Boddison, 2018). This will benefit professional development of school staff and enhancement of practice and accords with the *messages of hope* drawn from my examination of literature and policy in chapter 2.

9.4 Theme 3: Inclusive pedagogy

This theme considers the elements of leadership and classroom practice and how they shape the construction of effective inclusive practice at Oakleaf. The themes of relationships and of dispositions are closely intertwined with this theme.

9.4.1 Empowering Leadership and building capacity

The recognition by the SLT of the importance of meeting needs of children with SEN was conveyed by participants to be key to facilitate a whole school approach to the development of policy and practice. One factor that was viewed to be crucial for this was the professional experiences of the SLT relating to SEN; for example, SLTH had previously held the role of SENCO was highlighted as being valuable. This holds alignment with Barnardes *et al*. (2015), Bartram (2018) and Morewood (2018) who all contend that leadership teams that value diversity and inclusion are vital for the development of effective inclusive practice. Indeed, Soan (2017, pp.19-20) draws attention to the involvement of the factors of commitment, shared vision, collaboration and communication in her analysis of inclusive leadership and notes that values-based and shared leadership are frequently included in literature about leadership and SEN. In coherence with Soan's analysis, there appears to be an explicit link with the work that SLTH and MLTS have engaged in with the rest of the school staff to develop the whole school definition of inclusion. Furthermore, the leadership of SEN at the school does not wholly sit with one person, there is a collaborative approach, for example MLTS has worked with subject leaders to develop inclusive pedagogical approaches for each subject that have been included into policy, and the team that has been set up to lead pastoral care that is comprised of middle and senior leaders and a specialist therapist. Thus, while MLTS holds the role for strategic leadership of SEN (Middleton and Kay, 2021; Cowne, Frankle and Gerschel, 2019; Soan, 2017; Ekins 2015), their responsibility for building capacity for effective provision for SEN is supported through collaborative endeavour.

 In line with Barnardes *et al*. (2015), Soan (2017) and recommendations from the Lamb Report (2009), the school has invested in professional development opportunities for staff, including postgraduate level study for some staff. This has worked to empower staff in relation to addressing needs of children with SEN, for example professional development activities related to knowledge and understanding of different conditions and inclusive pedagogical approaches and initiatives to develop practice led by MLTS. This aligns to the responsibilities set out within the SEND CoP (DfE/DoH 2015) that situates responsibility for children with SEN to class teachers. Indeed, teachers perceived that ownership of this responsibility was theirs, articulated in the words of Teacher A: '*I'd say it's mine. That's*

solely mine.' Development of effective pedagogical practice is also facilitated through monitoring; regular learning walks by SLT always involve MLTS in addition to the curriculum leader for the subject that is the focus of the observation of practice:

> *'When we are talking about the curriculum, SENCO and I are doing joint learning walks with subject leaders so that we're looking at SEN within the context of everything, it's not standalone.'* [SLTH].

There is the potential here of negative risks to the collaborative relationships. Ball (2013, p.57) drew attention to these risks in his encapsulation of activities that are involved in the focus on accountability as '…a system of terror…'. Indeed, teachers did visibly demonstrate anxiety about lesson observations and Ofsted inspections [illustrated by Appendix 39].

9.4.2 Being a Detective: values underpin practice and processes

> *'I think it's about learning more about the underlying causes of behaviour and understanding that the child is not in control of what they are doing at that time necessarily and understanding that helps you to keep calm.'* [MLTS]

In line with the graduated approach required by the SEND CoP (DfE/DoH 2015), the school view accurate identification to identify causal factors underpinning observed behaviours as key to inform pedagogical decision-making. It could be argued that this stance together with the school's investment in professional development mitigates against the risks highlighted by Graham *et al.* (2019) and Armstrong (2014) of school staff feeling unprepared for meeting needs of children who exhibit CB that can shape a negative framing of inclusion children who exhibit CB. Indeed, the school's notion of *behaviour is communication* and their understanding of the importance of constructing an understanding of the causal factors triggering the communication (behaviours) together with the *high aspirations for all* element of their definition of inclusion underpins their processes within practice [Figure 27]. This suggests synergies with Vasilic's (2022) and Piper's (2017) advocation for adopting a curiosity-led approach to identify causal factors and with the contentions that teacher motivation for development of practice is enhanced through knowledge acquired about the learner (Stanford and Rose, 2020) and the belief that all children can learn (Choudry 2021). Moreover, the actions and activities that teachers and TAs talked about are consistent with Ljungblad's (2021) contention of the close connection between building relationships and

gaining a deeper understanding of children's profile together with Nodding's (2012) prioritising of attentive listening.

Dimension 3 involves careful assessment and monitoring of children's progress in response to the implementation of the approach to inform reviews and further planning

Dimension 1 is accurate identification of children's strengths and needs.

Dimension 2 is evidence of efficacy of the pedagogical approach

Assessment underpinned by notion that Behaviour is communication

No ceiling on learning: High aspirations for all

Figure 25: Three dimensions of evidence informed pedagogy [reprised from Figure 22] and the values and beliefs that shape teacher activities

The toolkit [table 15 in chapter 8] utilised by school staff to facilitate identification of needs includes instruments advocated for within literature, for example observation (Luff, 2009). While this practice suggests alignment with the principle of adopting a holistic approach to identifying causal factors advocated by Carroll and Hurry (2018) and Piper (2017), interestingly, there were no tools that directly worked to aid identification of potential language and communication factors that may underlie the observed behaviours. This suggests that the teacher's Internal Working Model [IWM] of behaviour and causal factors (Bombèr, 2020) does not include the potential of language and communication difficulties as one of those factors. The DWR lab held with the teachers evidenced this hypothesis; MLTS had requested that I share findings from research that has identified links between SLCN and challenging behaviour that the teachers were not previously aware of which was discussed with interest [for example, Gross, 2022; Winstanley, Webb and Conti-Ramsden, 2018; Anderson, Hawes and Snow, 2016]. This issue has been highlighted by ICAN/RCSLT

251

(2018) and Dockrell *et al*. (2017) and adds further support to the recommendations for the development of greater awareness of links between SLCN for educators and for access to evidence-informed tools to aid teachers with identifying needs (Dockrell and Hurry, 2018). This has implications for national policy and for local area policy and resource allocation.

9.4.3 The Pedagogical Onion

The factors that are employed to construct effective pedagogical approaches and provision to meet needs of children with SEN were grouped into four layers of a pedagogical onion [figure 23 and table 16 in Chapter 8]. Figure 28 situates the pedagogical onion within the underpinning values and beliefs held by the school:
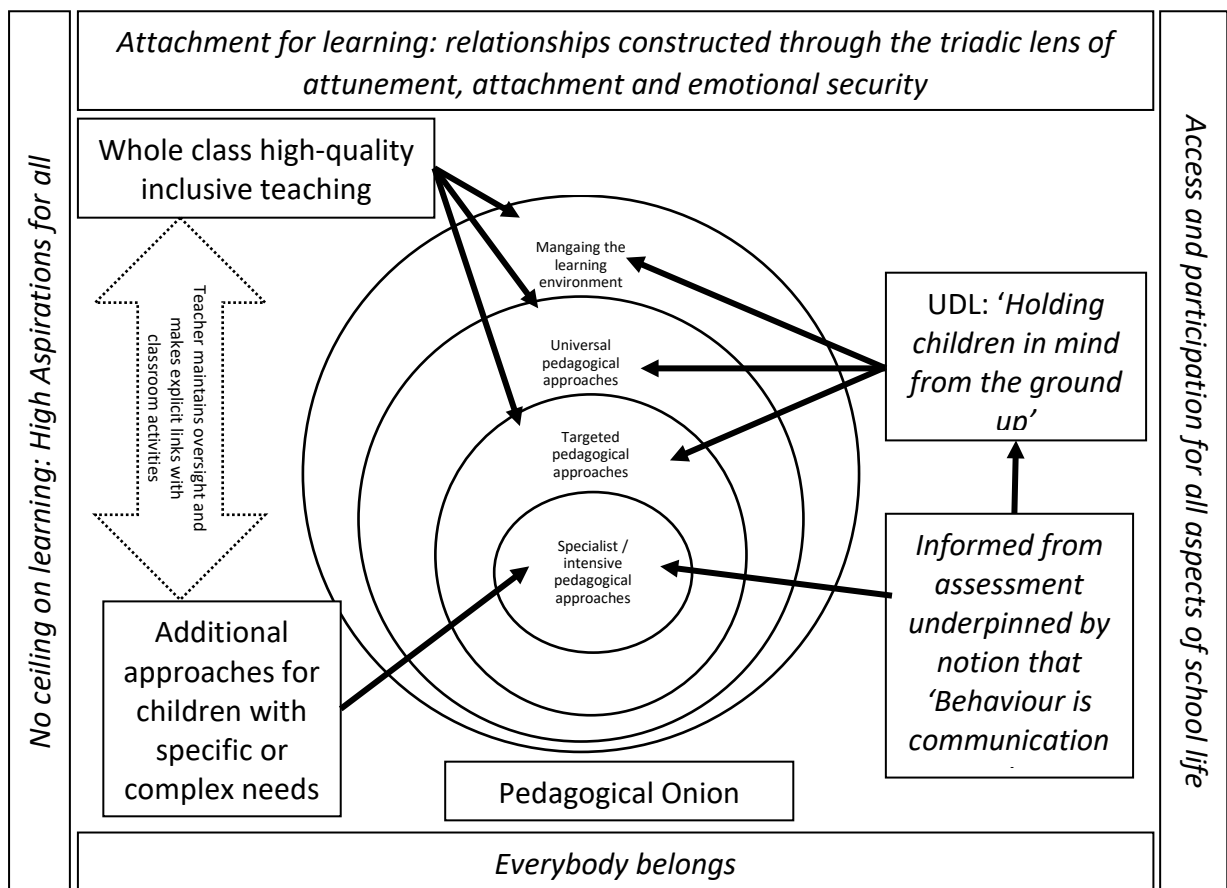
Figure 26: Factors involved in effective inclusive pedagogical (reprised from figure 23)

Examples of factors that emerged from analysis of the data were presented in Table 16 [Chapter 8, 8.4.3].

Managing the learning environment

In coherence with Reggio Emilio's advocation for the pedagogical role played by the environment, teachers consider social-emotional, physical and sensory elements that may affect learners when organising their classroom (Santín and Torruella, 2017; Strong-Wilson and Ellis, 2007). This also resonates with Soan (2017, p.23, pp.74-78) who contends that consideration of the environment is vital within high quality class teaching. The teachers' reflections on their pedagogical decision-making [Appendix 38] evidence an ongoing consideration of the learning environment with a combination of anticipatory and responsive actions to try to address their dynamic analysis of needs of learners (Piper, 2021; Warren, 2018; Weare, 2000), for example:

> *'We always knew that when he's about to kick off, we have to be ahead of him and make sure that he's got the right opportunities to make sure that he doesn't make the wrong decisions. And we were always a step ahead of him.'* [TA1]

As explained earlier, MLTS is included in all SLT learning walks and observations, which helps to facilitate both appraisal of and advice to enhance, the classroom environments (Soan, 2017, p.23; Skipp and Hopwood, 2017). The school's beliefs in *behaviour is communication* and the MLTS' encouragement of *holding the child in mind from the ground up* permeate throughout pedagogical decision-making for the learning environment.

Teacher and TA scrutiny of the learning environment includes the ethos and classroom management. The importance placed on relationships is evident in the description of small actions that aim to support children's confidence, self-esteem and focus on task:

> *'I think those small goals…those small steps… were really really beneficial for him.'*
> [Teacher C]

and in the systems developed for behaviour management. This draws on their belief in emotional security and focus on emotional attunement (Cozolino, 2013) and engages school staff in using empathy within their practice (Henderson and Smith, 2021; Warren, 2018; Luff, 2009). Echoing Cozolino (2013), the school's practice seeks to build the children's self-belief and resilience through the creating of an environment in which it is safe to take risks. The findings from children's voices concur with the school's work to create classrooms as space spaces for making mistakes and learning from them [Chapter 8, 8.2.1]:
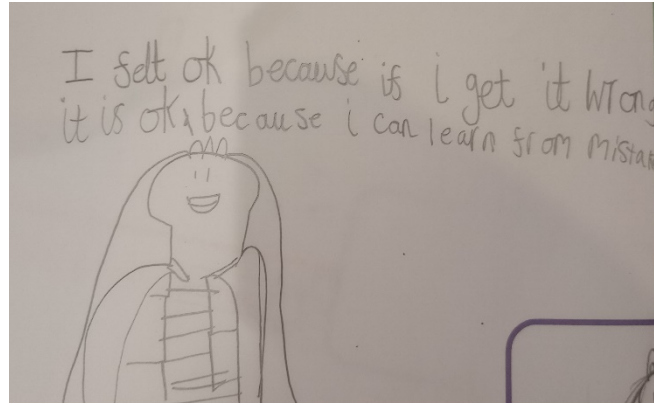
Child Z: This a safe environment in which to make mistakes

Similarly, the focus on positive approaches to managing and supporting behaviour seeks to move away from a behaviourist rewards and consequences approach (Elliot and Place, 2012; Mujis and Reynolds, 2011). Echoing, Parker, Rose and Gilbert (2016) and Dix (2017) the schools focuses on quiet rather than public conversations about behaviour, and on discussing choices that were made using this to encourage children to learning from mistakes:

> *'Quiet conversations about behaviour (not public conversations) that focus on positives.'* [MLTB]

These conversations do not align with Bennet's (2017, p.41) notion of conversation through consequence. Rather, they accord with Long's (2007) and Bomber's (2020) prioritising listening to verbal and non-verbal communications to aid decision-making, and with Parker, Rose and Gilbert's (2016, p.441) advocation for a focus on developing children's strategies to self-manage behaviour rather than working to shape children as passively obedient beings. Piper (2021) highlights empathy as a key part of ethical and inclusive practice and Cooper (2004) notes that empathy facilitates an ethos that facilitates effective academic and social learning. This suggests that the multi-dimensional focus on relationships, empathy, attunement, classroom management, physical, sensory, social, emotional and academic aspects of the learning environment is a factor in constructing effective inclusive pedagogy.

Universal pedagogical approaches.

The examples of approaches given by teachers in the discussions of their pedagogical decision-making [table 16 in chapter 8 and table 38 in Appendix 38] hold consistency with strategies recommended in literature and research for a range of specific learning needs or learning differences. They also align with MLTS' conceptualisation of their strategic vision for SEN provision, '*holding children in mind from the ground up'*, in which teachers plan learning and teaching employing an anticipatory approach. MLTS has worked with colleagues to empower them to identify potential barriers to learning and with the knowledge of strategies and resources that can be employed routinely to facilitate participation in learning for all children, rather than as post planning modifications (Woodcock *et al*., 2022; McGuckin and Síoráin, 2021). This approach to pedagogical decision-making is consistent with the approach called Universal Design for Learning [UDL] (Black, Lawson and Norwich, 2018; Laisdou, 2012; Florian and Black-Hawkins, 2011). Echoing O'Mara *et al.* (2012) and Basham, Gardner and Smith (2020), MLTS' championing of UDL suggests that they believe this offers a framework to facilitate positive framing of planning of teaching and for a range of diverse needs. Further support for this contention may be drawn from the positive experiences shared by teachers in this research in utilising UDL in their pedagogical decision-making and in their perceived confidence to proactively address SEN. In addition to the professional development activities led or facilitated by MLTS, and the advice of the school improvement partner, the teachers reported empowerment from the guidance jointly developed by MLTS and each subject leader. In line with Dyson, Gallannaugh and Millward (2003), this suggests a valuable role is played by collaboration together with the involvement of leadership that has a clear strategic vision and a willingness to work to seek resolutions for issues in practice. This has implications for enacting inclusive practice.

Targeted and Specialist / intensive pedagogical approaches

The focus of this research is pedagogical approaches for whole class teaching but this aspect of provision is considered briefly here to examine teachers' thinking owing to its pertinence to framing or mindset and the influence of this on inclusive practice. In line with the graduated approach outlined in the SEND CoP (DfE/DoH 2015), teachers' pedagogical decision-making for strategies is informed from their knowledge of the child (Soan, 2017;

Trussler and Robinson, 2015), gained from approaches discussed within the *Being a Detective* theme. While there is a focus on high-quality whole class teaching, the teachers acknowledge that for some children with SEN, additional strategies, resources or specific interventions are needed. Collaboration between teachers and MLTS inform decisions made for approaches, resources and interventions that are implemented. Teachers maintain oversight of interventions so that they can monitor progress but also so that knowledge and skills being taught can also be practised in class [table 16 in Chapter 8]. This holds coherence with Skipp and Hopwood's (2017) findings from research examining effective practice for SEN. Interpretation of the SEND CoP's (DfE/DoH, 2015, p16) 'additional to and different from' can be challenging for schools owing to the contradictions this phrasing has with working to reduce barriers to participation in high quality teaching as discussed earlier. Teachers explanations of some of the examples in table 16 and Appendix 38 for Targeted and Specialist / intensive pedagogical approaches evidenced strategies that are used for all children, such as preparation for transition to new class, that have an increased level of intensity, such as additional visits to meet new teacher, social stories and creating visual support. Oakleaf's construction of the CoP's additional and different thus holds alignment with Trussler and Robinson (2015), Norwich, (2013) and Norwich and Lewis (2005), who all advocate for consideration of specialist teaching as employing pedagogical strategies that are used for all children with different levels of intensity.

There are times when the enactment of plans for learning and teaching may not go as planned, for example, the child does not grasp the skill or the strategy or resource does not work successfully as had been anticipated. Aligned with the SEND CoP (DfE/DoH 2015), teachers are clear that they hold responsibility for children with SEN as explained earlier. Nevertheless, when there are difficulties with access and participation, there is a risk that teachers may think that they need a specialist to make pedagogical decision-making for the child (Liasidou, 2012). The school's framework of guidance of SEN specific advice for pedagogy (mentioned earlier) supports teachers' decision-making that reflects Norwich's (2013, p.78) and Soan's (2017) advice to consider the implications of the child's profile when making pedagogical decisions. Teachers write brief notes during and after lessons (illustrated by Extract 9.5 from Fieldnotes 8th March, Appendix 42) to aid their scrutiny of children's progress and the impact of strategies and resources. This is a tool that is used to

support reflection to aid pedagogical decision-making about what changes need to be made and how they might be made. Trussler and Robinson (2015), Corbett (2001b), and Liaisdou (2012) all contend that this reflection is vital to help teachers make changes to strategies and resources that are responsive to the context of learner, classroom and the teacher. Echoing Gross (2022), Digman and Soan (2008) and Corbett (2001a), teachers reported that the conversations with their pupils, supported by use of visual approaches, in the DWR lab provided valuable information to aid their reflections and pedagogical decision-making. The role of critical thinking within this process of reflection and decision-making will be explored in the next theme.

9.4.4 Tensions in Practice

External and internal capabilities act to constrain and empower teachers pedagogical decision-making and enactment of practice (Kellock, 2020; Nussbaum, 2011; Sen,1992). As teachers reflected about their experiences of practice, tensions and challenges engendered from factors that were internal and external to the school were revealed [table 16 in chapter 8]. In line with Kellock (2020), Nussbaum (2011) and Sen (1992) these appear to shape the decisions and actions that are taken by school staff. These are mapped in figure 29.

Figure in diagram:

Field: Education

Field: Local Authority/MAT

Assessment tools, specialist knowledge, proforma and procedures relating to inclusion and exclusion (Tools and mediating artefacts)

Size of teams providing external services reducing

Allocation of resources to schools and other services

Factors (harmonies & tensions) that act to empower and constrain agency of practitioner & potential for changes

Statutory requirements for education; Policies and guidance documents for inclusion and exclusion; job descriptions (Rules and customs)

Educational Psychologists / Specialist Teachers – assessment and support with pedagogical decision-making; SEN Casework / Inclusion Team – support with legal requirements, signposting to resources etc (Division of labour)

SEN Casework officers, Inclusion Team, Educational Psychologists, Specialist Teachers (Community)

Doxa: cultural systems, rules & conventions of practice

Field: School

Lesson plans, physical resources, e.g. visual scaffolding or concrete apparatus, theories of learning, pedagogical strategies (Tools and mediating artefacts)

Laws, statutory and non-statutory guidance; research reports; Ofsted reports etc (Tools and mediating artefacts)

Need for Teachers to be vigilant about TA practice

Field: National Government

Economic policy: decisions about resource allocation

Increased prevalence and complexity of needs

Constrained resources

Factors (harmonies & tensions) that act to empower and constrain agency of practitioners & potential for change

Effective inclusive practice (Object of system)

All Children's participation and engagement education (Object of system)

Factors (harmonies & tensions) that act to empower and constrain agency of practitioners & potential for change

Impact of managing tensions on wellbeing

Frustrations from lack of external support

Need to regularly rethink strateg

Challenging inconsistency in enactment when it occurs

All children participating in education (shared object)

Teacher / TAs– pedagogical decision-making; work collaboratively with colleagues; build relationships with children;

SLT/ MLT – strategic decision-making;

External agencies & Pastoral Support team – work with children families and teachers / TAs to support needs and relationship building (Division of labour)

Statutory requirements and expectations for government and education department actions (Rules and customs)

Values and beliefs School policies and culture Expectations for behaviour Curriculum expectations (Rules and customs)

Teacher, children and Teaching Assistant(s)[TA], parents and external agencies (Community)

MPs, civil servants, members of House of Lords; advisors with requisite expertise (Community)

Decided by job role and description (Division of labour)

Doxa: cultural systems, rules & conventions of practice

Doxa: cultural systems, rules & conventions of practice

Some tasks according to each specific role and some tasks through collaboration

Figure 27: Findings (theme 3) mapped onto the Capabilities and Field, Doxa, Habitus and Capital overlay of third generation activity theory model (3rd generation model: Engeström 1999, adapted from the citation by Edwards et al., 2009, p.199, reprised from chapter 65)

Tensions elicited from external factors

There are arguably connections between the three tensions engendered from external factors. The first tension related to concerns about the impact of the worldwide pandemic on children's social-emotional and academic development. In particular, teachers talked about negative impacts on children's resilience and the worries about the gap between the children's attainments in maths and literacy skills and expectations of what those attainments should be. This resonates with Grimm *et al.* (2022) who contend that there has been an increase in concerns about children's wellbeing overtime. The second and third tensions were about the constraints on resources and access to external services. The issues of resources and access to specialist advice relates to the concerns about the children's development because, as SLTH articulates, this affects negatively on the quality of provision that school can implement. These tensions accord with contentions from HCEC (2019) from their scrutiny of the implementation of Part 3 of the Children and Families Act 2014. SLTH talked about the partnership working with external specialists describing it as '…*non-existent…'.* This situation sits in divergence to the practice of co-construction of outcomes and provision for children, required by the SEND CoP (DfE/DoH 2015). Moreover, the school's frustrations in regard to the negative impact on resources from the wider economic environment accords with analysis from HCEC (2019), Curran (2019) and Barnades *et al.* (2015).

These tensions elicited from external factors have been argued to influence schools to discourage schools from accepting or keeping children with SEN on their roll (Coulson, 2020; Glazzard, 2014b; 2014c; Liasidou, 2012). However, Oakleaf diverges from this contention. Perhaps this is owing to the strong inclusive values that underpin the school's policies and enactment of practice. This suggests that the school's position holds alignment with UNESCO's Salamanca Statement (1994) that identified that all children have a right to be included in mainstream education.

Tensions elicited from internal factors

Teachers report that they have observed an increased prevalence of children with SEN and with increasing complexities of need, especially SEMH. The observation of increasing trend in numbers of children with SEN holds coherence with the statistics from the DfE (2022) but

the school's identification of SEMH as their most prevalent need diverges from the DfE's statistics that identify autism [ECHP] and SLCN [SEN support] as most prevalent primary need. However, interestingly the school's observations regarding SEMH are consistent with reports from The Children's Society (2020, 2019) and DfE (2019, 2022) that have reported on increased levels of unhappiness, anxiety and emotional difficulties in children. Moreover, the school's report of increased levels of SEMH are consistent with findings from the National SENCO Workload Survey (Curran *et al.*, 2020), a large survey with 1806 participants that provides a picture of the lived-experience of schools as it draws on the everyday experiences of professionals, with the majority being SENCOs but also comprising Headteachers, teachers and LA staff.

As discussed earlier, in the RDW and interviews with teachers it became apparent that when analysing CB, the potential of SLCN as a causal factor was less likely to be considered, which may explain some differences between the school's most prevalent SEN and the national statistics. Echoing Glazzard (2014a; 2014b) and Coulson (2020), another factor that may impact on the prevalence and nature of needs with the school may arise from what SLTH framed as '*…a product of our own success and hard work,'* which they explained meant that developing a reputation as a school that had effective provision for children with SEN, and for those who exhibit CB, led to more of these children attending the school. Both Glazzard and Coulson report on the phenomenon of schools that have a large proportion of children with SEN on roll, as a result of circumstances such as other leaders of schools encouraging parents of children with SEN to choose a different school that they claim will be more successful at meeting SEN needs than their own school, or because parents select the school owing to its inclusive reputation. Glazzard draws on empirical research to inform his conclusions and Coulson draws on professional experience from a variety of roles including headteacher, director of education for a local authority and chief executive of a multi-academy trust. This circumstance elicits another tension arising between the keenness to be inclusive and the risks associated with '*…a school that's predominantly dealing with SEND'* [SLTH], owing to the potential impact on the school's attainment and progress data and reciprocal judgements made from agents such as Ofsted (Glazzard, 2014a; 2014b; 2014c; Ball, 2013; 2006). This tension matches that identified by the House of Commons Education

and Skills Committee (2006, p.64) who reported that SEN and standards agenda '…sit very uncomfortably together…'

Teachers made links between the tensions that arise from the work to try and address the SEMH needs and the frustrations and tensions from the paucity of resources (physical, time and human) that constrains agency in decision-making. MLTS reported that the children who exhibit challenging behaviour '…*keep us on our toes* …' owing to having to frequently redesign strategies and make changes because sometimes the success of a strategy is short-lived. Interestingly, Tutt (2016) noted that the changing complexity of children's needs has been a catalyst for changes to practice and perhaps this experience described by MLTS provides an example of this. This is suggestive of a critically reflective approach to analysing practice that informs adaptations to strategies and approaches (Glazzard, 2011, p.58; Hutton and Soan, 2010). All of the tensions identified thus far contribute towards the emotional toll that impacts school staff discussed earlier in this chapter. Teachers talked about tensions that arise from ensuring quality of provision and practice within classrooms and across the school. There are tensions when colleagues need to challenge the practice of others, either from the perspective of teacher and TA working together in a classroom or from a middle or senior leader raising an issue with a teacher or TA. This accords with Ball (2013) who noted the potential for negative impacts on relationships within the processes of reviewing performance.

There are synergies with the tensions in practice discussed in this section with the final theme that emerged from data analysis to be discussed next: factors that act to empower and constrain agency in pedagogical decision-making.

9.5 Theme 4: Decision-Making for practice: Navigating the factors that act to empower and constrain agency

School staff do not make collective or individual decisions in a vacuum. There are influences that act to constrain or empower agency in decision-making for organisation, pedagogy, policy and practice (Nussbaum, 2011; Sen, 1992). Some of these decisions may act to support personal wellbeing, such as SLT forming a pastoral team to provide practical

> '… if I'm not sure how to deal with the child's particular problem, then I go to
> [Pastoral Team] …[they] often advise me …' [TA1]

and emotional support for teachers and TAs who work with children who CB:

> *'… the play therapist.… we have a wellbeing session with him. We're allowed to have*
> *that every once every two weeks.'* [TA1]

Contrastingly, other decisions may act negatively towards wellbeing, such as frustrations arising from insufficient funding to cover a particular resource or course of action (Hart, 2012b). Drawing on Bourdieu's (1984) concept of habitus and capital, analysis of the reflections of the school staff at all levels of seniority identify that they draw on their professional experiences, learning from professional development activities and other experiences from life outside of school to inform their decisions. These decisions are also shaped by the school's doxa (Bourdieu 1984). Theme 2 explained that the school's doxa that has been shaped through the construction of systems, ways of working and policy guidance for enactment of practice (Engeström, 2001) that is underpinned by inclusive values. This section of chapter 9 picks up some of the threads emerging in other themes and discusses the findings in this research about the influences on pedagogical decision-making in relation to the literature. These are mapped in Figure 30 and discussed in the remaining sections for theme 4.

Field: Education

Field: Local Authority/MAT

Field: School

Field: National Government

Assessment tools, specialist knowledge, proforma and procedures relating to inclusion and exclusion (Tools and mediating

SEND CoP (DfE/DoH 2015)

Systems and processes for monitoring and accountability

Nationally decided expectations for attainments and how they are measured

Factors (harmonies & tensions) that act to empower and constrain agency of practitioner & potential for changes

Statutory requirements for education;
Policies and guidance documents for inclusion and exclusion; job descriptions (Rules and customs)

Doxa: cultural systems, rules & conventions of practice

SEN Casework officers, Inclusion Team, Educational Psychologists, Specialist Teachers

Educational Psychologists / Specialist Teachers – assessment and support with pedagogical decision-making; SEN Casework / Inclusion Team – support with legal requirements, signposting to resources etc (Division of labour)

Laws, statutory and non-statutory guidance; research reports; Ofsted reports etc (Tools and mediating artefacts

SEND CoP (DfE/DoH 2015)

Lesson plans, physical resources, e.g. visual scaffolding or concrete apparatus, theories of learning, pedagogical strategies (Tools and mediating artefacts)

Identifying CPD needs to facilitate effective identification and pedagogical

Lone ship in a storm

Effective inclusive practice (Object of system)

Factors (harmonies & tensions) that act to empower and constrain agency of practitio... potent... sha...

Mental framing of issues

Use of critical spaces

Paucity of time

Values and beliefs
School policies and culture
Expectations for behaviour
Curriculum expectations (Rules and customs)

Doxa: cultural systems, rules & conventions of practice

Teacher, children and Teaching Assistant(s)[TA], parents and external agencies (Community)

Teacher / TAs– pedagogical decision-making; work collaboratively with colleagues; build relationships with children;

SLT/ MLT – strategic decision-making;

External agencies & Pastoral Support team – work with children families and teachers / TAs to support needs and relationship building
(Division of labour)

All children participating in education (shared

Economic policy: decisions about resource allocation

All Children's participation and engagement education (Object of system)

Decisions regarding specialist support service

Factors (harmonies & tensions) that act to empower and constrain agency of practitioners & potential for change

Provision of advice and guidance

Statutory requirements and expectations for government and education department actions (Rules and customs)
-

Doxa: cultural systems, rules & conventions of practice

MPs, civil servants, members of House of Lords; advisors with requisite expertise (Community)

Decided by job role and description (Division of labour)

Some tasks according to each specific role and some tasks through collaboration
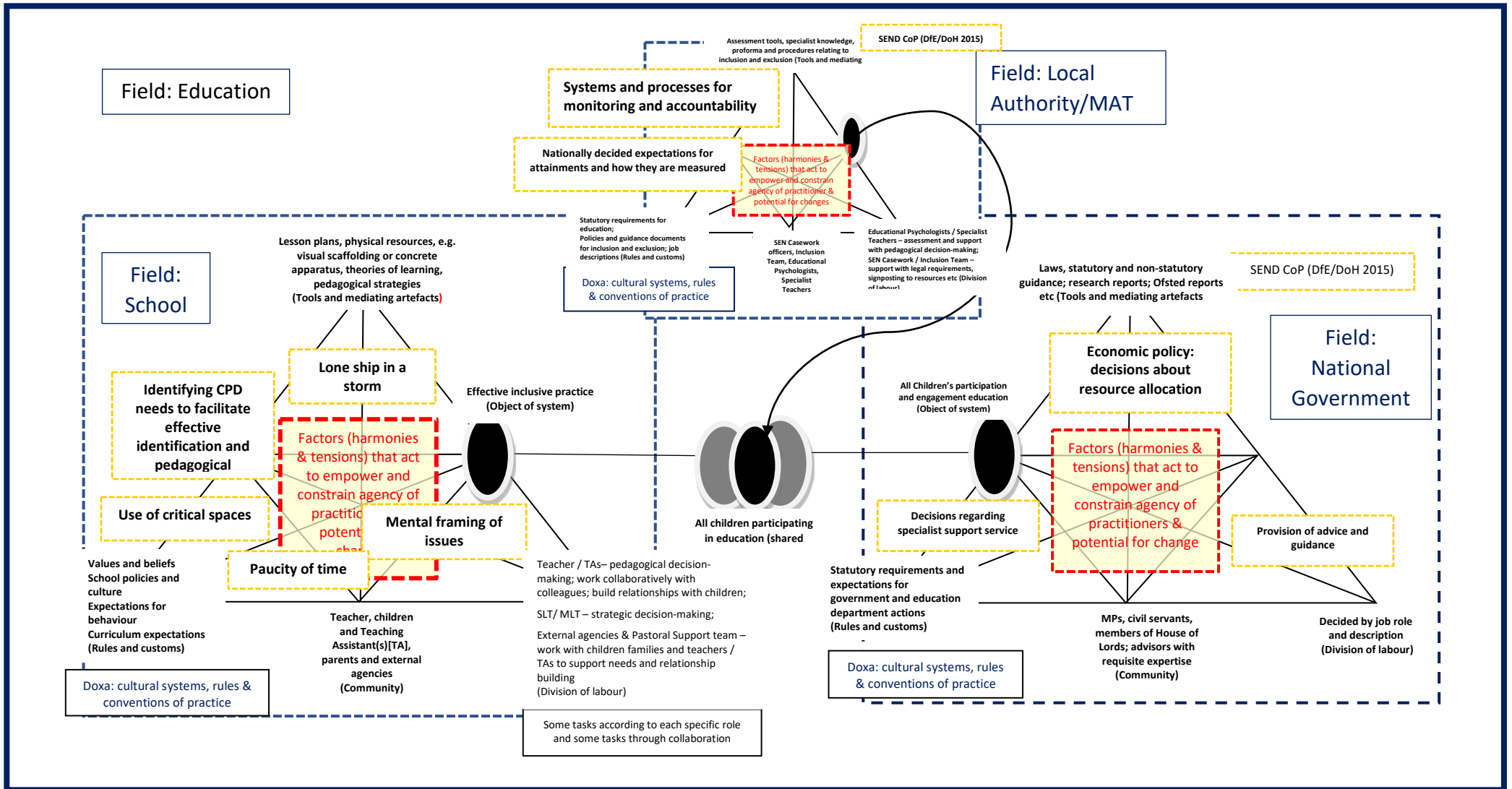
Figure 30: Findings (theme 4) mapped onto the Capabilities and Field, Doxa, Habitus and Capital overlay of third generation activity theory model (3rd generation model: Engeström 1999, adapted from the citation by Edwards et al., 2009, p.199, reprised from chapter 5)

9.5.1 one Ship in a storm…navigating external factors that act to constrain agency

The metaphor of a lone ship of a storm was used in Chapter 8 to capture Oakleaf's experiences and frustrations with the difficulties with engaging in multi-professional collaboration: *'we just feel as if we are kind of on our own'* [SLTH]. This is not because staff at Oakleaf do not value working with external expertise. Indeed, the findings in chapter 8 evidenced that multi-professional working is valued by the school; however, Oakleaf reported that the availability of external support and hence opportunities for multi-professional working, has greatly reduced overtime [Extracts 9.6 and 9.7 in Appendix 43]. Oakleaf report that there is lack of availability of local authority employed specialists, such as Educational Psychologists and Advisory Teachers, or of health professionals, such as Speech Therapists. Thus, there are long periods of waiting to gain access to these professionals. Furthermore, this is exacerbated by the difficulties that parents of their pupils are experiencing with accessing support via health services:

> *'…they* [parents] *are constantly being sent back to us and we haven't got the skill set and specialism to, to offer that sort of level of support for this child.'* [SLTH]

The SEND CoP (DfE/DoH 2015, p.102, 6:59) requires that schools, with parental consent, involve specialists in circumstances where there are concerns about progress and / or about levels of attainment that are '…substantially below…' age-expected attainments. While school did not report difficulties with securing parental consent for referrals to external experts, there were barriers arising from the paucity of available specialists and difficulties with finding funding to pay for private external support. This arguably situates the school in a contradictory situation to that required by governmental policy. This also sets up barriers to professional collaboration over time that works to construct a '…holistic story…' of a child and facilitate problem-solving that Capper and Soan (2022, p.438) also identified from their research with EPs and LA SEND officers. Moreover, this experience of isolation aligns with risks highlighted by Bernardes *et al*. (2015) who contended that the fragmentation of the education system presents challenges to access of external expertise in their analysis of the post Children and Families Act 2014 reforms.

The school's experiences hold coherence with Lamb (2019) and with the House of Commons Education Committee Review of SEND Report (2019, p.3) that identified that enactment of SEND policy has been constrained by '… a challenging funding environment …' arguing that

'the significant funding shortfall is a serious contributory factor to the failure on the part of schools and local authorities to meet the needs of children and young people with SEND.' Echoing the school's experiences, the report also noted '…serious gaps in therapy provision…' (HCEC, 2019, p.4). Ball (2013) cautions that enactment of policy may diverge with the original rhetoric surrounding it. The experiences of the school appear to align with this owing to the challenges that have arisen with funding and the functioning of local education, health and care systems. Moreover, the school's experiences accord with Palikara *et al* (2019, p.95) who identified reduced funding and problems with enactment of multi-professional working as contributory factors to '…a rather fragmented implementation of the SEND policy…' and has elicited a situation in which EHCPs are centred around education rather than a holistic plan. Indeed, Meijer and Watkins (2019) contend that funding influences decision-making regarding identification and provision for children with SEN and is a vital consideration within successful implementation of inclusive education policies. The school's experience of the economic environment and the systems of deploying established by national and local government is that this constrains pedagogical decision making. MLTS described the funding as '…*very rarely actually translates across to enough funding*…' to implement all that is needed, which includes specialist assessments and support. The disconnect between policy and experiences in practice has engendered a perception held by the school that they have to seek ways to develop their own knowledge, understanding and systems that enable them to implement effective inclusive practice. Factors that contribute to this position are discussed next.

This notion of the school as *a lone ship in a storm* can arguably also be used to capture some external factors that emerged as factors that act to constrain teacher decision-making: national policy, the economic environment and local authority systems. MLTB explained their belief about an incongruence between policy and educational practice, which they believed was because policy frequently does not mirror the needs of schools [Extract 9.8 in Appendix 44]. MLTS shared experiences from practice that illustrated this perception in their contention that the demands of the national curriculum '…*can often get in the way…*' of implementing provision for children with SEMH owing the demands regarding what has to be taught and the age-related levels of attainment that children are expected to achieve. MLTS described this as '…*probably the biggest constraint, well one of the biggest*…' In a

similar vein, and in alignment with Glazzard (2014a) and with Biesta's (2016, p.12) contentions about the '…measurement culture…', SLTH discussed constraints on the school's assessment practices describing frustrations from the incongruence between the metrics they are required to implement that are not '… *necessarily what we might want to measure*.' This accords with Glazzard's (2014a; 2014c) and Curran's (2019) contention that tensions and barriers may be elicited for practitioners from the work to implement policy into practice owing to factors including issues with discordance between policies or disagreement with the policy. For Oakleaf, this can be seen in the dissonance they experience between the government's policies for inclusion and for standards that constrains their pedagogical decision-making between what they regard is needed to effectively address needs and monitor and demonstrate progress in knowledge and skills they believe are important in meaningful ways. Interestingly, this accords with findings from Williams-Brown and Jopling (2021, p.237) who identified that teachers feel constrained in regard to pedagogical decision-making for curriculum and frustration from '… importance placed on SATs and the narrowness of its measures.'

This is important for children who exhibit CB as the needs that underlie the presenting behaviour and / or the nature of the behaviours may inhibit them achieving what is considered to be success in the metrics that are required and valued by national policy. Interestingly, there is resonance with Oakleaf's perceptions and Ball's (2013, p.53) conception of the '…new moral environment…' and philosophy of performativity created by neoliberal policies and the standards agenda. The findings that emerge from Oakleaf's experiences suggest that they are positioned in the situation of making decisions that contradict their values and their beliefs about what constitutes effective inclusive practice for their pupils. Moreover, this aligns with Hellawell's (2019) contention that inclusive practice immerses teachers in grappling with moral issues and making difficult choices. The issues about metrics raised by SLTH accords with findings from Williams-Brown and Jopling's (2021) research that identified teachers believed that there was a need for a greater focus on wellbeing in primary schools. Additionally, there is anxiety for the school in this study, articulated by SLTH, about potential judgements from external agents such as Ofsted because of the potential of negative impacts on their school progress and attainment data:

> *…a product of our own success and hard work. When we have these managed moves,*
> *or we have children with the same directed here. yeah. Yeah. And that's hard.*
> *Because you want to be that school. You want to be inclusive. But where is that*
> *tipping point? Between being a school that's predominantly dealing with SEND*
> [SLTH].

This analysis perhaps corroborates, or provides insight into, Slee's (2018, p.16) contention that the government's neoliberal policies act as catalyst for schools to appraise children through the lens of '…risk or opportunity…'. This arguably sits in contradiction with an inclusion agenda and suggests that the school's views about the influences of external activity systems are consistent with Ball (2006, p.134) who contended that the value placed on social relationships becomes considerably reduced as measurable attainments become highly valued. Ball (2013) notes the potential risks on the nature of pressure and relationships arising from performativity; similarly, the risks of children with SEN being pathologised are raised by Biesta (2016) and Glazzard (2014a). Perhaps the school's development of their shared comprehension of inclusion and the importance placed on relationships mitigates the risk of negative social relationships. SLTH's comments about assessment and risks arising from their reputation for effective inclusive provision hold coherence with Ball's contention. SLTH's comments also accord with Glazzard (2014b, p.51) who identified in his research the risk of schools and teachers being positioned in a '…vulnerable position…' arising from a willingness to enrol children with diverse needs.

Systems and processes that have been set up to enact the requirements of the SEND CoP (DfE/DoH 2015) by the local authority also emerged as constraints of agency in decision-making. MLTS explained that the administrative tasks that are required shapes decisions about how they enact their role; for example, the demands of those tasks this impacts negatively the time MLTS can work directly with children and their teachers in classrooms. MLTS also described the challenges that are elicited from the difficulties in gathering information from the local authority about their decision-making or procedures that negatively affect planning and implementation of provision and practice. There is accordance here with Soan's (2017, pp.12-13) reflections on her experiences of the SENCO role. These experiences align with the findings of research by Palikara *et al.* (2019) and with the SENCO Workload survey (Curran *et al.*, 2020, p.4) that identified challenges for

headteachers and SENCOs in accessing expeditious and clear guidance from, and with negotiating administrative systems of, local authorities. Curran *et al.* (2020) noted that these issues negatively impacted on SENCO capacity to work directly on activities that would support children and teachers. The implications of this findings for policy is that there needs to be a change so that there is clarity and efficiency to processes, procedures and tools (such as proforma) so that systems act to empower schools for children with SEN rather than constraining capacity.

9.5.2 The importance of a sense of ownership

Teachers talked about the importance of having a clear and shared understanding of a policy or pedagogical approach and its rationale, in order for there to be fidelity and consistency in their implementation across Oakleaf primary school [Extracts 9.9 in Appendix 45]. This was demonstrated through the changes to the school's behaviour policy and associated pedagogical approaches that had been developed through a cycle of expansive or learning (Engeström, 2000). In line with Engeström (2001), this process engaged teachers in examining existing behaviour management practices and related research and literature together with a collaboration over a period of time for the construction of the policy and associated pedagogical practice. MLTB explained that opportunities were created for colleagues to critically analyse ideas and debate alternative perspectives. The cycle employed by the school encouraged teachers to be active agents with the process (Edwards *et al.,* 2009, p.23). This was followed by time for monitoring implementation and reviewing its effectiveness. One vital factor for successful enactment of policy and changes to pedagogical approaches into practice that emerged in this research was a *sense of ownership* of the ideas, process and rationale by the whole school team. This was described by participants using phrases such as '...*getting the buy-in...'* [MLTS] from colleagues and '.... *feel that we've contributed to it...'* [Teacher B]. This stance holds coherence with Engeström (2000) and with Edwards *et al*. (2009) who argue that employing this approach facilitates the co-construction of new knowledge that is meaningful and purposeful for the context.

The importance of *a sense of ownership* holds some resonance with SLT decision-making for the school. One example is the SLT's decision-making regarding resources for tailored provision to support children with SEMH needs, such as the breakfast club and the play

therapist. The purpose of such provision is to address children's specific needs that underlie challenging behaviour. There is resonance with the notion of *ownership* because these kinds of decision-making engage leaders in proactively and reactively responding to contextual factors in their school; therefore, leaders need to have agency to do this. Drawing on the lens of the theoretical framework, the constraining influence of the external dimension of the economic environment emerges. This constraint is elicited from the funding allocation to the school and the limitations that places on resources. The issues SLTH raises about constrained funding aligns with the analysis of HCEC (2019), Curran *et al*. (2020); Lamb (2019) and Bernardes *et al,* (2015) that noted the tensions and challenges within the systems of resource allocation in the fragmented school system created within the governments post 2010 reforms. An empowering factor for agency in decision-making is also revealed that relates to school autonomy and fragmentation of the education system. SLTH perceives that being local authority [LA] maintained school empowers the SLT and governors with decision-making because they believe that this allows for greater holistic and creative approaches to budgetary decision-making for provision, than might be allowed under the control of a Multi-Academy Trust [MAT]. This perception holds some resonance with the DfE (2011; 2010) proposal that greater autonomy for schools facilitates creative innovation to meet diverse learning needs. Moreover Boddison (2018) advocates for situational systems and processes to fit the contextual factors of schools; this position suggests some coherence with SLTH's belief in the importance of agency to be able respond to contextual factors using creative approaches. This has implications for policy makers.

The notion of *ownership* can also be applied to the school's internal systems that have been set up to empower pedagogical decision-making and capacity to meet the needs of children. MLTS has worked collaboratively with colleagues to develop processes for identification of needs; the clarity and accessibility of this was described by teachers using the term '*…blueprint…'* In alignment, with Edwards *et al*. (2009), the collaboration and interactions of MLTS with teachers has supported the teachers to construct a good understanding of the tools developed by MLTS, and approaches for identification of needs in practice. Echoing Wake, Foster and Swan (2013), MLTS and MLTB highlighted the vital role of discussions and opportunities for modelling to support teachers to feel empowered by the development of policies and systems and for these to be embedded in practice.

9.5.3 Creating critical spaces

Access to research evidence, and research-informed CPD was highlighted by leaders and teachers at Oakleaf to be crucial and valuable in supporting them with the development of pedagogy, policy and practice:

> *'Research – I'm very heavily research based…. we then have that heavily embedded within our staff meeting and CPD.'* [SLTH]

Opportunities to access research are proactively pursued and shared between teachers. Consideration of this, together with the cycle of expansive professional learning discussed earlier [9.5.2], suggests that the school do not view pedagogy, policy and practice or the associated systems and procedures as fixed following their initial creation; rather, that these are fluid and open to change in response to the changing diversity of their school population. There are synergies between this stance and MLTS' description of inclusive practice as *'…an ongoing process…'* [table 13 in chapter 8]. The notion of *ongoing process* or *being open to change* holds alignment with researchers in the field of inclusion who have advocated inclusion as an evolving process [for example, Ainscow (2020), Florian and Black-Hawkins (2011) and Corbett (2001a; 2001b)] and with Florian, Black-Hawkins and Rouse (2017) and Ainscow, Booth and Dyson (2006, p.297) who contend that this stance is crucial within developing effective inclusive practice. The ease of access to high-quality research has the potential for both empowering and constraining pedagogical decision-making and development of effective inclusive practice. This can be seen by examining the findings of the theme of decision-making for practice through the lens of the theoretical framework employed by this study. This has implications for national and local policy and systems development regarding increasing avenues for access to high-quality research in addition to the research provided by the EEF.

Related to engagement with research and activities to develop practice, critical spaces are created by the school team to critically analyse and reflect on practice and theory. In line with Dyson, Gallannaugh and Millward (2003), these crucial spaces involve the staff in engaging in communities of learning that range in size from the whole staff team to smaller groups within the team. There are factors within this school's critical spaces that accord with Dyson, Gallannaugh and Millward's (2003) research that involved 25 schools: whole school ethos of support and collaboration, openness to discussing issues and engaging in

problem-solving and a willingness to involve external expertise when available. The inclusive ethos facilitates the spaces to be 'safe spaces' for honest reflection and analysis of situations or issues in practice and / or research and policy (Middleton and Kay, 2020, p.xv). The findings of my research add further support to the findings of Dyson, Gallannaugh and Millward's (2003) research. Their research advocates for critical spaces to be used by teachers to facilitate resolutions to issues and tensions in practice; this may help teachers to navigate the constraints of the trammel lines of policy and identify creative pedagogical approaches that meet the needs of learners. Echoing Corbett (2001a), Booth and Ainscow, (2011) and CSIE (2018), these critical spaces facilitate a focus on children's participation and learning rather than focus on deficits of needs and disruption from challenging behaviour.

In addition to the access to research discussed earlier, key factors for success emerged: the mindset or mental frames adopted by teachers (Scott and Vare, 2018; Crisp and Soan, 2003; Lackoff and Johnson, 1980) and the professional collaboration between school colleagues and external experts (Dove, 2021; Middleton and Kay, 2020; Reid and Soan, 2019, p.70; O'Brien, 2016; Rose, 2010). Theme 2 discussed the school's belief in the valuable role played by professional collaboration or professional attachments for collaboration and learning. The school staff's willingness to engage in critical reflection on experiences in practice in addition to research accords with Rose's (2010) advocation of the importance of this within pedagogical decision-making. A vital contributory factor to the success of a critical space is illustrated by MLTB, who explained that gaining experience and building trustful relationships with colleagues supported the emotional bravery needed for sharing issues and experiences. This is consistent with Glazzard and Trussler's (2020), Armstrong 's (2014, p.741) and Roffey's (2011, p.195) contention of the role played by the '…ecology…' of school in developing professional capacity to address needs that underlie challenging behaviour. Interestingly, individual teachers adopting the stance of a reflective practitioner who engages in critical analysis of experiences in practice arguably engage in an auto critical space. The auto critical space may happen dynamically in the classroom, such as when the teacher engages Perry's (2000, p.20) 'reading the rhythms of the child' and adjusts their learning and teaching activity or pedagogical approach or during post lesson reflection and lesson planning for the next lesson. The notion of an auto critical space could thus be argued

to be part of constructing attunement and positive attachment relationships for learning between teacher and children.

Disparities have been identified between UNCRC (UNESCO 1989) and policy requirements for children's voices to be included within decision-making and their enactment in practice (Palikara *et al.,* 2018; Slee, 2018). The DWR lab in this research offered an opportunity for children to participate in a critical space with their teachers and for their authentic voices to be heard. As explained earlier, visual approaches supported children's participation and their communication of their views and experiences. This worked to mitigate difficulties such as language and communication (Glazzard *et al.,* 2019; Soan, 2017). The constraints on teachers engaging in activities to seek child voice in addition to fora such as the school council and pupil involvement in EHCP and My Plan reviews were discussed in chapter 8 [8.3.5]. Paucity of time and demands of the curriculum were cited by teachers as constraints or reasons why in-depth reflections on learning with children do not take place. This does not mean that teachers do not make the most of opportunities for working to develop metacognitive skills during learning and teaching activities. However, creating critical spaces for teachers and children to engage in deep reflections about learning will arguably facilitate competences such as metacognition (Flutter and Ruddock, 2004) and motivation (Middleton and Kay, 2020; Tyrrell and Woods, 2018) for children, and valuable insight and feedback for teachers on learning and teaching (Ekins 2015).

This is important for children with SLCN, and those who exhibit CB, because the competences that can be gained within those critical spaces may support work to develop social-emotional understanding and self-regulation. Additionally, the participatory approach of a critical space facilitates children's voice to inform adaptations to practice and pedagogical decision-making and opportunities for co-construction of learning activities (Ainscow and Messiou, 2018; Ainscow, 2016). There are connections too with regard to developing effective inclusive practice. Critical spaces for teachers and children may support feelings of belonging and of being valued (Curran, 2020; Middleton and Kay, 2020; Tyrrell and Woods, 2018; Roffey, 2011; Soan, 2005), both closely connected to inclusion (Kovač and Vaala, 2021; Glazzard *et al.,* 2019; Shaw, 2019). The notion of critical spaces for teachers and their pupils has implications for practice and may be away to address the disparities

between policy and practice regarding enactment of child voice in decision-making processes.
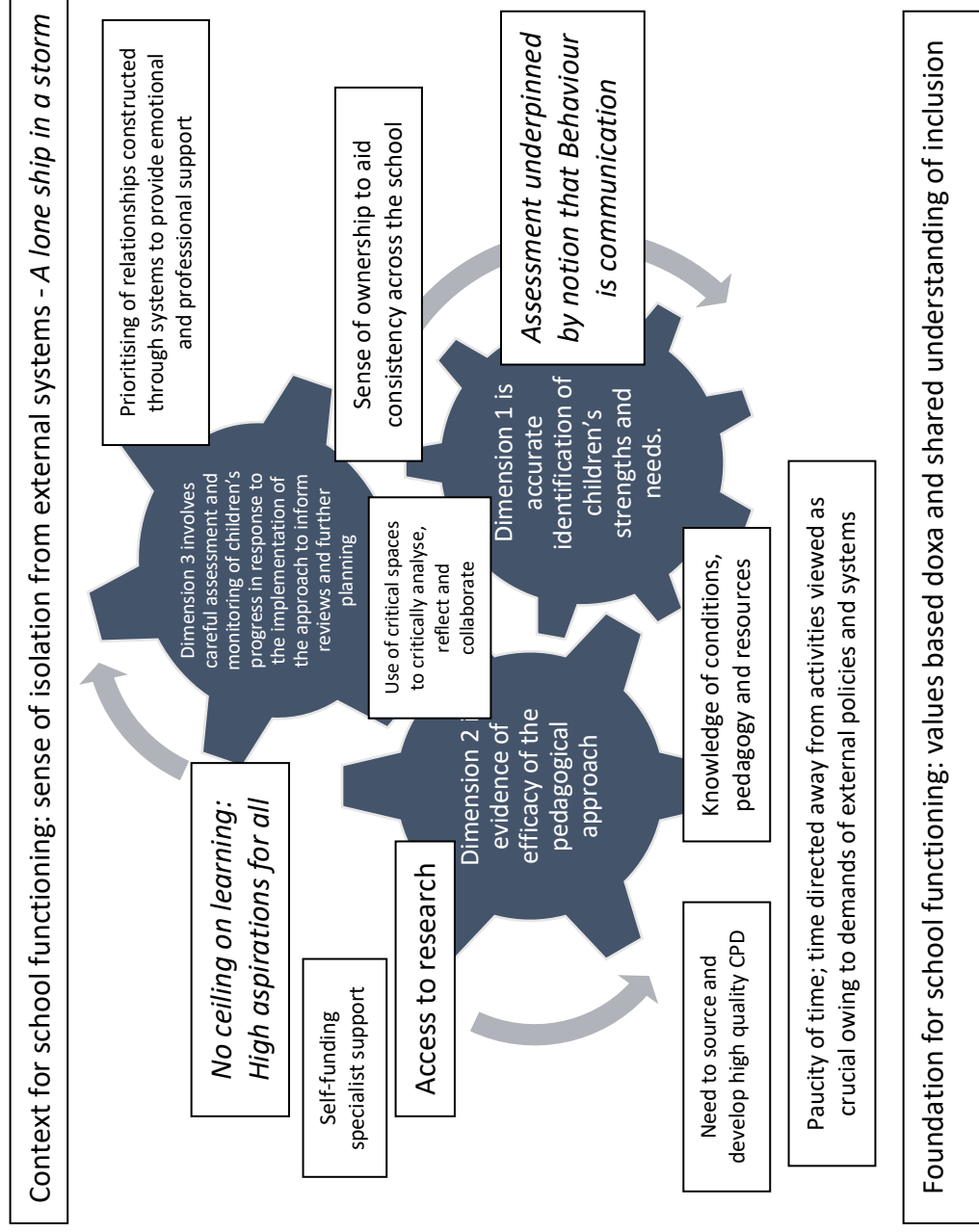
9.5.4 Time and Gaps in Knowledge

Two additional factors that emerged as potential constraints of agency in pedagogical decision-making are time and gaps in knowledge. Teachers talked about demands from one aspect of their roles that impacted negatively on time for other aspects. This elicits tensions and frustrations owing to teachers feeling that their attention and actions are being directed away from activities that may be more beneficial for the children, for example MLTS and the demands of administrative requirements of LA systems constraining the time for working directly with teachers and children and class teachers' difficulties with finding time for deep reflections on learning. The constraining factor of time risks professional freedom and achievement of wellbeing, arising from not being able to enact practice in the way they perceive as being most effective (Hart, 2012b). This is illustrated by extracts 9.10 in Appendix 46.

MLTS explained that a lack of awareness or knowledge about particular areas of need can lead to teachers misunderstanding underlying factors of challenging behaviours. MLTS contended that this is important because it can lead to implementation of ineffective provision. This suggests that gaps in knowledge regarding particular conditions or pedagogical approaches constrain pedagogical decision-making owing to a reduced pedagogical knowledge base from which teachers can draw to inform planning. There are implications here for policy and practice, for initial teacher education, and continuous professional development. Indeed, the importance of increasing knowledge and understanding of SEN has been recognised by several reviews and reports (for example, Lamb, 2009; Ofsted, 2010; UNESCO,2021b).

9.6 Summary

Figure 31 presents a summary or conceptualisation of the three dimensions of evidence informed pedagogy and the values and beliefs that shape teacher activities [reprised from Figure 27] together with the factors that act to empower and constrain agency in

pedagogical decision-making identified from the analysis of the data gathered in this research.

Context for school functioning: sense of isolation from external systems - *A lone ship in a storm*

Prioritising of relationships constructed through systems to provide emotional and professional support

Sense of ownership to aid consistency across the school

Assessment underpinned by notion that Behaviour is communication

Dimension 1 is accurate identification of children's strengths and needs.

Dimension 3 involves careful assessment and monitoring of children's progress in response to the implementation of the approach to inform reviews and further planning

Use of critical spaces to critically analyse, reflect and collaborate

Knowledge of conditions, pedagogy and resources

No ceiling on learning: High aspirations for all

Self-funding specialist support

Access to research

Dimension 2 is evidence of efficacy of the pedagogical approach

Need to source and develop high quality CPD

Paucity of time; time directed away from activities viewed as crucial owing to demands of external policies and systems

Foundation for school functioning: values based doxa and shared understanding of inclusion

Figure 281: Three dimensions of evidence informed pedagogy and the values and beliefs that shape teacher activities [reprised from Figure 27] together with the factors that act to empower and constrain agency in pedagogical decision-making

The four themes identified from analysis of the data generated in this research are closely intertwined. The values-based doxa of Oakleaf underpins the school's constructs, culture and practice and is both sustained by, and sustaining of, the individual team members. Oakleaf has worked to avert the risks of ambiguities within practice that can arise from unclear definitions of inclusive practice and misapprehensions about SEN, SLCN, and CB. Oakleaf's definition of inclusion is one that is shared and comprehended by the whole school team and phrased in way that elucidates practice. Its implementation in practice is

274

supported by illustrative phrases that aid teachers with pedagogical decision-making. Inclusion at Oakleaf encompasses the adults as well as the children. Oakleaf's responses to CB are mediated through the framing of behaviour as a form of communication. This steers teachers to engage in actions that aid understanding of causal factors of the observed behaviours and then draw on that inform pedagogical decision-making. Surprisingly, one potential causal factor that was not routinely considered at Oakleaf is speech, language and communication difficulties. This has implications for policy and practice regarding professional development and availability of tools for identification that can routinely be used by teachers, and adds to the recommendations made by research in the field.

Oakleaf's practice for challenging behaviour holds coherence with their focus on developing relationships through the lens of attunement, attachment and emotional security that shapes strategic, operational and pedagogical decision-making. Construction of trustful relationships and emotional security underpin collaboration between teachers to resolve issues and challenges in practice. The ways in which issues are framed are a key empowering and transformatory influence on pedagogical decision-making, for example '*Holding children in mind from the ground up*' and '*No ceiling on learning'.* In this way, pedagogical decision-making is underpinned by values, careful assessment and a universal approach that considers all children from the initial planning stages rather than working to identify a variation that can be bolted on to an original plan. Pedagogical decision-making is constructed in layers, a pedagogical onion, that is informed by research and knowledge gained from professional experience and professional development activities. Teachers clearly understand, and act to fulfil, their responsibilities in line with the SEND CoP (DfE/DoH, 2015).

There are tensions and challenges that have to be navigated within decision-making and within day to day practice that are engendered within the activity system of the school and from the interaction of the external activity systems (for example, the local authority and national government) with the school's activity system. These include factors such as:

- Nature and prevalence of needs underlying CB;
- Emotional toll on teachers elicited from the challenges of working with children who exhibit challenging behaviour;

275

- budget and resource allocation;

- access to external specialists;

- the incongruence between nationally designed attainment levels and tools for measurement of progress; and

- demands of systems for local processes for SEN and those of national accountability systems.

Oakleaf invests in professional development for leaders, teachers and TAs, which is viewed to be key to enactment of the pedagogical onion. An expansive professional learning cycle for development of policy, pedagogy and practice is utilised to engage teachers in collaborative critical and reflective debate on theory, research and practice. A key factor in the implementation of the decisions agreed is perceived to be *a sense of ownership*, which refers to everyone feeling they have participated in the development of policy and plans and their views have been listened to and responded to. The DWR labs in which children and their teacher discussed the children's views of their learning experiences, using visual approaches, offered a novel opportunity for teachers and children to discuss and reflect on learning activities. This suggests that this approach offers potential opportunities for teachers and their pupils to co-construct learning activities.

Chapter 10 Conclusion: Seeking ways out of the inclusion-exclusion maze - Providing a safe space '…we don't want to lose any child…'
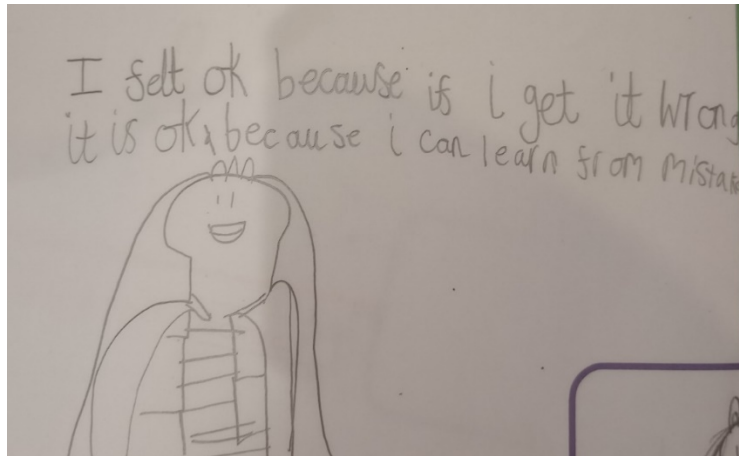
Child Z: this is a safe environment in which to make mistakes

'…but the one thing I always admired here [the school] *was that keenness to have good relationships with the child, the parents and the community...we don't want to lose [any] child, we want to keep them on board.'* [SLTA]

'You know, we are still aware, we're not doing it for the powers that be we're doing it for ourselves. Because, you know, we all love the school we love the kids otherwise we would not be here… I think it's testament to the passion and the inclusivity of the school that we do have so much success.' [SLTH]

Chapters 8 and 9 have presented and discussed the findings. This chapter aims to draw the findings together, critique the research design and look forward to next steps.

10.1 Summary of findings in relation to the research objectives

This section presents a summary of the findings in relation to the research objectives.

10.1.1 RO1 - To analyse the theoretical and policy contexts within which effective pedagogical practice is constructed and enacted for children with special educational needs [SEN] who exhibit challenging behaviour.

My analysis of the theoretical and policy contexts has identified six contextual dimensions that influence the construction of pedagogical practice: Paradigm, Current context, Relationships, Pedagogy and Critical Spaces. Each of these are presented next.

Paradigm:

Language, conceptualisations and beliefs related to difference, disability, childhood and inclusion all play a powerful role in shaping the mental-frames of policy-makers and educators. These inform the construction of systems and practices that correspondingly shape the educational experiences of children with SEN, and who exhibit challenging behaviour [CB]. My analysis of the theoretical and policy context informed the construction of a typology of inclusion and exclusion [table 24, Appendix 3]. Table 22 presents an abridged version of my typology. It is included here because it illustrates the contexts in which pedagogical practice is constructed across the spectrum of ideologies and beliefs.

Table 22: Typology for inclusion and exjclusion (abridged)

Exclusion and Isolation ←				→ Inclusion and Equity

Paradigm (ways of thinking) / Enactment in Education	Segregation	Spatial Integration	Limited Adaptation	Altruistic Inclusion	Holistic and Agentic Inclusion
National Policy and Legislative framework	Underpinned by ideology of medical model of disability and of difference; focuses on deficit, treatment and segregation.	Underpinned by ideology of medical model of disability and of difference; focuses on deficit and treatment.	Underpinned by ideology of social model of disability and a focus on equality.	Underpinned by ideology of affirmative model of disability and a focus on equity; belief in education for all.	Underpinned by ideology of affirmative model of disability and focus on equity, liberation and justice; belief in education for all and inclusion as a process.
Organisation and systems	Segregated: Learners are educated in separate parts of school or in separate schools; Keenness to use labels and categorise learners. Professionals make all of the decisions; no agency for learners and parents/carers.	Homogenised classrooms: Learners expected to adapt to fit into the organisation - no adaptations are made; Focuses on inclusion as being in the same location. Professionals make all of the decisions; no agency for learners and parents/carers.	Streaming of learners into groups for some or all subjects; limited adaptations made to resources, learning activities and systems. Professionals may be reluctant to yield agency; consultation with parents/carers and learners may be limited.	All learners educated together; Culture of valuing difference and diversity. Participatory approaches to developing practice. Approach to decision-making that considers learners' and parents'/carers' views.	All learners educated together; Culture of valuing difference and diversity. Continuous, participatory process of school improvement. Collaborative work with local community in development of school culture, curriculum and practice.
Pedagogy	Underpinned by fixed expectations for different groups of learners. Focuses on treatment / intervention and specialist involvement in learning and teaching. Appraisal of learners' achievement through the lens of the *norm*.	Underpinned by fixed expectations for different groups of learners. One-size-fits-all approach to whole class teaching and learning activities. Appraisal of learners' achievement through the lens of the norm.	Underpinned by fixed expectations for different groups of learners. Focuses on planning different activities and outcomes for different groups/streams of learners; perceived need for specialist input for some learners.	Underpinned by belief that all learners can learn and progress; high expectations for all. Focus on values led high-quality teaching that employs relational, UDL and personalised learning approaches.	Underpinned by belief that all learners can learn and progress; high expectations for all. Focuses on values led high-quality teaching that employs relational, UDL and personalised learning approaches. Active engagement with research and learner views to inform pedagogical decision-making.

Paradigm (ways of thinking) / Enactment in Education	Segregation	Spatial Integration	Limited Adaptation	Altruistic Inclusion	Holistic and Agentic Inclusion
Approaches to responding to challenging behaviour [CB]	Behaviour viewed through binary lens of expected / unacceptable. Exclusion for learners exhibiting CB enacted as permanent exclusion or suspension or isolation.	Behaviour viewed through binary lens of expected / unacceptable. Learners exhibiting CB spend time split in varying proportions between their classroom and other places in the school.	Behaviour viewed through binary lens of expected / unacceptable. Behaviour management systems implemented that involve rewards and consequences.	Behaviour viewed through lens of behaviour is communication. Holistic approach to understand underlying causation to inform decision-making.	Behaviour viewed through lens of behaviour is communication. Participatory and holistic approach to understand underlying causation to inform decision-making.
Child's Voice	Adults adopt protectionist stance towards children; make all decisions for the child.	Adults adopt protectionist stance towards children; make all decisions for the child.	Recognition of UNCRC rights of child to be heard, but holds the belief that decision-making should be located with adults. Some tokenistic approaches to consultation *(e.g. school council is consulted; no decision-making powers).*	Children's rights to express views and be heard are recognised. Variety of modes are employed for seeking children's views about the academic and social aspects of school life.	Children's rights to express views and be heard are recognised. Variety of modes are employed for seeking children's views about the academic and social aspects of school life. Children able to initiate ideas and work collaboratively with adults to resolve issues.

Current Policy Context

Two key components of the current policy framework, the Children and Families Act 2014 and the SEND CoP (DfE/DoH 2015), sought to enact a cultural shift to a participatory and collaborative approach to decision-making between children, their parents and carers, schools, and external specialists. However, there are challenges to the operationalisation of the positive intention of the framework. These arise from elements within the framework and from the interplay of other policy drivers, especially those for inclusion and standards, and the economic environment. One key issue relates to the term SEN, which channels educators to focus on a narrow range of dimensions that may present barriers to learning. This risks the identification and pedagogical decision-making being considered through disparate lenses, or channels, that reciprocally risks connections being missed for causal factors and for the implementation of provision. Similarly, ambiguity surrounding the delineation of inclusion has created heated debates about the operationalisation of effective inclusive practice. These issues are also influenced by the constrained access to support services that acts to hinder access to guidance to aid identification and development of effective provision.

The negative impacts of this include feelings of isolation for schools and families, ineffective provision, and negative appraisal and exclusion of children with SEN. Indeed, arguably this has precipitated a heightened belief in the importance of diagnostic labels owing to the perception that they act as gatekeeper to additional resources. This classification of learners suggests a persistence of the deficit model within policy, despite the intention for cultural shifts by the current framework and by the Warnock Report (1979) that originally introduced the term SEN into policy. Arguably, these issues elicit barriers for systems and practices moving from limited adaptation to altruistic or holistic and agentic inclusion [Typology: tables 22 and 24]. More positively, some schools have responded to the challenges above by collaborating with other schools to share resources and expertise, in order to develop a better understanding of learners' profiles and to develop effective pedagogical practices.

Relationships

One element that supports teachers to navigate the challenges from the interplay of different policy drivers is the construction of positive relationships. On a surface level this

appears unsurprising; however, there are deeper complexities involved that align this with effective inclusive practice. The typology illustrates that positive relationships support children's sense of belongingness and of being valued; constructs that align with inclusion. While positive relationships facilitate positive classroom cultures that are important for engaging all children in learning, this is especially key for children with SEN (including those who exhibit CB). This notion is predicated on several factors. Firstly, the important role played by emotional safety within exploration and risk-taking, and building resilience and self-esteem; all vital for learning. Secondly, the activities involved in relationship-building (such as attentive listening by adults), aid teachers with gaining knowledge and understanding of the child's profile. This is vital to inform pedagogical decision-making including adjustments in class, responsively to teachers' interpretations of behavioural cues to facilitate children's successful participation, learning or emotional regulation. Thirdly, these connections between teacher and child facilitate possibilities for child voice to be heard and included within decision-making. Fourthly, regular withdrawal of children from their class risks negatively affecting the connection between teacher and child, and the feeling of belonging; thus, acts in an exclusionary rather than inclusive approach. This does not seek to disregard the challenges to relationship-building, especially when stress or anxiety is elicited from CB in the classroom. Echoing these arguments, relational pedagogy is an inclusive approach that draws on theories that place importance on relationships, interactions and dialogue for learning.

Pedagogy

Elements that support teachers with navigating the challenges elicited both external and internal to the classroom, are anticipation and mental framing. Anticipation channels teachers to draw on knowledge of their pupils' profiles, potential barriers to social and academic learning, and pedagogical knowledge to inform pedagogical decision-making. Moreover, anticipation engages teachers in paying careful attention to the academic, physical, sensory and social-emotional factors of the classroom because of the influence the interplay of these factors has on engagement in learning and on behaviour. Drawing on all of this information enables teachers to construct a learning environment, and learning and teaching activities, that employ human and physical resources and varies the intensity of pedagogical approaches to overcome barriers. Focus on behaviour in schools is frequently directed to notions of compliance that elicits analysis of behaviour through a binary lens of good or bad; indeed, for some teachers the inclusion of

children who exhibit CB is considered unsuitable for mainstream classrooms. This mental framing of behaviour channels teachers' foci towards pedagogical strategies underpinned by behavioural learning theories. Contrastingly, when teachers are encouraged to draw on models, such as Bronfenbrenner's (1979) ecological model, that expound the influence of organic and environmental factors on children's development, to aid their analysis of behaviour; this shapes their understanding that makes possible the framing of behaviour as communication of unmet needs. My typology [tables 22 and 24] presents this as a transformatory catalyst that facilitates more flexible approaches to pedagogical strategies that effectively address underlying causal factors of CB. Thus far, I have advocated for teachers to adopt the mental framework that *behaviour is communication* in their analyses of CB. This should not be interpreted to mean that I am seeking to hand over control to children. Rather, this position seeks to reframe perceptions of an adult-led agenda to that that considers agency and child voice rather than passive obedience. As the typology illuminates, this framing can be a transformatory catalyst for developing effective inclusive practice.

Critical Spaces

Responses to the challenges elicited from policy demands and CB, have engaged some schools in exclusionary practices that impact negatively on children's education. Reflexivity is vital to support cycles of identification, planning and reviewing that inform construction of effective inclusive practice to facilitate reducing or eradicating exclusion. Moreover, this aids teachers with navigating challenges elicited from dissonant policy drivers and issues in practice. As my typology illustrates, critical reflection and collaboration between colleagues examining those challenges, issues in practice (including CB) and research evidence facilitates identifying solutions. Such activity has been conceptualised as a critical space (for example, Middleton and Kay, 2020, p.xv). This highlights the importance of a school ecology that values an inclusive culture for the adults as well as the children, that acts to engender these critical spaces as emotionally safe spaces, important for professional and emotional support that increases capacity to effectively address diverse needs.

10.1.2 RO2 - To observe, document and analyse the perceptions of the key actors in terms of the factors involved in effective teaching and learning experiences.

The factors involved in effective teaching and learning experiences, identified from the empirical research of this study, are presented within five dimensions: Paradigm, Leadership, Relationships, Pedagogy and Critical Spaces. These can be summarised as:

- Constructing shared understanding of inclusion and inclusive practice;
- Developing trustful relationships between teachers and children, and between colleagues;
- Employment of assessment through the lens of *behaviour is communication*;
- Creation of an ecology of continuous professional development, belonging, care and compassion for all children and adults.

Paradigm

Aligned with my typology, construction of inclusive practice starts from a bedrock of values, beliefs and a shared understanding of the core purposes of the school. This shapes the habitus and doxa that mediates the language, actions, systems, policies and everyday practice. A further influence on the habitus and doxa is the interplay of the school team's values with that bedrock. A key contributory factor for inclusive practice is that of leadership allocating time within school development activities for the construction of a shared understanding of inclusion. The notion of *shared understanding* is crucial; without a definition with which all hold agreement, and have the same comprehension of, the opportunities for a whole school inclusive culture are constrained. Additional factors for success are explicit links to practice within the articulation of the definition. This extended Oakleaf's construct of inclusion, beyond notions of belonging and welcoming, to consider issues such as participation and aspirations for learning. Moreover, those explicit links to practice enable staff to visualise how they may operationalise the construct into all aspects of practice: strategic, operational and pedagogical decision-making, and the daily micro-interactions between members of the community. Indeed, the use of illustrative phrases may positively support operationalisation because they aid visualisation and memory.

Leadership

Senior leadership hold a vital role in the construction of effective inclusive practice. Contributory factors include their values and beliefs and the proactive actions they engage in to directly develop inclusive culture and practice at their school. Oakleaf highlighted the value of related professional experience and development related to inclusion for school leaders, for example experience of roles such as SENCO. While senior leaders have a pivotal role in the construction of inclusive culture, policy and practice, success is influenced by the involvement of others. Indeed, policy documents, such as SEND CoP (DfE/DoH 2015), require teachers to have responsibility for pupils with SEN. One contributory factor in the constructive of effective inclusive practice at Oakleaf was the employment of a distributive leadership approach. Thus, while individuals hold specific roles (for example, a SENCO holds responsibility for strategic leadership of SEN and others hold responsibility for pastoral care and subject areas), they each hold particular responsibilities that contribute towards constructing effective inclusive practice. This aids Oakleaf to fulfil the requirements of policy and enables collaboration of a range of expertise; vital to enable teachers to navigate tensions from policy and inform pedagogical decision-making.

Relationships

Analysis of data gathered in my research drew out the importance of considering the complexities and nuances that are involved within the construction of positive relationships. Oakleaf Primary worked to construct relationships through the triadic lens of attunement, attachment and emotional security. The beliefs underpinning this practice align with theories that draw out explicit links between emotional safety, trust and belonginess with providing an environment in which children can thrive academically, emotionally and socially. Moreover, these align with factors identified as being components of effective inclusive practice, for example ethics of care. The triadic lens is key for children who exhibit CB because trustful relationships are key to facilitating identification of underlying causation of observed behaviours; vital for building children's competences and self-belief with emotional regulation, pro-social and pro-learning behaviours. At Oakleaf, approaches for constructing relationships through the triadic lens work across the range of interactions with each child and inform strategic, organisational and pedagogical decision-making. Indeed, Oakleaf recognises the important contribution this makes to the whole school culture and inclusive practice. However, there is

recognition of tensions and challenges elicited within construction of relationships arising from issues such as emotional toll or meeting demands of policies such as those of standards. Construction of professional relationships through the triadic lens at Oakleaf is an important factor within effective inclusive practice that facilitates navigating those issues. Indeed, this engenders relationships that are supportive emotionally and professionally, key for collaboration to resolve issues and develop practice. Furthermore, keen attention to relationships arguably aids construction of practice that falls within altruistic or holistic and agentic inclusion.

Pedagogy

The factors contributing to effective inclusive pedagogical practice relate closely to one another, like layers of an onion. They are underpinned by inclusive values, relationships constructed through the triadic lens, a mental-frame that perceives behaviour as a form of communication, and that places importance on high aspirations for all learners. Echoing theory, Oakleaf view accurate identification vital to inform pedagogical decision-making. Arguably a belief in identification as a process, or ongoing journey of learning about children and about strategies and resources that positively support participation in learning activities, is crucial for children exhibiting CB. However, at Oakleaf, one issue that holds implications for developing practice, is that SLCN does not appear to be routinely considered within identification of causal factors of CB. Oakleaf's practice aligns with theory in the belief that anticipatory modes of planning facilitate greater success in participation, reduces risks of low expectations and enhances children's progress. This is perceived to be especially key for children with CB. Identification and pedagogical decision-making benefit from collaboration with others. Such collaboration facilitates sharing of specialist knowledge and professional experience; thus, collaboration is an important factor in construction of effective practice.

Critical Spaces.

A sense of isolation may emerge for schools owing to the frustrations and tensions experienced in activities aimed at seeking support from external services, such as for financial, advice or practical support. This emerged from my findings, which echo other research and anecdotal reports. Additional tensions include those elicited from dissonance between government's policies that act to constrain agency in pedagogical decision-making; this owing to incongruences between policy-requirements, beliefs about effective pedagogy, and beliefs about metrics.

286

Echoing theory, teachers created critical spaces to seek resolutions to tensions and challenges. While these spaces may not formally be recognised as critical spaces, they are enacted as colleagues work together to analyse issues, research-evidence, policy requirements and professional experience. Additionally, these critical spaces facilitate formal and informal cycles of professional learning that act to aid participatory construction of effective inclusive practice. At Oakleaf, critical spaces facilitated shared understanding of policies and pedagogical approaches and their underlying rationale. Oakleaf believed that this encouraged increased fidelity and consistency in their implementation across the school.

10.1.3 RO3 - To investigate school-level strategies for teachers and learners to co-construct effective learning experiences facilitated through the theoretical framework and methodological approach of Cultural-Historical Activity Theory [CHAT].

Pupil voice provides valuable insights about learning and teaching that can support professional development and pedagogical decision-making (Soan, 2017, p.23; Gross, 2022; Digman and Soan, 2008). My research employed the methodological framework of Cultural-Historical Activity Theory [CHAT] to facilitate teachers' and learners' conversations about learning in a Developmental Workshop Research [DWR] lab. These engaged the children and their teachers in deep reflections on factors that act to support or hinder their participation in learning activities. Teachers carved out time in their very busy timetables for this to happen and without this research study, these would not have happened.

Teachers at Oakleaf identified barriers to engagement in activities for deep reflections on learning with children. Barriers may be elicited from perceptions such as the negative influence of the teacher-pupil power-relations and that of a paucity of time for such activities owing to the demands of the curriculum. The first hypothesises that power-relations constrain articulation of authentic views because children communicate only those ideas they believe teachers wish to hear. This view is influenced by factors including teachers' conceptualisations of childhood and levels of knowledge about strategies that can act to mitigate this issue. The second relates to concerns about the amount of time that may be absorbed by reflection-based activities; owing to the need to fulfil demands arising from national policy for curriculum and for standards. Teachers' professional identity may be another constraining factor, together with their belief that pedagogical decision-making is wholly their responsibility. At Oakleaf, there had been a

greater focus on individual teacher-child micro-conversations, frequently employed to support metacognitive skills, discussions about behaviour and learning, and formative assessment.

The DWR labs employed in my research present an approach that may be used effectively to gather children's authentic views and, facilitated by their teacher, engage them in activities for deep reflections about learning and teaching activities. The use of visual approaches and the informal ambiance were identified to be key factors for successful implementation. Visual approaches included pictures and photographs to stimulate reflection and discussion. This was implemented utilising activities with visual stimuli to encourage children to first reflect on specific learning activities, then choose to draw, write or talk their responses to open-questions, followed by feedback and discussion of their views. These visual approaches support children with expressing their own reality, with space to process to questions, language and ideas. Additionally, they can encourage authentic conversations between teachers and children reflecting on learning experiences in school. Moreover, the informality of the DWR lab approach, together with the use of visual approaches, may act to mitigate the issues of power-relations. Arguably, the conversations between teachers and children facilitated by the DWR lab acted as a critical space. This suggests that the approaches adopted present opportunities for gaining authentic insights from children to support pedagogical decision-making and the potential for teachers and children to co-construct learning experiences together.

10.1.4 Surprising Findings

Section 8.3.1 in Chapter 8 and section 9.1.2 in Chapter 9 explained that the SLTH and MLTS have worked with the school team to develop a shared and agreed understanding of inclusion. Indeed, Teacher C and Teacher B shared that inclusion was a focus that was regularly revisited during staff meetings (for example, quote from Teacher C in Table 13 in section 8.3.1.in Chapter 8). It was surprising that the headteacher and SLT had allocated time on a regular basis for activities that engaged the school staff in collaboration to construct that shared comprehension and definition of inclusion for the school context; especially that this was not just an activity that was enacted once only. This was surprising because of the wider context of the challenges arising from the standards and performativity agendas that may be anticipated to be a dominant influence on decision-making for professional development and school development for schools, that risks squeezing out opportunities for collaboration about inclusion and inclusive practice.

Section 8.5.3. presented SLTH's keen interest in drawing on research evidence to inform development of practice and policy and that SLTH, MLTS and MLTB all reported that they school staff seek research reports, academic texts and research reports and articles from sources in addition to those published by the Education Endowment Foundation [EEF]. These are shared and critically reflected on collaboratively within small groups and whole staff activities, and have informed school policies, such as the school's behaviour policy, and everyday practice. The strength of the positive view of research evidence, the credence and time that was dedicated to this was surprising when considered in relation to context, articulated by the participants, of paucity of time owing to the challenges and demands SLT and teachers have to navigate.

Oakleaf Primary has a school council and a Head boy and Head girl to facilitate articulation of pupil voice about their views of their experiences. The other main instrument for seeking pupil voice was micro-interactions between children and their teacher (section 8.3.5 in chapter 8 and section 9.5.3 in chapter 9). It was surprising that there did not appear to be a wider range of formal and informal tools employed to seek pupil voice when considered in the light of UNCRC (UNESCO 1989), requirements from education policy and that pupil voice is drawn on by Ofsted inspectors during school inspections.

10.2 Contribution to Knowledge

This research contributes to knowledge in several ways explained below:

My study contributes to the field regarding approaches to involving children's voices in research. My keenness to construct a research design with ethical issues considered from the early foundations onwards led to a deep immersion and examination of research ethics. There are always tensions between ethical principles and methodological choices to be navigated by researchers when designing research projects. This informed the development of two instruments to support my thinking and planning for the research design. Firstly, a nested model of the strata of gatekeepers within an educational context (Kay, 2019) that aims to support the identification of gatekeepers from whom to seek informed consent for research in an educational context [figure 4, chapter 5]. My model introduced the notion of an auto-gatekeeper; this propounds individuals act as their own gatekeeper and thus have authority regarding who '… may be permitted to enter into the realms of their personal thoughts, feelings

and experiences …' (Kay, 2019, p.10). The notion highlights the importance of providing clear accessible information about the research that is appropriate to the developmental stage of participants to aid their understanding of the commitment they make by consenting to participate. Moreover, it is suggestive of respect for informed consent as a process; for example, when answering questions, participants choose how much of their views and experiences they wish to share.

The second was a framework, the design of which arose out of my exploration grappling with tensions and issues about including children in my research [figure 5, chapter 5]. Children are classified as vulnerable, doubly so for children with SEN, which frequently elicits heightened anxiety for gatekeepers regarding consent for children's participation in research. The framework to support reflexive ethical decision making in research design for research involving children and young people in educational contexts [FREDRIC] (Kay, 2020, p.25) was designed to pose questions and provide prompts for me to support identifying issues within my research to inform anticipatory planning. I propose that FREDRIC can support any researcher who is designing research in which participants classified as vulnerable (not only children) and thus is a contribution to the field of research ethics, as well as to support the practicalities of designing research. I have disseminated these two contributions already through:

- conference presentations at BERA conferences;
- publication of two articles in Practice, a peer-reviewed journal;
- sharing with postgraduate students studying MA Education courses at my own university.

My research offers approaches for teachers and learners to create critical spaces in which to engage in deep reflections on learning. These are participatory spaces, designed to facilitate children to express their authentic views and be heard. I propose that the approach of the DWR lab and visual approaches, employed in my research, could be utilised with learners across a range of ages and a range of diverse characteristics.

Finally, this study offers a typology for inclusion and exclusion as a contribution to the field. I believe that this is an original contribution to the field of inclusion as I have not discovered a typology of this kind in my exploration of literature. As explained earlier in the chapter, the

typology aims to illustrate ways in which policy, systems and pedagogical-practices in educational settings are shaped from values and beliefs about inclusion and is informed from my examination of the theoretical and policy context.

10.3 A critique of the research

Critical reflection over the elements of any research study is important to aid consideration of the relative strengths and limitations of the study and the implication for the findings.

My research was situated in one primary school in one local authority in the south-west of England. It would be inappropriate therefore to make general claims to the national situation. Oakleaf is an inner-city primary school. At the time of the research, there were 420 children on roll, and the proportion of those children identified with SEN and the proportion eligible for pupil premium were both above the national average. The most recent Ofsted inspection had rated the categories of Achievement of Pupils and Quality of Teaching as Good and the categories of Behaviour, Safety and Welfare and Leadership and Management as Outstanding. These general details may be suggestive of similarities with some other schools. However, I do acknowledge that children and teachers are not homogenous groups. Thus, the children and teachers who participated in this research will not match exactly those at other schools. Nevertheless, I have honoured the intention stated in the methodology chapters to remain honest and accurate within the descriptions provided of the research context, Oakleaf. While I acknowledge that this study may not be generalised, I believe the level of detail provided enables teachers to identify whether they can draw on the findings of this research to inform critical reflections to support development of practice.

This research focuses on issues that are a keen interest of mine; my professional experience aligns to the research focus. Consequently, there is a risk that my interpretations of conversations with the participants and observations of everyday practice are influenced by my beliefs, values and passions and thus be at risk of being influenced by '…bias…' (Mertens, 2015, p.406). Additional risks were elicited from the long period that I was involved with the school; a risk that this could distort my initial interpretations made in the times of the interviews, DWR Labs, observations and conversations in everyday classroom and indeed my findings. Subsequently, this precipitated a risk that a level of veracity could be lost. Recognising and accepting that I am a subjective actor was a first stage of mitigating that risk. Additional actions

to mitigate this risk included sharing experiences recorded in my fieldnotes with the participants and asking them if I was correct in my understanding. Teachers and children were willing to discuss these with me and were I believe honest and open at times when they felt I had misunderstood. I think that taking time to build relationships and trust at the beginning of the research helped with this together with clear reassurance and explanation that I was not there to appraise their practice. Similarly, I shared my analysis of data with them to check that my interpretations were accurate. Furthermore, my supervisors also provided valuable critical sounding-boards. Moreover, the employment of different research methods for gathering data enabled, not only triangulation and checking that participants were sharing authentic views and experiences with me, but also opportunities to test or check out ideas. I believe that these actions mitigated risks of bias or maintaining a dispassionate view.

The DWR labs were facilitated by me as the researcher. In the published research studies I examined, there have been more than one researcher to enable them to take on different roles, for example, facilitator or transcribing ideas. However, as this study was for my PhD studies, it was not appropriate to other researchers to participate. It was also not appropriate because of the trustful relationship I had worked to construct with the staff at Oakleaf. Therefore, I had to juggle the role of facilitator, transcriber of ideas and ensure audio-recording took place. This was not an easy task, particularly as there were a group of voices to hear not just one voice as in the case of interviews. I transcribed notes from the audio recording straight after the DWR Labs, and my reflections, taking opportunities to check ideas with participants. I feel this mitigated against missing key ideas. It was slightly easier for the DWR labs in which conversations between teachers and children took place for two reasons. Firstly, teachers facilitated some of the conversations and secondly the children's pictures provided key information. If I were to repeat this research, I would change the DWR labs with the adult participants to include some form of visual approach. I believe this may aid the participants with their reflections as well as providing concrete data for analysis. It was pleasing to hear from the participants, adults and children, that they enjoyed the RDWs. I am grateful to the participants for their willingness to take part and their openness in sharing their experiences and views. In the adult DWR labs, I did share information about research, such as the links between SLCN and SEMH, at the request of MLTS and SLTH. I hope this offered a beneficent outcome for the school in addition to the opportunity to experience a critical space in a different format to that of their previous experiences.

10.3.1 Reflections on the impact of this study on my own practice

During the fieldwork for my research, I realised how much I was enjoying being back in the classroom; working with the school staff and children in the voluntary tasks assigned to me by the teachers and the research activities. This inspired me to apply for a SENCO role. I am now working in a small village primary school one day per week in the role of SENCO, alongside my university lecturer role. I have always talked with my undergraduate and postgraduate students at university about the importance of inclusion being a whole school ethos and approach. Reflecting on the findings from my PhD have encouraged me to realise that it goes beyond those words, that it is not just about the children but about everybody within the school. Consequently, this means that that the staff, as well as the children, feel that they belong, valued and included in decision-making. Moreover, this should apply to parents, school governors or trustees, and external agencies. Subsequently, this creates a rich inclusive environment. Accordingly, I have worked with all the staff to explore everyone's perceptions and beliefs about the construct of inclusion and work collaboratively to develop a definition of inclusion, which we mapped against our school vision. This has been shared with governors to consult with them on this and seek their perspectives. The headteacher has included this in regular revisits with staff on the schools' priorities. Indeed, at the start of this academic year it was the first slide of their presentation to staff, which I was delighted and encouraged to see (or more colloquially, 'made my heart sing'). I am now using my model of the pedagogical onion to support me with working with my colleagues to enact our shared comprehension of inclusion into our practice. While as SENCO my key responsibilities relate to the children with SEN, as a team we are working to develop our recognition of the wider dimensions that positively and negatively influence children's learning and development, with the aim of a developing greater holistic approach for our identification and pedagogical practices.

Reflecting on my research findings has increased my belief that SENCOs must focus on strategies to empower my colleagues, rather than being the person who solely resolves issues relating to SEN in practice. Aligned with this, my research has nurtured a deeper appreciation and value of the notion of critical spaces; the idea of creating safe spaces for colleagues to work together to resolve problems in practice and tensions arising from the interaction of the performativity and standards agendas and the inclusion agendas. As SENCO, I am working to develop this practice in my own school. My aim is to continue to investigate critical spaces, and to share these ideas

more widely through my teaching at university and publishing articles or papers in academic and professional journals or conferences.

I acknowledged in my analysis of my findings that the importance of positive relationships is not a new idea. However, it can be challenging for educators to develop positive trustful relationships with lively learners. My findings explained how Oakleaf had worked on strategies and approaches for constructing those relationships. I would like to continue to explore this and share this with my colleagues, my students and find opportunities to share this more widely.

In the previous section [10.3], I explained the challenges of working to implement the DWRs as a lone researcher. This is an instrument I would like to employ again, working with research colleagues to mitigate the issues raised of being a lone researcher employing DWRs. I would also like to design visual approaches that could be used within the DWR; for example:

- using photographs from practice to stimulate critical reflections on practice,
- asking the participants to bring meaningful objects for them in relation to issues and approaches in practice to the DWR to aid their critical reflections,
- present their thoughts and experiences visually, such as drawing or photographs or mapping these in diagrammatic form.

I believe that visual approaches could offer a valuable support for communication, aiding memory and a stimulus for critical reflections about practice and the focus of the investigation being researched.

10.4 Recommendations informed from the research findings

Perhaps the circumstance that inclusive practice continues to be debated and investigated echoes Ainscow's (2020, p.126) conceptualisation of inclusion as a journey or '…never-ending search …'. Echoing this, I offer some recommendations arising from the implications of my findings for policy, practice and research to aid this continuing journey.

10.4.1 Local and National Policy

My findings suggest that a revision of terminology in policy, related to inclusion and identification of needs, is required to provide greater clarity and explicit links with practice. This recommendation adds to the voices calling for changes to the SEN term in policy to one that

includes the wider dimensions that affect learning to engender holistic approaches to identifying barriers to learning and pedagogical decision-making. This is pertinent for children who have SEN and exhibit CB, because there may not be a single causal factor. A holistic approach to identification of need that considers social-emotional, cognitive, biological and environmental dimensions offers greater success of accurate identification, which is key to planning effective provision. Indeed, this has already been implemented in Wales and Scotland where the term additional learning needs is employed in policy.

There was a sense of isolation described by Oakleaf owing to frustrations with the LA administrative systems, communications and access to services for support. This has informed my next recommendation for much greater clarity and transparency in the LA administrative systems, and guidance for navigating those systems, together with increased resourcing of services to support schools. There are tensions between national and local systems regarding devolution of resources and responsibilities, for example with regard to funding and to collaboration between agencies. This a complex situation that is beyond the scope of this study to explore further. However, if mainstream schools are to be able to implement an effective inclusive approach to identification, assessment and provision, it is vital that they feel equipped, and effectively supported, to do this.

Allied to the recommendation above, another key aspect to equipping schools is developing the knowledge, skills and understanding for practitioners at all levels of seniority. Therefore, this needs to be part of initial teacher education, early career development and leadership qualifications. Pertinent to this study, this especially needs to include aspects such as the links between SLCN and SEMH. At Oakleaf, there was a consensus that there were benefits for strategic planning for school development from the SLT members having professional experience in roles such as SENCO. This suggests that a requirement to have practical experience and understanding of theory would be beneficial for mainstream primary school leaders. This may be enacted in various ways; for example, through opportunities to experience practice in specialist settings or posts such as SENCO being part of the leadership professional pathway. Furthermore, the National SENCO [NASENCO] qualification is currently scheduled to be replaced by a NPQ for leadership in SEN. It is vital that the curriculum for the new qualification aims to develop critical and analytical thinking skills, just as NASENCO has aimed to do; vital to support

critical reflection of issues in practice and of research evidence to facilitate identifying solutions to resolve those issues.

10.4.2 Practice

In chapter 3, I referred to the DfE survey and other research that identifies teachers feeling unprepared to meet the needs of children who exhibit CB. I make these recommendations for the development of practice, informed from my findings.

Firstly, professional development [CPD] for teachers that works to increase competences with building relationships. The CPD should draw on research evidence about attunement and emotional security, and for pastoral care and academic goals to be equally valued.

Secondly, changing the binary perspective of behaviour management or control to a greater holistical approach (*behaviour is communication*) for developing policy and practice, will facilitate inclusive approaches for behaviour and SEMH needs. Additionally, the construction of effective inclusive practice will benefit from the adoption of pedagogical decision-making approaches that consider all potential barriers to participation from the initial stages (*holding children in mind from the ground up).*

Thirdly, the creation of critical spaces that are safe spaces for debate and reflection will aid teachers to collaborate to resolve issues in practice and mediate the tensions elicited from dissonance between policies. Aligned with the recognition of the value and importance of child-voice, creation of critical spaces for teachers and children to engage in deep reflections on learning, will aid inclusion of child-voice, and potentially participatory partnership in pedagogical decision-making. In recognition of the emotional toll that working with children who exhibit CB can take, supervision support for SENCOs, teachers, and TAs will provide support and facilitate collaborative planning to develop effective practice.

10.4.3 Research

There are opportunities for further investigation arising from the findings of my study.

I welcome examination and investigation of the typology of inclusion and exclusion (presented in tables 22 and 24), to explore further developments of the contents of the typology and for application of the typology.

Similarly, further research to examine the ideas within the model of gatekeepers and the FREDRIC framework, in order to explore their application to empirical research and to enhance the model and framework.

Research to develop tools to support teachers to identify potential SLCN needs that have practical application to practice would be highly beneficial for the development of effective inclusive approaches.

Finally, research to examine the use of critical spaces to aid critical analysis and reflexivity in practice. Additionally, research to investigate the use of critical spaces and visual approaches for participatory approaches to facilitate inclusion of child voice in pedagogical decision-making and possibilities for co-construction of learning activities.

Final Thoughts…

In many ways, I feel as though we have been transported back to 2013-2014: the period leading up to the enactment of the Children and Families Act 2014. Just like then, there are a plethora of debates about the quality of existing systems and educational provision for children with SEN, including whether there will be significant reductions in issue of Education, Health and Care Plans and funding for SEN. There appears to be a perception that gatekeepers to resources for children with SEN are becoming ferocious. The government initiated a review of the SEND system in England in 2019 that culminated in the publication of their plans in March 2023: these outline actions designed to fulfil an aim of improving the educational experiences and outcomes for children with SEN, and eradicate inconsistencies in the quality of inclusive education across England. Echoing issues explored in this thesis, issues relating to the support in mainstream schools for those children with SEN, especially for those who exhibit challenging behaviour in school, have been hotly debated in a variety of forums throughout the time of this review and in the aftermath of the publication of the government's plans.

I believe that inclusive education is vital, not only for the benefit of children with diverse needs, but also for wider society. In order to be effective and genuinely inclusive, mainstream schools need to embed inclusive values from their foundations so that those values pervade their whole-school culture, policies, systems and practice. Subsequently, children with SEN can feel a strong sense of being valued and belonging to their school, have a positive experience of education, and make good progress with social-emotional and academic skills. Moreover, the notion that each individual child is important only if they behave themselves can be eradicated. The findings and recommendations of my research for schools and for local and national policy-makers offer practicable strategies to support the development of effective inclusive education for all children, including those children who exhibit challenging behaviour. Work to enhance the quality and consistency of inclusive education in mainstream schools is crucial; not only for the here-and-now of everyday social and academic aspects of school, but also for children's longer-term outcomes.

References

Adera, B. A. and Bullock, L. M. (2010) 'Job stressors and Teacher job satisfaction in programs serving students with emotional and behavioral disorders', *Journal of Emotional and Behavioural Difficulties,* 15 (1), pp. 5-14.

Ainscow, M. (2005) 'Developing inclusive education systems: what are the levers for change?', *Journal of Educational Change*, 6(2), pp. 109-124.

Ainscow, M. (2016) 'Collaboration as a strategy for promoting equity in education: possibilities and barriers', *Journal of Professional Capital and Community,* 1 (2), pp. 159-175. DOI 10.1108/JPCC-12-2015-0013. Available at: https://www.emerald.com/insight/content/doi/10.1108/JPCC-12-2015-0013/full/html (Accessed: 7th May 2021).

Ainscow, M. (2020) Inclusion and equity in education: Making sense of global challenges, *Prospects*, 49 pp. 123–134. https://doi.org/10.1007/s11125-020-09506

Ainscow, M. and Messiou, K. (2018) 'Engaging with the views of students to promote inclusion in education', *Journal of Educational Change*, 19, pp. 1–17. https://doi.org/10.1007/s10833-017-9312-1.

Ainscow, M., Chapman, C. and Hadfield, M. (2020) *Changing education systems: a research-based approach*. New York: Routledge. Available at: https://www-taylorfrancis-com.glos.idm.oclc.org/books/mono/10.4324/9780429273674/changing-education-systems-mel-ainscow-christopher-chapman-mark-hadfield (Accessed: June 27 2021).

Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving schools, developing inclusion.* Abingdon: Routledge.

Ainscow, M., Dyson, A. and Weiner, S. (2013) *From Exclusion to Inclusion: A Review of International Literature on Ways of Responding to Students with Special Educational Needs in Schools.* Reading: CfBT Education Trust. Available at: https://files.eric.ed.gov/fulltext/ED546818.pdf (Accessed: 7th May 2021).

Ainscow, M., Dyson, A., Goldrick, S. and West, M. (2012) *Developing Equitable Education Systems.* Abingdon: Routledge.

Alexander, R. (2004) 'Still no pedagogy? Principle, pragmatism and compliance in primary education', *Cambridge Journal of Education*, Vol. 34 (1), pp. 7-33.

Allen, K., Boyle, C. and Roffey, S. (2019) 'Editorial', in Allen, K., Boyle, C. and Roffey, S. (eds) Creating a culture of belonging in a school context, *Educational & Child Psychology*, 36 (4), British Psychological Society. pp. 5-7. Available at: https://www.researchgate.net/publication/337730706_Creating_a_culture_of_belonging_in_a_school_context (Accessed: 20th October 2021).

Allen, T., Riley, K. and Coates, M. (2020) Belonging, Behaviour and Inclusion in Schools: What does research tell us?' Available at: https://neu.org.uk/media/13036/view (Accessed: 20th October 2021).

Anderson, S.A.S., Hawes, D.J. and Snow, P.C. (2016) Language Impairments among youth offenders: A systematic review *Children and Youth Services Review,* 65, pp. 195-203.

Arduin, S. (2015) 'A review of the values that underpin the structure of an education system and its approach to disability and inclusion', *Oxford Review of Education,* 41 (1), pp. 105-121.

Armstrong, D. (2014) 'Educator perceptions of children who present with social, emotional and behavioural difficulties: a literature review with implications for recent educational policy in England and internationally', *International Journal of Inclusive Education,* 18 (7), pp. 731-745.

Armstrong, F., Armstrong, D. and Barton, L. (2000) 'Introduction: what's this book about?, in Armstrong, F., Armstrong, D. and Barton, L. (eds) *Inclusive Education. Policy, Contexts and Comparative Perspectives.* London: David Fulton. p.p.1-11.

Arnold, J., Edwards, T., Hooley, N. and Williams, J. (2012) 'Conceptualising teacher education and research as 'critical praxis', *Critical Studies in Education,* 53(3), pp. 281-295.

Arnold, L. and Hoskin, J. (2021) 'Education, health and Care Plans', in Beaton, M.C., Cordina, G.N. and Wharon J.C. (eds) *Leading on Inclusion. The role of the SENCO.* Abingdon: Routledge, pp. 108-118.

Bakopoulou, I. and Dockrell, J.E. (2016) 'The role of social cognition and prosocial behaviour in relation to the socio-emotional functioning of primary aged children with specific impairment,' *Research in Developmental Disabilities,* 45-50, pp. 354-370.

Ball, S. J. (2003) 'The teacher's soul and the terrors of performativity', *Journal of Educational Policy,* 18(2), pp.215-228.

Ball, S. J. (2006) Education Policy and Social Class. The selected works of Stephen J. Ball. Abingdon: Routledge.

Ball, S. J. (2013) The Education Debate. Second Edition. Bristol: The Policy Press.

Ball, S. J. (2018) Commercialising education: Profiting from reform!, *Journal of Education Policy*, 33 (5), pp.587–9.

Ball, S.J. (2021) The Education Debate, Policy Press, Bristol. Available at: ProQuest Ebook Central: https://ebookcentral.proquest.com/lib/uniofglos/detail.action?docID=4983219. (Accessed: 29 April 2023).

Ball, S. J., Maguire, M. and Braun, A. with Hoskins, K. and Perryman, J. (2012) *How do Schools do Policy. Policy enactments in secondary schools.* Abingdon: Routledge.

Barnardes, E., Shaw, B., Menzies, L. and Baars, S. (2015) Joining the Dots: have recent reforms worked for those with SEND? Youth Driver Trust report. Available at: https://driveryouthtrust.com/wp-content/uploads/2021/10/Joining-the-Dots.pdf (Accessed: 29 April 2016).

Baron-Cohen, S., Leslie, A.M. and Frith, U. (1985) 'Does the autistic child have a "theory of mind"?', *Cognition*, *21*(1), pp .37-46.

Barton, L. (1996) 'Sociology and disability: some emerging issues', in Barton, L. (ed) *Disability and society: emerging issues and insights.* London: Longman (Longman sociology series), pp. 3-17.

Booth, T. (2000) 'Inclusion and exclusion policy in England: who controls the agenda?', Armstrong, F., Armstrong, D. and Barton, L. (eds) *Inclusive education: policy, contexts and comparative perspectives.* Abingdon, Oxon: Routledge., pp.78-98.

Barton, L. (2003) *Inclusive education and teacher education: A basis of hope or a discourse of delusion?* Inaugural Professorial Lecture delivered at the Institute of Education, University of London, 3rd July 2003.

Bartram, D. (2018) 'Leadership', in Bartram, D. (ed) *Great Expectations. Leading an Effective SEND strategy in school,* Woodbridge: John Catt Educational Limited, p. 1.

Basham, J.D, Gardner, J.E. and Smith, S.J. (2020) 'Measuring the Implementation of UDL in Classrooms and Schools: Initial Field Test Results', *Remedial and Special Education*, 41(4), pp. 231–243.

Bates, J., Lewis, S. and Pickard, A. (2019) *Education Policy, Practice and the Professional. Second Edition.* London: Bloomsbury.

Beaton, M.C. (2021) 'Hearing their voices: the role of SENCOs in facilitating the participation of all learners', in Beaton, M.C., Cordina, G.N. and Wharon J.C. (eds) *Leading on Inclusion. The role of the SENCO*. Abingdon: Routledge, pp. 15-26.

Beatty, I. D. and Feldman, A. (2012) 'Viewing teacher transformation through the lens of cultural-historical activity theory', *Education as Change,* 16(2), pp. 283-300. DOI10.1080/16823206.2012.745756.

Bennet, T. (2017) *Creating a Culture:How school leaders can optimise behaviour. Independent review of behaviour in schools.* Available at: *https://dera.ioe.ac.uk//28753/2/Department%20for%20Education_Redacted.pdf* (accessed 7th January 2022)

Bennett, T. (2020) *Running the room: The Teacher's guide to behaviour*. Melton, Suffolk: John Catt Educational, Limited.

Benstead, H. (2019)' Exploring the relationship between social inclusion and special educational needs: mainstream primary perspectives', *Support for Learning,* 34 (1), pp. 34-53.

Biesta, G (2004) ' "Mind The Gap!" Communication and The Educational Relation', *Counterpoints*, 259, pp. 11–22.

Biesta, G. (2007). 'Why "what works" won't work: Evidence- based practice and the democratic deficit in educational research', *Educational Theory*, 57(1), pp. 1– 22.

Biesta, G.J.J. (2016) *Good Education in an Age of Measurement: Ethics, Politics and Democracy.* Abingdon: Routledge.

Biesta, G. (2020) *Educational Research. An Unorthodox Introduction.* London: Bloomsbury. Farrell (2012) T*he Effective Teachers Guide to Dyslexia and Other learning Difficulties (Learning Disabilities). Practical Strategies.* Abingdon: Routledge.

Bishop, D.V.M. (2014) 'Ten Questions about terminology for children with unexplained language problems,' International Journal of Language and Communication Disorders, 49 (4), pp. 381-415.

Black, E., Bettencourt, M. And Cameron, C. (2017) 'Social Pedagogy in the Classroom Supporting Children and Young People in Care', in Colley, D. and Cooper, P. (eds) *Attachment and emotional development in the classroom: theory and practice.* London: Jessica Kingsley Publishers, pp. 207-219.

Black, A., Lawson, H. and Norwich, B. (2018) 'lesson Planning for diversity', *Journal of Research in Special Educational Needs,* 19(2), pp. 115-125.

Blamires, M. (1999) 'Universal design for learning: Re-establishing differentiation as part of the inclusion agenda?, *Support for Learning,* 14(4), pp. 158-163.

Boddison, A. (2018) 'Leadership' in Bartram, D. (ed) *Great Expectations. Leading an Effective SEND strategy in school,* Woodbridge: John Catt Educational Limited, pp. 22-24.

Bombèr L. M. (2007) *Inside I'm hurting : practical strategies for supporting children with attachment difficulties in schools*. London: Worth (Attachment aware school series).

Bombèr L. M. (2020) K*now me to teach me : differentiated discipline for those recovering from adverse childhood experiences*. Belper: Worth Publishing.

Booth, T. and Ainscow, M. (2011) *Index for Inclusion: developing learning and participation in schools 3rd Edition.* Bristol: CSIE.

Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M. and Shaw, L. (2000) *Index for inclusion: developing learning and participation in schools*. Bristol: CSIE.

Bourdieu, P. (1984) *Distinction.* Abingdon: Routledge.

Bourdieu, P. (1993) *The field of Cultural Production.* Cambridge: Polity Press.

Boudieu, P. (2005) 'Habitus' in Hillier, J. and Rooksby, E. (eds) *Habitus: A Sense of Place. Second Edition.* Aldershot: Ashgate Publishing, pp. 43-52.

Bourdieu, P. and Wacquant, L.J.D. (1992) *An invitation to Reflexive Sociology.* Cambridge: Polity Press.

Bovill, C. (2020) *Co-creating learning and teaching: towards relational pedagogy in higher education*. St Albans: Critical Publishing.
Bowlby, J. (1988) *A secure base: Clinical applications of attachment theory*. London: Routledge.

Bradbury, J. (2018) Off-rolling: using data to see a fuller picture. Available at: https://educationinspection.blog.gov.uk/2018/06/26/off-rolling-using-data-to-see-a-fuller-picture/ (Accessed: 7th May 2021).

Brunkhorst, H. (1999) 'Critical Theory and Empirical Research' Translated by S. Brindley, in Rasmussen, D.M. (ed.) *The Handbook of Critical Theory.* Oxford: Blackwell.

Braun, V. and Clarke, V. (2020) 'One size fits all? What counts as quality practice in (reflexive) thematic analyses?', *Qualitative Research in Psychology,* 18(3), pp .328-352.

Braun, V., and Clarke, V. (2022) 'Conceptual and design thinking for thematic analysis', *Qualitative Psychology*, 9(1), pp. 3–26. https://doi.org/10.1037/qup0000196 Available at: https://uwe-repository.worktribe.com/output/7164974/conceptual-and-design-thinking-for-thematic-analysis (Accessed: October 24th 2022).

Briggs, S. (2005) *Inclusion and How to do it: Meeting SEN in Primary Schools.* London: Fulton.

Brinkmann, S. (2018) 'The Interview' in Denzin, N.K. and Lincoln, Y.S (eds) *The SAGE Handbook of Qualitative Research. Fifth Edition.* Thousand Oaks, California: SAGE, pp. 576-599.

Brinkmann, S. and Kvale, S. (2015) *Interviews. Learning the craft of qualitative research interviewing. Third Edition.* Thousand Island Oaks, California: SAGE.

British Educational Research Association. 2018. *Ethical Guidelines for Educational Research. Fourth Edition.* London: BERA. Available at: https://www.bera.ac.uk/wp-content/uploads/2018/06/BERA-Ethical-Guidelines-for-Educational-Research_4thEdn_2018.pdf?noredirect=1 (Accessed: 24th June 2018).

Brodie, I. (2001) Children's Homes and School Exclusion. London: Jessica Kingsley Publishers.

Broderick, A. (2018) 'Equality of What? The Capability Approach and the Right to Education for Persons with Disabilities', *Social Inclusion*, 6(1), pp. 29-39. DOI: 10.17645/si.v6i1.1193.

Bronfenbrenner, U. (1979) *The Ecology of Human Development*. Cambridge: Harvard University Press.

Bronfenbrenner, U. (2005) *Making human beings human: bioecological perspectives on human development*. Thousand Oaks: SAGE.

Bronner, S.E. (2011) *Critical Theory. A Very Short Introduction*. Oxford: Oxford University Press.

Brooks, R., Te Riel, K., and Maguire, M. (2014) *Ethics and Education Research*. London: SAGE.

Browder, D., Hudson, M.E. and Wood, L. (2014) 'Using principles of high-quality instruction in the general education classroom to provide access to the general education curriculum'. *In* McLeskey, J. (ed) *Handbook of effective inclusive schools: research and practice*. New York: Routledge, pp. 349-361.

Bryan, H. (2004) 'Constructs of teacher professionalism within a changing literacy landscape', *Literacy*, 38: pp. 141-148. https://doi.org/10.1111/j.1741-4350.2004.00386.x

Bryman, A. (2016) *Social Research Methods. 5th Edition*. Oxford: Oxford University Press.

Byrne, B. (2022) 'How inclusive is the right to inclusive education? An assessment of the UN convention on the rights of persons with disabilities' concluding observations, *International Journal of Inclusive Education*, 26(3), pp. 301-318, DOI:10.1080/13603116.2019.1651411.

Bucknall, S. (2014) 'Doing Qualitative research with Children and Young people', in: *Understanding Research with Children and Young People.* London: SAGE publications Ltd, pp. 69-84.

Burch, L. F. (2018) 'Governmentality of adulthood: a critical discourse analysis of the 2014 Special Educational Needs and Disability Code of Practice', *Disability & Society*, 33 (1). pp. 94-114. ISSN 0968-7599 https://doi.org/10.1080/09687599.2017.1383231. Available at: http://eprints.whiterose.ac.uk/124932/3/The%20governmentality%20of%20successful%20adulthood%20AAM.pdf (Accessed: 10th May 2012).

Caldwell, K. and Atwal, A. (2005) 'Non-participant observation: using video tapes to collect data in nursing research', *Nurse Researcher.* 13(2), pp. 42-54.

Capper, Z. and Soan, C. (2022) 'A cultural historical activity theory analysis of educational psychologists' statutory assessment process post- 2014 children and families act', *Educational Psychology in Practice*, 38(4), pp. 428-447. DOI:10.1080/02667363.2022.2135491.

Carroll, C., and Hurry, J. (2018).' Supporting pupils in school with social, emotional and mental health needs: a scoping review of the literature', *Emotional and Behavioural Difficulties*, *23*(3), pp. 310–325. https://doi.org/10.1080/13632752.2018.1452590.

Carter, B. (2009) ' "Tick box for child?" The ethical positioning of children as vulnerable, researchers as barbarians and reviewers as overly cautious', *International Journal of Nursing Studies*, 46, pp. 858-864.

Center for Applied Special Technology [CAST] (2018). Universal Design for Learning Guidelines version 2.2. Available at: http://udlguidelines.cast.org (Accessed: 21st July 2021).

Central Advisory Council for Education (1967) *Children and their Primary Schools. The Plowden Report.* London: Her Majesty's Stationery Office.

Centre for Social Justice [CSJ] (2011) No Excuses: A review of Educational Exclusion. Available at: https://www.centreforsocialjustice.org.uk/core/wp-content/uploads/2016/08/CSJ_Educational_Exclusion.pdf (Accessed: 10th January 2019).

Centre for Studies on Inclusive Education [CSIE] (2018) *about inclusion*. Available at: http://www.csie.org.uk/inclusion/ (Accessed: 21st July 2021).

Chaiklin, S. Hedegaard, M., and Jensen, U.J. (1999) (eds) *Activity theory and social practice cultural-historical approaches.* Aarhus, Denmark: Aarhus University Press.

Charman, T., Ricketts, J., Dockrell, J.E., Lindsay, G. and Palikara, O. (2015) 'Emotional and behavioural problems in children with language impairments and children with autism spectrum disorders,' *International Journal of Language and Communication Disorders*, 50(1), pp.84-93.

Children and Families Act 2014, c. Available at: https://www.legislation.gov.uk/ukpga/2014/6/contents (Accessed: 15th April 2015).

Children's Commissioner (2017) "Always Someone Else's Problem" Office of the Children's Commissioner's Report on illegal exclusions. Available at: https://www.childrenscommissioner.gov.uk/wp-content/uploads/2017/07/Always_Someone_Elses_Problem.pd (Accessed: 16th July 2018).

Chitty, C. (2014) *Education Policy in Britain. 3rd Edition*. Basingstoke: Palgrave Macmillan.

Choudry, S. (2021) *Equitable Education. What everyone should know about closing the attainment gap for all pupils.* St. Albans: Critical Publishing.

Chow, J.C. and Wehby, J.H. (2018) 'Associations Between language and problem Behaviour: a systematic Review and Correlation Meta-analysis', *Education Psychology Review,* 30, pp. 61-82.

Christenson, P. and Prout, A. (2002) 'Working in Ethical Symmetry in Social Research with Children', *Childhood*, 9(4), pp. 477-497.

Christenson, P. and Prout, A. (2005) 'Anthropological and sociological perspectives on the study of children' in Greene, S. and Hogan, D. (eds) *Researching Children's Experience*. London: SAGE, pp. 42-60.

Clark, T. (2010) 'Gaining and Maintaining Access: Exploring the Mechanisms that Support and Challenge the Relationship between Gatekeepers and Researchers', *Qualitative Social Work*, 10 (4), pp. 485-502.

Clark, A. and Moss, P. (2017) *Listening to young children: a guide to understanding and using the mosaic approach. 3rd edition.* London and Philadelphia: Jessica Kingsley Publishers.

Claxton, G. and Carlzon, B. (2019) *Powering up children: the learning power approach to primary teaching*. Bancyfelin, Wales: Crown House Publishing.

Clegg, J., Law, J., Rush, R., Peters, T.J. and Roulstone, S. (2015) 'The contribution of early language development to children's emotional and behavioural functioning at 6 years: an analysis of data from Children in Focus sample from the ALSPAC birth cohort', *Journal of Child Psychology and Psychiatry*, 56 (1), pp.67-75.

Clough, P. and Garner, G. (2003) 'Special educational needs and inclusive education: Origins and current issues.' *in* S. Bartlett and D. Burton (eds) *Education Studies: Essential Issues*. London: Sage, pp. 72-93.

Cohen, L., Manion, L. and Morrison, K. (2018) *Research Methods in Education. 8th Edition.* Abingdon: Routledge.

Coles, C. and Hancock, R. (2002) *The Inclusion Quality Mark*, South Croydon: Public Sector Matters.

Colley, D. and Cooper, P. (2017) 'Models of Emotional Development', in Colley, D. and Cooper, P. (eds) *Attachment and emotional development in the classroom: theory and practice*. London: Jessica Kingsley Publishers, pp. 21-36.

Conti-Ramsden, G. (2013) 'Commentary: Increased risk of later emotional and behavioural problems in children with SLI – reflections on Yew and O'Kearney (2013)', *The Journal of Child Psychology and Psychiatry*, 54(5), pp.525-526.

Conti-Ramsden, G., Mok, P.I.H., Pickles, A. and Durkin, K. (2013) 'Adolescents with a history of specific language impairment (SLI): Strengths and difficulties in social, emotional and behavioural functioning,' *Research in Developmental Disabilities,* 34, pp. 4161-4169.

Conti-Ramsden, G.,Mok, P., Durkin, K., Pickles, A.,Toseeb, U. and Botting, N. (2019) 'Do emotional difficulties and peer problems occur together from childhood to adolescence? The case of children with a history of developmental language disorder (DLD)', *European Child & Adolescent Psychiatry,* 28, pp.993–1004. Available at: https://doi.org/10.1007/s00787-018-1261-6 (Accessed: 17th November, 2020).

Cook, B.G., Cameron, D.L. and Tankersley, M. (2007) 'Inclusive Teachers' attitudinal ratings of their students with disabilities', *The Journal of Special Education*, 40(4), pp. 230-238.

Cooper, B. (2004) Empathy, Interaction and Caring: Teachers' Roles in a Constrained Environment, *Pastoral Care in Education*, 22(3), pp.12-21, DOI: 10.1111/j.0264-3944.2004.00299.x.

Corbett, J. (2001a) *Supporting Inclusive Education. A Connective Pedagogy.* Abingdon: RoutledgeFalmer.

Corbett, J. (2001b) 'Teaching approaches which support inclusive education: a connective pedagogy', *British Journal of Special Education*, 28 (2), pp.55-59.

Corbett, J and Slee, R. (2000) 'An international conversation on inclusive education ', in Armstrong, F., Armstrong, D. and Barton, L. (eds) *Inclusive education: policy, contexts and comparative perspectives.* Abingdon, Oxon: Routledge., pp. 133-146.

Cordina, G. N. and Wharton, J.C. (2021) 'The language of SEND: implications for the SENCO', in Beaton, M.C., Cordina, G.N. and Wharon J.C. (eds) *Leading on Inclusion. The role of the SENCO.* Abingdon: Routledge. pp. 15-26.

Cornwall, J. and Graham-Matheson, L. (2012) *Leading on Inclusion: Dilemmas, debates and new perspectives,* Abingdon, Oxon: Routledge.

Coulson, T. (2020) 'Come the revolution', in Blatchford, R. (ed) *the Forgotten Third. Do a Third have to fail for two thirds to pass?.* Woodbridge: John Catt Educational Ltd., pp. 41-47.

Cowne E. (2003) *Developing Inclusive Practice: The SENCo's role in managing change.* London: Fulton.

Cowne, E., Frankl, C. and Gerschel, L. (2019) *The SENCO handbook. Seventh Edition.* Abingdon: Open Routledge, Taylor and Francis Group.

Coyne, I. (2010) 'Accessing children as research participants: examining the role of gatekeepers', *Child: care, health and development*, 36 (4), pp. 452-454.

Cozolino, L. (2013) *The Social Neuroscience of Education. Optimizing attachment and learning in the classroom.* New York: W.W. Norton & Company.

Crisp, J. and Soan, S. (2003) 'Managing Behaviour for Learning', in Alfrey, C. (ed) *Understanding Children's Learning. A Text for Teaching Assistants.* London: David Fulton Publishers.

Crow, L. (2010) 'Including all of our lives. Renewing the social model of disability', in. Rix, J., Nind, M., Kieron, S. Simmonds, K. and Walsh, C. (eds) *Equality, Participation 1. Diverse perspectives. Second Edition.* London Routledge and The Open University, pp. 124-140.
Curran, H. (2019) 'Are good intentions enough? The role of the policy implementer during educational reform', *Practice Contemporary Issues in Practitioner Education*, 1(1), pp. 88-93.

Curran, H. (2020) *How to be a brilliant SENCO. Practical Strategies for Developing and Leading Inclusive Provision.* Abingdon: Routledge.

Curran, H., Moloney, H., Heavy, A. & Boddison, A. (2020) *The Time is Now: Addressing Missed Opportunities for Special Educational Needs Support and Co-Ordination in Our Schools*. Bath: Bath Spa University. Available at: https://www.bathspa.ac.uk/media/bathspaacuk/education-/research/senco-workload/National-SENCO-Workload-Survey-Report-Jan-2020.pdf (Accessed: 21st March, 2020).

Daniels, H. (2010) 'Implicit or invisible mediation in the development of interagency work', in Daniels, H., Edwards, A., Engeström, Y., Gallagher, T. and Ludvigsen, S.R. (eds) (2010) *Activity Theory in Practice. Promoting learning across boundaries and agencies.* London: Routledge, pp.105-125.

Darder, A. (2015) 'Decolonizing Interpretative Research: A critical bicultural methodology for social change', The International Educational Journal: Comparative Perspectives, 14(2), pp.63-77.

Davey, G. (2009) 'Using Bourdieu's concept of Habitus to Explore Narratives of Tension', *European Educational Research Journal,* 8(2), pp. 276-284.

De Beco, G. (2018)' The right to inclusive education: why is there so much opposition to its implementation?', International *Journal of Law in Context*, 143 (3). pp. 396-415. ISSN 1744-5523.

Deer, C. (2014) 'Doxa', in Grenfell, M. (ed) *Pierre Bourdieu Key Concepts. Second Edition.* Abingdon: Routledge, pp.114-125.

Demir, Y. and Done, E.J. (2022) 'Twice exceptionality in neoliberal education cultures: implications for special educational needs co-ordinators', *Journal of Research in Special Educational Needs*, 22(3), pp. 266–273. doi: 10.1111/1471-3802.12564.

Department for Children, Schools and Families [DCSF] (2009) *Internal Exclusion Guidance.* DCSF-00055-2010. Available at: https://dera.ioe.ac.uk/id/eprint/712/1/DCSF-00055-2010.pdf (Accessed: 17th June 2018).

Department for Education [DfE] (2010) The importance of teaching: the schools white paper 2010. Available at: https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010 (Accessed: 13th April 2021).

Department for Education [DfE] (2011) The Education Act 2011: Equalities Impact Assessment. Ref: DFE-30004-2011. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/192179/the_education_act_2011_equalities_impact_assessment.pdf (Accessed: 13th April 2021).

Department for Education [DfE] (2012) *Teacher's Standards: Guidance for school leaders, school staff and governing bodies*. Secretary of State for Education, pp.1-15. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf (Accessed: 13th April 2021).

Department for Education [DfE] (2014) Parents feel more supported ahead of radical SEND reforms [Press Release] 15 August 2014. Available at: https://www.gov.uk/government/news/parents-feel-more-supported-ahead-of-radical-send-reforms (accessed 7th May 2021)

Department for Education(2017) *Exclusion from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to exclusion* Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf (Accessed: 18th December, 2017).

Department of Education [DfE] (2018a) Newly qualified Teachers (NQTs): annual survey 2017. Available at: https://www.gov.uk/government/publications/newly-qualified-Teachers-nqts-annual-survey-2017 (Accessed: 21st July 2021).

Department of Education [DfE] (2018b) Special educational needs in England: January 2018. Available at: https://www.gov.uk/government/statistics/special-educational-needs-in-england-january-2018 (accessed 21/07/2021).

Department of Education [DfE] (2019) State of the Nation 2019: Children and Young People's Wellbeing Research report. October 2019. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/906693/State_of_the_Nation_2019_young_people_children_wellbeing.pdf (Accessed: 22nd November 2019).

Department of Education [DfE] (2022) *Permanent exclusions and suspensions in England. Guidance for maintained schools, academies, and pupil referral units in England.* Available at: https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england (Accessed 27th November 2022).

Department for Education [DfE] (2023) *Academic Year 2021/22 Permanent and suspensions in England*. Available at: https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england (Accessed: 5th May 2023).

Department for Education [DfE] and Department for Health [DoH] (2015) *Special Educational Needs and Disability Code of Practice: 0 to 25 years.* Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file /398815/SEND_Code_of_Practice_January_2015.pdf . (Accessed: 30th September 2015).

Department for Education [DfE] and Department for Health [DoH] (2017) *Transforming Children and Young People's Mental Health Provision: a Green Paper*. (Cm 9523). Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/664855/Transforming_children_and_young_people_s_mental_health_provision.pdf (Accessed 27th November 2022).

Digman, C. and Soan, S. (2008) *Working with parents: a guide for education professionals*. Los Angeles: Paul Chapman.

Dix, P. (2017) *When the Adults Change, Everything Changes: Seismic shifts in school behaviour.* Carmarthen: Independent Thinking Press.

Dockett, S. Einarsdóttir, J. and Perry, B. (2012) 'Young People's decisions about research participation: opting out', *International Journal of Early Years Education,* 20(3), pp. 244-256.

Dockrell, J. and Hurry, J. (2018) 'The identification of speech and language problems in elementary school: Diagnosis and co-occurring needs', *Research in Developmental Disabilities*, 81, pp. 52–64.

Dockrell, J.E. and Marshall, C.R. (2015) 'Measurement Issues: Assessing language skills in young children', *Child and Adolescent Mental Health,* 20(2), pp. 116-125.

Dockrell, J.E., Howell, P., Leung, D. and Fugard, A.J.B. (2017) 'Children with Speech Language and Communication Needs in England: Challenges for Practice', *Frontiers in Education,* 2 (35). doi:10.3389/feduc.2017.00035.

Dockrell, J.E., Lindsay, G., Roulstone, S. and Law, J. (2014) 'Supporting children with speech, language and communication needs: an overview of the results of the Better Communication Research Programme,' *International Journal of Language and Communication Disorders,* 49 (5), pp. 543-557.

Done, E. J. and Knowler, H. (2021) ''Off-rolling" and Foucault's art of visibility/invisibility: An exploratory study of senior leaders' views of 'strategic' school exclusion in southwest England', *British Educational Research Journal.* Available at*: https://bera-journals.onlinelibrary.wiley.com/doi/epdf/10.1002/berj.3709* (Accessed: 7th May 2021).

Douglas, A.S. (2012) 'Creating learning opportunities in schools: the role of school leaders in initial teacher education partnerships', *European Journal of Teacher Education,* 35(1), pp. 3-15.

Doumen,S., Verschueren, K., Buyse, E., Germeijs,V. ,Luyckx , K. and Soenens, B. (2008) 'Reciprocal Relations Between Teacher–Child Conflict and Aggressive Behavior in Kindergarten: A Three-Wave Longitudinal Study', *Journal of Clinical Child & Adolescent Psychology,* 37 (3), pp. 588-599, DOI: 10.1080/15374410802148079.

Dove, S. (2021) *Behaving Together in the Classroom. A Teacher's Guide to Nurturing Behaviour.* London: Open University press McGraw-Hill.

Durdella, N. (2019) *Qualitative Dissertation Methodology. A Guide for Research Design and Methods.* Thousand Oaks, California: SAGE.

Durkin, K. and Conti-Ramsden, G. (2007) 'Language, Social Behavior, and the Quality of Friendships in Adolescents With and Without a History of Specific Language Impairment', *Child Development,* 78(5), pp.1441-1457.

Dyson, A. and Gallannaugh, F. (2007) 'National policy and the development of inclusive school practices: a case study', *Cambridge Journal of Education,* 37(4), pp. 473–488. Doi: 1080/0305764070105690.

Dyson, A., Gallannaugh, F. and Millward, A. (2003) 'Making space in the standards agenda: Developing Inclusive Practices in schools', *European Educational Research Journal*, 2 (2) pp. 228-244. Doi: 10.2304/eerj.2003.2.2.3.

Eames, C. (2016) ' Exploring Teacher Pedagogical Content Knowledge (PCK) Development using CORES (content representation)', in Gedera, D.S.P. and Williams, P.J. (eds) Activity Theory in Education. Research and Practice. Rotterdam: Sense Publishers, pp. 169-181.

Edgerton, J.D. and Roberts, L.W. (2014) 'Cultural capital or habitus? Bourdieu and beyond in the explanation of enduring educational inequality.' *Theory and Research in Education*, 12(2), pp. 193-220.

Education Act 1944, c8. Available at: https://www.legislation.gov.uk/ukpga/Geo6/7-8/31/contents/enacted (Accessed: 27th June 2021).

Education Reform Act [ERA] 1988. Available at: https://www.legislation.gov.uk/ukpga/1988/40/contents (Accessed: 16th July 2018).

Edwards, A., Daniels, H., Gallagher, T., Leadbetter, J. and Warmington, P. (2009) *Improving Inter-professional Collaborations. Multi-agency working for children's wellbeing.* Routledge: London.

Edwards, R. and Mauthner, M. (2012) ' Ethics and feminist theory and practice', i*n* Miller, T. Birch, Mauthner, M. and Jessop, J. (eds) *Ethics in qualitative research. Second Edition.* London: SAGE, pp. 14-28.

Ekins, A. (2015) The Changing Face of Special Educational Needs. Impact and Implications for SENCOs, teachers and their schools, 2nd Edition. Abingdon: Routledge.

Ekins, A. (2017) *Reconsidering Inclusion. Sustaining and building inclusive practices in schools.* Abingdon: Routledge.

Elementary Education (Defective and Epileptic Children) Act 1914, c 45. Available at: http://www.educationengland.org.uk/documents/acts/1914-el-ed-defective-epileptic-children-act.html (Accessed: 27th June 2021).

Elliot, J. and Place, M. (2012) *Children in Difficulty. A guide to understanding and helping. Third Edition.* Abingdon: Routledge.

Ellis, S. and Tod, J. (2018) *Behaviour for Learning. Promoting Positive Relationships in the classroom. Second Edition.* Abingdon: Routledge.

Engeström, Y. (2000) 'Activity theory as a framework for analysing and redesigning work', *Ergonomics,* 43(7), pp. 960-974.

Engeström, Y. (2001) 'Expansive learning at work: Toward an activity theoretical reconceptualisation', *Journal of Education and Work,* 14(1), pp. 133-156. Available at: http://doi.org/10.1080/1369080020028747 (Accessed: 17th October 2018).

Engeström, Y. (2010) 'Activity Theory and Learning at Work', in Malloch, M., Cairns, L., Evans, K. and O'Connor, B.N. (eds) *The SAGE Handbook of Workplace learning,* London: SAGE, pp. 74-89.

Engeström, Y. and Sannino, A. (2010) 'Studies of Expansive Learning: foundations, findings and future challenges', *Educational Research Review.* doi:10.1016/j.edurev.2009.12.002.

Eposito, R. and Carroll, C. (2019) 'Special Educational Needs Coordinators' Practice in England 40 Years on from the Warnock Report', *Frontiers in Education,* 4, pp.1-9. Doi:10.3389/feduc.2019.00075.

Equality Act 2010 Available at: https://www.legislation.gov.uk/ukpga/2010/15/contents (Accessed: 16th July 2018).

Farrell, M. (2017) *Educating Special Students. An introduction to provision for learners with disabilities and disorders. Third Edition*. Abingdon: Routledge David Fulton.

Florian, L. and Black-Hawkins, K. (2011) Exploring inclusive pedagogy. *British Educational Research Journal*, 37(5) pp. 813-828.

Florian, L., Black-Hawkins, K. and Rouse, M. (2017) *Achievement and Inclusion in Schools. Second Edition.* Abingdon: Routledge.

Flutter, J. and Ruddock, J. (2004) *Consulting Pupils. What's in it for Schools.* London: Routledge.

Foot, K.A. (2014) 'Cultural-Historical Activity Theory: Exploring a Theory to Inform Practice and Research', *Journal of Human Behavior in the Social Environment*, 24, pp. 329–347. DOI: 10.1080/10911359.2013.831011.

Forrester, G. and Garratt, D. (2016) *Education Policy Unravelled*. Second Edition. London: Bloomsbury.

Fowler, J. (2011) Education Act 2011 – part 1 blog for LGIU (Local Government Information Unit). Available at: https://lgiu.org/education-act-2011-part-1/ (Accessed: 13th April 2021).

Frederickson, N. and Cline, T. (2015) *Special Educational Needs, Inclusion and Diversity. Third Edition.* Minehead: OUP.

Freire, P. (1996) *Pedagogy of the oppressed (New revised edition).* London: Penguin

Frith, C. and Frith, U. (2005).' Theory of mind', *Current biology*, 15(17), pp. R644-R645.

Geddes, H. (2017) *Attachment in the classroom : the links between children's early experience, emotional well-being and performance in school*. London: Worth Pub.

Geraghty, J. (2012) 'Smoking behaviour and interaction: the observation process in research', *British Journal of Nursing. 21(5), pp.86-91.*

Gergen, K.J. (2015) From Propositions to Practice Pedagogy for Life as Process, in Dragonas, T., Gergen, K.J., McNamee, S. and Tseliou, E. (eds) *Education as Social Construction Contributions to Theory, Research and Practice.* Chagrin Falls, Ohio, USA: Taos Institute Publications, pp.49-61. Available at: https://www.researchgate.net/profile/Thalia-Dragonas/publication/326781669_Sowing_Seeds_of_Synergy_Creative_Youth_Workshops_in_a_Multi-Cultural_Context/links/5b69727c45851546c9f6961c/Sowing-Seeds-of-Synergy-Creative-Youth-Workshops-in-a-Multi-Cultural-Context.pdf (accessed 30th December 2022).

Glazzard, J. (2011) 'Perceptions of the barriers to effective inclusion in one primary school: voices of teachers and teaching assistants', *Support for Learning,* 26, pp.56-63.

Glazzard, J. (2013) 'A critical interrogation of the contemporary discourses associated with inclusive education'. International Journal of Research in Special Educational Needs. 13 (3), pp. 182-188.

Glazzard, J. (2014a) 'A School under Scrutiny: A Personal Account of the Impact of Inclusion on a Small Primary School in England.', *International Journal of Learning, Teaching and Educational Research,* 9(1), pp.95-106.

Glazzard, J. (2014b) 'The standards agenda: reflections of a special educational needs co-ordinator', *Support for Learning,* 29(1), pp. 39-53.

Glazzard, J. (2014c) 'Paying the price for being inclusive: the story of Marshlands', *Support for Learning,* 29(1), pp. 24-38.

Glazzard, J. (2018) 'The Role of Schools in Supporting Children and Young People's Mental Health', *Education and Health,* 36(3), pp. 83-88.

Glazzard, J. (2022) 'What can teachers do to raise outcomes for children with special educational needs and disabilities?', in Garden C. (ed) *Primary Teaching. Learning and Teaching in primary Schools Today. Second Edition*. London: SAGE, pp. 217-237.

Glazzard, J. and Netherwood, A., with Hughes, A., Neve, L. and Stokoe, J. (2019) *Teaching & supporting children with special educational needs & disabilities in primary schools*. 3rd Edition. London: Learning Matters/ SAGE.

Glazzard, J. and Stones, S. (2021)' Supporting Young People's Mental Health: Reconceptualizing the Role of Schools or a Step Too far?', *Frontiers in Education, 5,* pp. 1-5. Available at: https://www.frontiersin.org/articles/10.3389/feduc.2020.607939/full (Accessed 16th March 2022).

Glazzard, J. and Trussler, S. (2020) *Supporting Mental Health in Primary and Early Years. A Practice Based Approach.* London: SAGE.

Goleman, D. (1998) *Working with emotional intelligence*. London: Bloomsbury.

Gomersall, T., Spencer, S., Basarir, H., Tsuchiya, A., Clegg, J., Sutton, A. and Dickinson, K. (2015) 'Measuring quality of life in children with speech and language difficulties: a systematic review of existing approaches', *International Journal of Language and Communication Disorders,* 50(4), pp.416-435

Graham, L.J. and Slee, J (2008) 'An Illusory Interiority: Interrogating the discourse/s of inclusion', *Educational Philosophy and Theory*, 40(2), pp.277-293, DOI: 10.1111/ j.1469-5812.2007.00331.x.

Graham, A., Powell, M., Taylor, N., Anderson, D. and Fitzgerald, R. (2013*) Ethical Research Involving Children*. Florence: UNICEF Office of Research - Innocenti. Available at: https://www.unicef-irc.org/publications/pdf/eric-compendium-approved-digital-web.pdf (Accessed :4 January 2018).

Graham, B. White, C., Edwards, A., Potter, S. and Street, C. (2019) *School exclusion: a literature review on the continued disproportionate exclusion of certain children May 2019* (DFE-RR86)*. *Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data /file/800028/Timpson_review_of_school_exclusion_literature_review.pdf (Accessed 20th July 2019).

Greater Manchester Combined Authority [GMCA] (2021) '*Pathways to Success' Addressing the educational challenge of coronavirus Promising practices that emerged from the second phase1* (published 14th June 2021) Available at: https://gmlp.org.uk/docs/Second_Pathways_to_Success_report___14th_June_2021.pdf (accessed 27th June 2021).

Greig, A., Taylor, J., and MacKay, T. (2013) *Doing research with children. A practical guide. 3rd edition.* London: SAGE.

Grenfell. M. (2014) 'Biography', in Grenfell, M. (ed) *Pierre Bourdieu Key Concepts. Second Edition.* Abingdon: Routledge, pp.11-25.

Grimm, F., Alcock, B., Butler, J.E., Fernandez Crespo, R., Davies, A., Peytrignet, S. Piroddi, R., Thorlby, R. and Tallack, C. (2022) *Briefing: Improving children and young people's mental health services Local data insights from England, Scotland and Wales. July 2022.* Available at: https://www.health.org.uk/sites/default/files/upload/publications/2022/CYPMHbriefing_Web_F inal.pdf (Accessed: 12th November 2022).

Grix, J. (2004) *The Foundations of Research*. Basingstoke: Palgrave Macmillan.
Gross, J (2022) *Reaching the Unseen Children. Practical Strategies for Closing Stubborn Attainment Gaps in Disadvantaged groups.* Abingdon: Routledge.

Groundwater-Smith, S., Dockett, S. and Bottrell, D. (2015) *Participatory Research with Children and Young People*. London: SAGE.

Gus, L. and Wood, F. (2017) 'Emotion Coaching', in Colley, D. and Cooper, P. (eds) *Attachment and emotional development in the classroom: theory and practice*. London: Jessica Kingsley Publishers, pp. 83-99.

Hadfield, M. and Ainscow, M. (2018) 'Inside a self-improving school system: Collaboration, competition and transition', *Journal of Educational Change*, 19, pp. 441–462. https://doi.org/10.1007/s10833-018-9330-7

Hamilton, P. (2021) *Diversity and Marginalisation in Childhood. A Guide for Inclusive Thinking 0-11.* London: SAGE.

Hamre, B.K. and Pianta, R.C. (2001) 'Early Teacher–Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade', *Child Development*, 72 (2), pp. 625–638.

Handbury, M. (2007) *Positive behaviour Strategies to support Children and young people with Autism*. London: Paul Chapman Publishing.

Hanke, V. (2013) 'Guided reading: Young people's perspectives on classroom practice', *Literacy,* 48(3), pp. 136-143.

Harding, J. (2019) *Qualitative Data Analysis. From Start to Finish. Second Edition.* London: SAGE.

Hart, S. (1996) *Beyond Special Needs: Enhancing children's learning through innovative thinking*. London: Paul Chapman.

Hart, C.S. (2012a) 'Editorial. The capability approach and education', Cambridge Journal of Education, 42, (3), pp. 275–282.

Hart, C.S. (2012b) *Aspirations, Education and Social Justice.* London: Bloomsbury.

Hartas, D. (2011) 'Children's language and behavioural, social and emotional difficulties and prosocial behaviour during toddler years and at school entry,' *British Journal of Special Education,* 38(2), pp.55-107.

Hayward A (2006) *Making Inclusion happen: A Practical Guide.* London: Paul Chapman.

Hellawell, B. (2018) 'An Ethical Audit of the Send Cop 2015: Professional Partnership Working and the Division of Ethical Labour,' *Journal of Research in Special Educational Needs*, 19(1), pp. 15–26.

Hellawell, B. (2019) *Understanding & challenging the SEND Code of Practice.* Los Angeles: SAGE.

Henderson, N. and Smith, H. (2021) *Relationship-based pedagogy in primary schools: learning with love. First edition.* Abingdon: Routledge

Hodkinson, A. (2012) '"All present and correct?" Exclusionary Inclusion within the English education system'. *Disability and Society*, 27 (5), pp. 675-688. Doi:10.1080/09687599.2012.673078.

Hodkinson, A. (2016) *Key Issues in Special Educational Needs and Inclusion. Second Edition.* London: SAGE.

Hodkinson, A. (2019) *Key issues in Special Educational Needs, Disability and Inclusion. Third Edition.* London: SAGE.

Hodkinson, A. and Williams-Brown, Z. (2022) *International issues in SEND and Inclusion.* Abingdon: Routledge.

Holliday, A. (2007) *Doing and Writing Qualitative Research. Second Edition.* London: SAGE.

Holliday, A. (2016) 'Revisiting Intercultural Competence: Small Culture Formation on the Go through Threads of Experience', *International Journal of Bias, Identity and Diversities in Education,* 1 (2), pp. 1- 14.

Hollo, A., Wehby, J.H. and Oliver, R.M. (2014) 'Unidentified Language Deficits in Children With Emotional and Behavioural Disorders: A Meta-analysis', *Exceptional Children,* 80(2), pp. 169-186.

Hopkins, T., Clegg, J. and Stackhouse, J. (2018) 'Examining the association between language, expository discourse and offending behaviour: an investigation of direction, strength and independence', *International Journal of Communication Disorders, 53(1), pp.113-129.*

House of Commons Education Committee [HCEC](2018) *Forgotten children: Alternative provision and the scandal of ever-increasing exclusions*: Fifth report of session 2017-2019. London: House of Commons. Available at: https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/342/342.pdf (Accessed: 30th October 2019).

House of Commons Education Committee [HCEC] (2019) Special educational needs and disabilities. First Report of Session 2019. Available at: https://publications.parliament.uk/pa/cm201919/cmselect/cmeduc/20/20.pdf (Accessed: 30th October 2019).

House of Commons Education and Skills Committee [HCESC] (2006) Special Educational Needs. Available at: https://publications.parliament.uk/pa/cm200506/cmselect/cmeduski/478/478i.pdf (Accessed: 26th April 2017).

Huang, X. (2019) 'Understanding Bourdieu – Cultural Capital and Habitus', *Review of European Studies,* 11(3), pp. 45-49.

Hussain, M.A. (2015) 'In the Labyrinth of Research: Critiquing Research Studies Conducted in Contrasting Paradigms', *Journal of Language Teaching and Research,* 6 (5), pp. 956-962.

Hutchings, M., Greenwood, C., Hollingworth, S., Ayo Mansaray, A. and Rose ,A.., with Minty, A. and Glass, K. (2012) *Evaluation of the City Challenge programme*. Research Report. DFE-RR215. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/184093/DFE-RR215.pdf (Accessed: 18th January 2020).

Hutton, E. and Soan, S. (2010) 'Skills for Primary Schools: Movement and Co-Ordination Resources', *Support for Learning*, 25(3), pp. 116–121.

ICAN/RCSLT (2018) *Bercow: Ten Years on an Independent Review of Provision for Children and Young People With Speech, Language and Communication Needs in England.* London: ICAN/RCSLT .Available at: https://www.bercow10yearson.com/wp-content/uploads/2018/03/337644-ICAN-Bercow-Report-WEB.pdf (Accessed: 30th June 2019).

Irwin-Rogers, K., Muthoo, A., and Billingham, L. (2020). *Youth Violence Commission Final Report.* Youth Violence Commission. Available at: https://ebc743b2-5619-4230-8e01-421540c665fc.filesusr.com/ugd/ad2256_a0f38547a4134e0cb923905486bcc186.pdf (Accessed: 15th January 2023).

James. M. and Pollard, A. (2011) 'TLRP's ten principles for effective pedagogy: rationale, development, evidence, argument and impact', *Research Papers in Education*, 26(3), pp.275-328, DOI:10.1080/02671522.2011.590007.

Jarzabkowski, P. (2003) 'Strategic practices: An Activity Theory Perspective on Continuity and Change', *Journal of Management Studies,* 40(1), pp. 23-55.

Jean-Pierre, J. and Parris, S. (2018). 'Alternative School Discipline Principles And Interventions: An Overview Of The Literature', *McGill Journal of Education / Revue des sciences de l'éducation de McGill*, *53* (3), pp. 414-433. https://doi.org/10.7202/1058410ar . Available at: https://www.erudit.org/fr/revues/mje/2018-v53-n3-mje04479/1058410ar/ (Accessed: 18th January 2020).

Jenkins, R. (1992) *Key Sociologists Pierre Bourdieu.* London: Routledge.

Kane, J. (2011) *Social Class, gender and Exclusion from School.* London: Routledge.

Kara, H., Lemon, N., Mannay, D. and McPherson, M. (2021) *Creative Research Methods in Education: Principles and Practices*. Bristol: Policy Press.

Kay, L. (2019)' Guardians of research: negotiating the strata of gatekeepers in research with vulnerable participants', *PRACTICE*, 1(1), pp. 37-52. DOI:10.1080/25783858.2019.1589988.

Kay, L. (2020) 'Pivoting the seesaw? Negotiating the tensions of balancing ethical and methodological considerations in designing research that involves children and young people', *PRACTICE*, 2 (1), pp. 21-32. DOI: 10.1080/25783858.2020.1732632.

Kellett, M (2014) 'Images of Childhood and their Influence on Research' in Clark, A. Flewitt,, R. Hammersley, M. and Robb, M. (eds) *Understanding Research with Children and Young People.* London: SAGE, pp. 15-33.

Kellock, A. (2020) 'Children's well-being in the primary school: A capability approach and community psychology perspective', *Childhood*, 27(2), pp. 220–237.

Kersner, M. (2015) Speech, Language and Communication Problems in Young Children, in Kersner, M. and Wright, J.A. (eds*) Supporting Young Children with Communication Problems*. Abingdon: Routledge, pp. 1-12.

Killey, B. (2018) 'Foreword' in Bartram, D. (ed) *Great Expectations. Leading an Effective SEND strategy in school,* Woodbridge: John Catt Educational Limited, pp. 11-13.

King, N. and Horrocks, C. (2010) *Interviews in Qualitative Research.* London: SAGE.

Kovač, V. B., and Vaala, B. L. (2021) 'Educational inclusion and belonging: a conceptual analysis and implications for practice', *International Journal of Inclusive Education*, *25*(10), pp. 1205-1219.

Kutti, K. (1999) 'Activity theory, work and systems design' In Engeström, Y., Miettinen, R. and Raija-Leena, P. (eds) Perspectives on Activity Theory. Cambridge: Cambridge University Press, pp. 17-44.

Lakoff, G. (2014) *Don't Think of an Elephant! Know your values and frame the Debate.* White River Junction, Vermont, USA: Chelsea Green Publishing.

Lakoff, G. and Johnson, M. (1980) *Metaphors we live by.* Chicago: University of Chicago Press.

Lamb, B. (2009) Lamb Inquiry: Special Educational Needs and Parental Confidence. London: DCSF. Available at: https://dera.ioe.ac.uk/9042/1/Lamb%20Inquiry%20Review%20of%20SEN%20and%20Disability%20Information.pdf (Accessed: 18th January 2020).

Lamb, B. (2019) 'Statutory Assessment for Special Educational Needs and the Warnock Report; the First 40 Years', *Frontiers in Education,* 4 (51), pp.1-17. Available from: *https://doi.org/10.3389/feduc.2019.00051* (Accessed: 18th January 2020).

Lamm, C., Rütgen, M. and Wagner, I.C. (2019).' Imaging empathy and prosocial emotions', *Neuroscience letters*, *693*, pp. 49-53.

Leadbetter, J., Daniels, H., Edwards, A., Martin, D., Middleton, D., Popova, A., Warmington, P., Apostolov, A. and Brown, S. (2007) 'Professional learning within multi-agency children's services: researching into practice', *Educational Research,* 49(1), pp. 83-98.

Lewin, K. (1946) "Action Research and Minority Problems," Journal of Social Issues, 2(4), pp. 34–46. doi: 10.1111/j.1540-4560.1946.tb02295.x

Liasidou, A. (2012) *Inclusive Education, Politics and Policymaking.* London: Continuum International Publishing Group.

Lindner, K., Schwab, S., Emara, M. and Avramidis, E. (2023) 'Do teachers favor the inclusion of all students? A systematic review of primary schoolteachers' attitudes towards inclusive education', *European Journal of Special Needs Education*, DOI: 10.1080/08856257.2023.2172894.

Lindsay, G. and Dockrell, J.E. (2012a) 'Longitudinal Patterns of Behavioral, Emotional, and Social Difficulties and Self-Concepts in Adolescents with a History of Specific Language Impairment,' *Language, Speech and Hearing Services in Schools,* 43, pp.445-460.

Lindsay, G. and Dockrell, J.E. (2012b) The relationship between speech, language and communication needs (SLCN) and behavioural, emotional and social difficulties (BESD). Research Report DfE-RR247-BCRP6. Available at: https://www.gov.uk/government/publications/the-relationship-between-speech-language-and-communication-needs-slcn-and-behavioural-emotional-and-social-difficulties-besd (Accessed: 15th October, 2016).

Lindsay, G., Dockrell, J.E. and Strand, S. (2007) 'Longitudinal patterns of behaviour problems in children with specific speech and language difficulties: Child and Contextual factors,' *British Journal of Educational Psychology,* 77, pp. 811-828

Ljungblad, A. (2021) 'Pedagogical Relational Teachership (PeRT)- a multi-relational perspective', *International Journal of Inclusive Education,* 25 (7), pp. 860-876.

Lockley, J. (2016) 'Teachers designing classroom curriculum through the lens of Cultural-Historical Activity Theory', in Gedera, D.S.P. and Williams, P.J. (eds) *Activity Theory in Education. Research and Practice.* Rotterdam: Sense Publishers, pp. 183-198.

Long, R. (2007) *The Rob Long Omnibus Edition of Better Behaviour*. London: Routledge.

Long, R. and Danechhi, S. (2020) House of Commons Library briefing paper Number 084444. 21st February 2020. Available at: https://commonslibrary.parliament.uk/research-briefings/cbp-8444/ (Accessed: 7th May 2021).

Luff, P. (2009) 'Looking, listening, learning and linking: uses of observation for relational pedagogy' in Papatheodorou, T. and Moyles, J. R. (eds) *Learning together in the early years: exploring relational pedagogy*. Abingdon, Oxon, UK: Routledge, pp. 66-76.

Lundy, L. (2007) '''Voice" is not enough: conceptualising Article 12 of the United Nations Convention on the Rights of the Child', *British Educational Research Journal,* 33 (6), pp. 927–942.

Maguire, M. and Delahunt, B. (2017) 'Doing a thematic analysis: A Practical, Step-by-Step Guide for Learning and Teaching Scholars', *All Ireland Journal of Teaching and Learning in Higher Education,* 3, pp. 3351-33514.

Martin-Denham, S. (2020a) *An investigation into the perceived enablers and barriers to mainstream schooling: The voices of children excluded from school, their caregivers and*

professionals. Project Report, University of Sunderland. Available at:
http://sure.sunderland.ac.uk/id/eprint/11941/ (Accessed: 26th April 2021).

Martin-Denham, S. (2020b) *A review of school exclusion on the mental health, well-being of children and young people in the City of Sunderland. Project Report.* University of Sunderland. Available at: http://sure.sunderland.ac.uk/id/eprint/11940/ (Accessed: 26th April 2021).

Maton, K. (2014) 'Habitus', in Grenfell, M. (ed) *Pierre Bourdieu Key Concepts. Second Edition.* Abingdon: Routledge, pp. 48-64.

McCluskey, G., Riddell, S., Weedon, E. and Fordyce, M. (2016) 'Exclusion from School and Recognition of Difference', *Discourse: Studies in the Cultural Politics of Education*, 37(4), pp. 529–539.

McGuckin, C. and Síoráin, C. (2021) 'The Professional Diverse Learning Needs', in Soan, S. (ed) *Why do teachers need to know about diverse learning Needs? Strengthening Professional Identity and Well-being*. London: Bloomsbury, pp. 15-32.

McGuire, J.M., Scott, S.S. and Shaw, S.F., (2006) 'Universal design and its applications in educational environment',. *Remedial and special education*, *27*(3), pp. 166-175.

McKenzie, T.L., and van der Mars, H. (2015) 'Top 10 Research Questions Related to Assessing Physical Activity and Its Contexts Using Systematic Observation', *Research Quarterly for Exercise and Sport.* 86, pp. 13-29.

McNiff, J. (2017) *Action Research. All you need to know.* London: SAGE.

McNiff, J. and Whitehead, J. (2009) *Doing and writing action research.* Thousand Oaks, CA: SAGE.

McShane, J. (2020) 'We know off-rolling happens. Why are we still doing nothing?', *Support for Learning,* 35(3), pp.259-275.

Meijer, C.J.W. and Watkins, A. (2019) Financing special needs and inclusive education – from Salamanca to the present, International Journal of Inclusive Education, 23:7-8, 705-721, DOI: 10.1080/13603116.2019.1623330.

Meo, G. (2008) 'Curriculum Planning for All Learners: Applying Universal Design for Learning (UDL) to a High School Reading Comprehension Program', *Preventing School Failure: Alternative Education for Children and Youth*, 5(2), pp. 21-30. DOI: 10.3200/PSFL.52.2.21-30.

Mertens, D. (2007) 'Transformative Considerations Inclusion and Social Justice', *American Journal of Evaluation*, 28(1), pp.86-90. DOI: 10.1177/1098214006298058.

Mertens, D (2015) *Research, Evaluation in Education and Psychology*. Thousand Oaks: SAGE.

Mertens, D. and McLaughlin, J.A. (2004) *Research and Evaluation Methods in Special Education.* London: SAGE.

Mertens, D. (2017) 'Transformative research: personal and societal', International Journal for Transformative Research, 4(1), pp.18-24. DOI: https://doi.org/10.1515/ijtr-2017-0001.

Messeter, T. and Soni, A. (2017) 'A systematic literature review of the 'managed move' process as an alternative to exclusion in UK schools' *Emotional and Behavioural Difficulties,* 23(2), pp. 169–185. https://doi.org/10.1080/13632752.2017.1383676.

Middleton, A. (2022) 'The nurtureuk Violence Reduction Unit programme: Exploring a model for reducing school exclusions and instances of youth violence through nurture practice', *The International Journal of Nurture in Education,* 8, pp. 67-88.
Middleton, T. and Kay, L. (2020) *Using an inclusive approach to reduce school exclusion. A Practitioner's Handbook.* Abingdon: Routledge Nasen Spotlight series.

Middleton, T. and Kay, L. (2021) "Uncharted Territory and Extraordinary Times: The Senco's Experiences of Leading Special Education during a Pandemic in England," *British Journal of Special Education*, 48(2), pp. 212–234.

Miller-Lewis, L. R., Sawyer, A.C.P., Searle, A.K., Mittinty, M.N., Sawyer, M.G. and Lynch, J.W. (2014) 'Student-Teacher Relationship Trajectories and Mental Health Problems in Young Children'," *BMC Psychology*, 2(1). doi: 10.1186/s40359-014-0027-2.

Minnow, M. (1985) 'Learning to Live with the Dilemma of Difference: Bilingual and Special Education', *Law and Contemporary Problems*, 48(2), pp. 157–211.

Mitchell, D. (2014) *What really works in Special and Inclusive Education. Using evidence-based teaching strategies. Second Edition.* Abingdon: Routledge.

Mitchell, D. R. and Sutherland, D. (2020) *What really works in special and inclusive education: using evidence-based teaching strategies*. *Third edition.* Abingdon, Oxon: Routledge, Taylor & Francis Group.

Moore, R. (2014) 'Capital' in Grenfell, M. (ed) *Pierre Bourdieu Key Concepts. Second Edition.* Abingdon: Routledge, pp. 98-113.

Morberg, S., Lagerström, M. and Dellve, L. (2012) 'The School Nursing Profession in Relation to Bourdieu's Concepts of Capital, Habitus and Field', *Scandinavian Journal of Caring Sciences*, 26(2), pp. 355–62. doi: 10.1111/j.1471-6712.2011.00941.x.

Morewood, G. (2018) 'Leadership' in Bartram, D.(ed) (2018) Great Expectations. Leading an Effective SEND strategy in school. Woodbridge: John Catt Educational Limited.pp.pp.19-21.

Morrow, R.A. (1994) *Critical Theory and Methodology: interpretive structuralism as a research program.* London: SAGE.

Muijs, D. and Reynolds, D. (2011) *Effective Teaching. 3ʳᵈ Edition.* London: SAGE.

Naraian, S. and Schelssinger, S. (2018). 'Becoming an inclusive educator: Agentive maneuverings in collaboratively taught classrooms', *Teaching and Teacher Education*, 71, pp. 179-189.

NASEN (2019) *The Timpson Review - what next?.* Available at: http://www.nasen.org.uk/newsviews/nasen-blog.the-timpson-review-what-next.html (Accessed: 15 June 2019).

Nel, N. (2014) 'Applying a Transformative-Pragmatic Paradigm to Engender Collabouration in Educational Processes', *International Journal on New Trends in Education and Their Implications,* 5 (2), pp. 220-229.

Newby, P. (2010) *Research Methods for Education.* Harlow: Pearson.

Noddings, N. (2012) The caring relation in teaching, *Oxford Review of Education*, 38(6), pp. 771-781, DOI: 10.1080/03054985.2012.745047.

Norwich, B. (2010) 'A Response to Special Educational Needs: A New Look' in Terzi, L (ed) *Special Educational Needs. A New Look. Second Edition.* London: Continuum, pp. 47-113.

Norwich, B (2013) *Addressing Tensions and Dilemmas in Inclusive Education. Living with uncertainty.* London: Routledge.

Norwich, B. (2014a) 'Changing policy and legislation and its effects on inclusive and special education: a perspective from England', *British Journal of Special Educational Needs,* 41(4), pp. 403–425. doi: 10.1111/1467-8578.12079.

Norwich, B. (2014b) 'Recognising value tensions that underlie problems in inclusive education', *Cambridge Journal of Education,* 44(4), pp. 495-510.

Norwich, B. (2014c) "How Does the Capability Approach Address Current Issues in Special Educational Needs, Disability and Inclusive Education Field?," *Journal of Research in Special Educational Needs*, 14(1), pp. 16–21. doi: 10.1111/1471-3802.12012.

Norwich, B. and Eaton, A. (2015) 'The New Special Educational Needs (sen) Legislation in England and Implications for Services for Children and Young People with Social, Emotional and Behavioural Difficulties,' *Emotional & Behavioural Difficulties*, 20(2), pp. 117–132.

Norwich, B. and Lewis, A. (2005) 'How specialized is teaching pupils with disabilities and difficulties', *Special teaching for special children*, pp. 1-14.

Nussbaum, M.C. (2011) *Creating Capabilities. The Human Development Approach.* Cambridge, Massachusetts (USA): Harvard University Press.

O'Brien, J. (2016) *Don't send him in tomorrow. Shining a light on the marginalised disenfranchised and forgotten children of today's schools.* Carmarthen: Independent Thinking Press.

O'Brien, J. (2020) *Leading Better Behaviour. A Guide for School Leaders.* Thousand Oaks, California: Corwin.

Ofsted (2010). *The Special Educational Needs and Disability Review. A Statement is Not Enough.* Available at: https://www.gov.uk/government/publications/special-educational-needs-and-disability-review (Accessed: 16th January 2018).

Ofsted (2022) *Guidance Education inspection framework*. Available at: https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework (Accessed: 1st July 2023).

Oliver, M. (1996) 'A sociology of disability or a disablist society?', in Barton, L. (ed) Disability and society: emerging issues and insights. London: Longman (Longman sociology series), pp. 18-42.

Oliver, M. (2004) 'The Social Model in Action: if I had a hammer', in Barnes, C. and Mercer, G. (eds) *Implementing the Social Model of Disability: Theory and Research*. Leeds: The Disability Press, pp. 18-31.

Oliver, M. (2009) *Understanding Disability, From Theory to Practice.* Second Editions. Basingstoke: Palgrave MacMillan.

Oliver. M. (2013) 'The social model of disability: thirty years on', *Disability & Society,* 28(7), pp. 1024-1026. DOI: 10.1080/09687599.2013.818773**.**

O'Mara, A., Akre, B., Munton, T., Marrero-Guillamon, I., Martin, A., Gibson, K., Llewellyn, A., Clift-Matthews, V., Conway, P.F. and Cooper, C. (2012) *Curriculum and curriculum access issues for students with special educational needs in post-primary settings: An international review.* Available at: https://discovery.ucl.ac.uk/id/eprint/10016382/1/O_Mara_et_al._2012._NCSE_Access_to_the_c urriculum.pdf (Accessed: 3rd January 2023).

O'Reilly, M. and Dogra, N. (2017) *Interviewing children and young people for research.* London: SAGE.

O'Reilly, M., Ronzoni, P., and Dogra, N. (2013) *Research with children. Theory and practice*. London: SAGE.

O'Toole, A.R. and Soan, S. (2022) 'Is the employment of pastoral support staff (PSS) working with students with social, emotional and mental health (SEMH) needs changing the role and responsibilities of teachers in London and South East England?', *Pastoral Care in Education*, 40(2), pp. 197-216. DOI: 10.1080/02643944.2021.1918227.

Oulton, K., Gibson, F., Sell, D., Wialliams, A., Pratt, L. and Wray, J. (2016) ' Assent for children's participation in research: why it matters and making it meaningful', *Child: care, health and development*, 42(40), pp. 588-597.

Palikara, O. Castro, S., Gaona, C. and Eirinaki, V. (2018) 'Capturing the Voice of Children in the Education Health and Care Plans: Are We There Yet?', *Frontiers in Education,* 3(24) https://doi.org/10.3389/feduc.2018.00024

Palikara, O., Castro, S., Gaona, C. and Eirinaki, V. (2019) 'Professionals' views on the new policy for special educational needs in England: ideology versus implementation', *European Journal of Special Needs Education*, 34(1), pp. 83-97, DOI:10.1080/08856257.2018.1451310.

Papatheodorou, T. (2009) Exploring relational pedagogy, in Papatheodorou, T. and Moyles, J. R. (eds) *Learning together in the early years : exploring relational pedagogy*. Abingdon, Oxon, UK: Routledge, pp. 1-3.

Papatheodorou, T. and Luff, P. with Gill, J. (2011) *Child Observation for Learning and Research.* London: Routledge.
Papatheodorou, T. and Moyles, J. R. (2009) Introduction, in Papatheodorou, T. and Moyles, J. R. (eds) *Learning together in the early years : exploring relational pedagogy*. Abingdon, Oxon, UK: Routledge, pp. 3-17.

Parker, R., Rose, J. and Gilbert, L. (2016) 'Attachment Aware Schools: An alternative to behaviourism in supporting children's behaviour?'In Lees, H. and Noddings, N. eds) The Palgrave International Handbook of Alternative Education. London: Palgrave MacMillan, pp. 441-463.
Perry, B.D. (2000)' Attunement: Reading the rhythms of the child', *Scholastic Early Childhood Today*, *15*(2), pp. 20-21.

Peters, S. (2009) Responsive, reciprocal relationships: the heart of the *Te Whāriki* curriculum, in Papatheodorou, T. and Moyles, J. R. (eds) *Learning together in the early years: exploring relational pedagogy*. Abingdon, Oxon, UK: Routledge, pp. 33-41.

Phillippi, J. and Lauderdale, J. (2018) 'A Guide to Field Notes for Qualitative Research: Context and Conversation', *Qualitative Health Research,* 28(3), pp. 381–388. DOI:10.1177/1049732317697102.

Pickles, A., Durkin, K., Mok, P.I.H. and Conti-Ramsden, G., (2016) 'Conduct problems co-occur with hyperactivity in children with language impairment: A longitudinal study from childhood to adolescence', *Autism and Developmental Language Impairments,* 1, pp.1-11. DOI: 10.1177/2396941516645251.

Piper, D. (2017) *The piper model: personalised interventions promoting emotional resilience in children with social, emotional and mental health needs*. London: Routledge/Taylor & Francis Group (A Speechmark book).

Piper, D. (2021) Pupils with social, emotional and mental health (SEMH) needs: the role of the Special Educational Needs Co-ordinator (SENCO) in meeting the inclusion challenge, in Beaton,

M., Codina, G. and Wharton, J. (eds) *Leading on inclusion: the role of the SENCO.* Abingdon, Oxon: Routledge (Nasen spotlight). doi: 10.4324/9780367821463.

Pogge, T. W. and Pogge, T. C. (2002) 'Can the Capability Approach Be Justified?', *Philosophical Topics*, 30(2), pp. 167–228.

Pomeroy, E. (2000) *Experiencing Exclusion.* Stoke on Trent: Trentham Books.

Powell, M.A., Fitzgerald, R., Taylor, N.J., and Graham, A. (2012) *March. International Literature Review: Ethical Issues in Undertaking Research with Children and Young People (Literature review for the Childwatch International Research Network*). Lismore: Southern Cross University, Centre for Children and Young People / Dunedin: University of Otago, Centre for Research on Children and Families. Available at: https://epubs.scu.edu.au/cgi/viewcontent.cgi?article=1041&context=ccyp_pubs (Accessed: 28th January 2018).

Pyne, J. (2019) 'Suspended Attitudes: Exclusion and Emotional Disengagement from School', *Sociology of Education*, 92(1), pp. 59–82.

Qvortrup, J. (2017) 'Macro-analysis of Childhood', in Christensen, P.and James, A. (eds) *Research with Children. Perspectives and Practices. Third Edition.* Abingdon: Routledge. pp. 31-53.

Raby, R, and Sheppard, L.C. (2021) Constructs of childhood, generation and heroism in editorials on young people's climate change activism: Their mobilisation and effects. *Child and Society* (35) pp. 380– 394. https://doi.org/10.1111/chso.12447 .

Rae, T., Cowell, N. and Field, L. (2017) 'Supporting teachers' wellbeing
in the context of schools for children with social, emotional and behavioural difficulties', *Emotional and Behavioural Difficulties*, 22(3), pp. 200-218, DOI:10.1080/13632752.2017.1331969.

Rae, H., Murray, G. and McKenzie, K. (2011) 'Teaching staff knowledge, attributions and confidence in relation to working with children with an intellectual disability and challenging Behaviour', *British Journal of Learning Disabilities,* 39, pp. 295-301. doi:10.1111/j.1468-3156.2010.00667.x.

Reay, D. (2004) '"It's all becoming a habitus": beyond the habitual use of habitus in educational research', *British Journal of Sociology of Education,* 25, (4), pp. 431-444. Available at: file:///C:/Users/s2113407/Documents/PhD%20Theoretical%20framework/Reay%202004.pdf (Accessed: 2nd September 2020).

Reid, H. and Soan, S. (2019) 'Providing support to senior managers in schools via 'clinical' supervision: a purposeful, restorative professional and personal developmental space', *Professional Development in Education,* 45(1), pp. 59-72, DOI:10.1080/19415257.2018.1427132.

Riddell, S. (1996) 'Theorising special educational needs in a changing political climate', in Barton, L. (ed) Disability and society: emerging issues and insights. London: Longman (Longman sociology series), pp. 83-106.

Riddell, S.. (2000) 'Inclusion and choice: mutually exclusive principles in special educational needs?', ' in Armstrong, F., Armstrong, D. and Barton, L. (eds) *Inclusive Education. Policy, Contexts and Comparative Perspectives.* London: David Fulton. p.p.99-116

Riddell, S. and Weedon, E. (2010) 'Reforming Special Education in Scotland: Tensions between Discourses of Professionalism and Rights', *Cambridge Journal of Education*, 40(2), pp. 113–113. doi: 10.1080/0305764X.2010.481257.

Ripley, K. and Yuill, N. (2005) 'Patterns of language impairment and behaviour in boys excluded from school,' *British Journal of Educational Psychology*, 75, pp. 37-50.

Robbins, D. (2014) 'Theory of Practice', in Grenfell, M. (ed) *Pierre Bourdieu Key Concepts. Second Edition.* Abingdon: Routledge, pp. 26-40.

Robeyns, I. (2005) 'The Capability Approach: a theoretical survey', *Journal of Human Development,* 6(1), pp.93-114. DOI:10.1080/126498805200034266.

Roffey, S. (2011) Changing Behaviour in Schools. Promoting Positive Relationships and Wellbeing. London: SAGE.

Rogers, C.R. (1959) 'A Theory of Therapy, Personality, And Interpersonal Relationships, as Developed in The Client-Centered Framework', in Koch, S. (ed) *Psychology: A Study of a Science. Study 1, Volume 3: Formulations of the Person and the Social Context.* New York: McGraw-Hill, pp. 184-256.

Rose, J. (2010) *How Nurture protects Children*. London: Responsive Solutions UK.

Rose, J. and Gilbert, L. (2017) 'Attachment Aware Schools', in Colley, D. and Cooper, P.(eds) *Attachment and emotional development in the classroom: theory and practice.* London: Jessica Kingsley Publishers, pp. 65-81.

Rose, D. H. and Meyer, A. (2002). *Teaching every student in the digital age: Universal design for learning*. Alexandria, VA: Association for Supervision and Curriculum Development.

Roth, W.M. and Lee, Y.J. (2007) '"Vygotsky's neglected legacy": Cutural-historical activity theory', *Review of Educational Research,* 77(2), pp. 186-232. http://dx.doi.org/10.3102/0034654306298273 (accessed 30th September 2018).

Royal College of Speech and Language Therapists [RCSLT] (2019) Understanding the links between communication and behaviour Available at: https://www.rcslt.org/-/media/Project/RCSLT/rcslt-behaviour-a4-factsheet.pdf (Accessed: 30th March 2020).

Russell, D. (1997) 'Rethinking Genre in School and Society: An Activity Theory Analysis', *Written Communication.* 14 (4), pp. 504-544.

Saban, M.T. and Kirby, A. (2019) Empathy, social relationship and co-occurrence in young adults with DCD. *Human movement science*, *63*, pp. 62-72.

Salokangas, M. and Ainscow, M. (2018) *Inside the Autonomous School. Making Sense of a Global Educational Trend.* Abingdon: Routledge.

Sanetti, L.M.H. and Collier-Meek, M. (2014) 'Increasing the Rigor of Procedural Fidelity Assessment: An Empirical Comparison of Direct Observation and Permanent Product Review Methods', *Journal of Behavioural Education.* 23, pp. 60-88.

Sannino, A. and Laitinen, A. (2015) 'Double stimulation in the waiting experiment: Testing a Vygotskian model of the emergence of volitional action', *Learning, Culture and Social Interaction,* 4, pp. 4–18.

Santín, M.F. and Torruella, M.F. (2017) 'Reggio Emilia: An Essential Tool to Develop Critical Thinking in Early Childhood'*, Journal of New Approaches in Educational Research,* 6(1), pp. 50–56. ISSN: 2254-7339 DOI: 10.7821/naer.2017.1.207.

Sargeant, J. and Harcourt, D. (2012) Doing Ethical Research with Children. Maidenhead: Open University Press.

Satchwell-Hirst, M. (2017) 'Neuroscience and Emotional Development. The Basics Explained.' In Colley, D. and Cooper, P. (eds) *Attachment and emotional development in the classroom: theory and practice*. London: Jessica Kingsley Publishers, pp. 49-63.

Schreier, M. (2014) 'Qualitative Content Analysis' in Uwe, F.(ed) *The SAGE Handbook of Qualitative Data Analysis.* London: SAGE, pp. 170-183.

Scott, W. and Vare, P. (2018) *The World we'll leave behind. Grasping the sustainability challenge.* Abingdon: Routledge.

Scruggs, T.E., Mastropieri, M.A. and McDuffie, K.A. (2007) 'Co- Teaching in Inclusive Classrooms: A Metasynthesis of Qualitative Research'*, Exceptional Children,* 73(4), pp. 392-416.

Sen, A. (1992) *Inequality Re-examined*. Cambridge, Massachusetts: Harvard University Press.

Shah, S.R., and Al-Bargi, A. (2013) 'Research paradigms: Researchers' Worldviews, Theoretical Frameworks and Study Designs', *Arab World English Journal International Peer Reviewed Journal,* 4(4), pp. 252-264.

Shaw, E. (2019) '"How do I know that I belong?" Exploring secondary aged pupils' views on what it means to belong to their school', in in Allen, K., Boyle, C. and Roffey, S. (eds) Creating a culture of belonging in a school context, *Educational & Child Psychology*, 36 (4), British Psychological Society. pp. 79-90. Available at:

https://www.researchgate.net/publication/337730706_Creating_a_culture_of_belonging_in_a_school_context (Accessed: 20th October 2021).

Sidorkin, A. M. (2004) 'Relations Are Rational: Toward an Economic Anthropology of Schooling', *Counterpoints*, 259, pp. 55–69.

Sidorkin, A.M. (2022) *Pedagogy Of Relation: Education After Reform.* Abingdon: Routledge.

Silo, N. (2013) 'Dialogue—Missing in Action Competence: A Cultural Historical Activity Theory Approach in a Botswana School', *The Journal of Environmental Education*, *44*(3), pp. 159–179.

Silverman, D. (2014) *Interpreting Qualitative Research.* London: SAGE.

Sim, S. and Loon, B.V. (2001) *Introducing Critical Theory*. Icon Books: Royston.

Skipp, A. and Hopwood, V. (2017) *Case studies of behaviour management practices in schools rated Outstanding. March 2017*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/636465/DfE_SEN_Support_Case_studies.pdf (Accessed: 20th November 2018).

Slee, R. (1996) Clauses of conditionality: the 'reasonable' accommodation of language', in Barton, L. (ed) Disability and society: emerging issues and insights. London: Longman (Longman sociology series), pp. 107-122.

Slee, R. (2011) *The Irregular School. Exclusion, Schooling and Inclusive Education.* Abingdon: Routledge.

Slee, R. (2013) 'How do we make inclusive education happen when exclusion is a political predisposition?', *International Journal of Inclusive Education*, 17(8) pp.895-907, DOI: 10.1080/13603116.2011.602534.

Slee, R. (2014) 'Discourses of Inclusion and Exclusion: drawing wider margins', *Power and Education,* 6(1), pp.7-17.

Slee, R. and Allan, J. (2001) 'Excluding the included: A reconsideration of inclusive education', *International Studies in Sociology of Education,* 11(2), pp.173-192.

Slee, R. (2018) *Inclusive Education isn't Dead, it just smells funny.* Abingdon: Routledge.

Snow, P.C. (2016) Elizabeth Usher Memorial Lecture: Language is literacy is language - Positioning speech-language pathology in education policy, practice, paradigms and polemics, *International Journal of Speech-Language Pathology*, 18(3), 216-228, DOI:10.3109/17549507.2015.1112837.

Snow, P. C. (2013). 'Language competence: A hidden disability in antisocial behaviour', *InPsych*, 35(3) Available at: https://www.psychology.org.au/publications/inpsych/2013/june/snow/ (Accessed 17th November, 2020)

Snow, P. (2018) The Snow Report: Behaviour as a form of communication: What's the issue? Available at https://pamelasnow.blogspot.com/search?q=behaviour+as+communication (accessed 8th May, 2020)

Soan, S. (2004) 'Recent legislation, Additional Educational Needs (AEN) and inclusion', in Soan, S. (ed) *Additional Educational Needs: Inclusive Approaches to Teaching*. London: David Fulton, pp. 1-12.

Soan, S. (2005) *Primary Special Educational Needs.* Exeter: Learning Matters (Achieving QTS).

Soan, S. (2006) 'Are the Needs of Children and Young People with Social, Emotional and Behavioural Needs Being Served Within a Multi-Agency Framework?', *Support for Learning*, 21(4), pp. 210–215. doi: 10.1111/j.1467-9604.2006.00434.x.

Soan, S. (2017) *The Essential SENCO Manual*. Maidenhead: Open University Press.

Soan, S. (2021) 'Setting the context' in Soan, S. (ed) *Why do teachers need to know about diverse learning Needs? Strengthening Professional Identity and Well-being*. London: Bloomsbury, pp. 1-14.

Sobel, D. and Alston, S. (2021) *The Inclusive Classroom : A New Approach to Differentiation,* London: Bloomsbury Publishing. Available at: ProQuest Ebook Central. https://ebookcentral.proquest.com/lib/uniofglos/detail.action?docID=6427391# [Accessed: 3 December 2022].

Sorin, R. and Torzillo, M. (2018) 'Play and constructs of childhood'. *Journal of Playwork Practice*, 4 (2). pp. 97-116.

St. Clair, M.C., Pickles, A., Durkin, K. and Conti-Ramsden, G. (2011) 'A longitudinal study of behavioural, emotional and social difficulties in individuals with a history of specific language impairment (SLI),' *Journal of Communication Disorders*, 44, pp.186-199.

Stanforth, A., and Rose, J. (2020) '"You kind of don't want them in the room": tensions in the discourse of inclusion and exclusion for students displaying CB in an English secondary school', *International Journal of Inclusive Education*, 24(12), pp. 1253- 1267. https://doi.org/10.1080/13603116.2018.1516821 Available at: https://research-information.bris.ac.uk/ws/portalfiles/portal/187493994/Stanforth_and_Rose_2018_IJIE_accepted.pdf (Accessed: 14the November 2021).

Starkey, L., Leggett, V., Anslow and Ackley, A. (2021) 'The Use of Furniture in a Student-Centred Primary School Learning Environment', *New Zealand Journal of Educational Studies,* 56 (1), pp. S61–S79. https://doi.org/10.1007/s40841-020-00187-9..

Strong-Wilson, T. and Ellis, J. (2007) 'Children and Place:Reggio Emilia's Environment As Third Teacher', *Theory Into Practice*, 46(1), pp. 40-47, https://doi.org/10.1080/00405840709336547 .

Sullivan, A. (2002) 'Bourdieu and Education: How useful is Bourdieu's theory for researcher?', *The Netherlands Journal of Social Sciences,* 38 (2), pp. 144-166.

Sutton, J. and Austin, Z. (2015) 'Qualitative Research: Data Collection, Analysis, and Management', *The Canadian journal of hospital pharmacy*, *68*(3), pp. 226–231. https://doi.org/10.4212/cjhp.v68i3.1456.

Terzi, L. (2005a) Equality, Capability and Justice in Education: Towards a Principled Framework for a Just Distribution of Educational Resources to Disabled Learners
Paper prepared for the 5th International Conference on the Capability Approach: 'Knowledge and Public Action'- Paris, 11-14 September 2005.

Terzi, L. (2005b) *Equality, Capability and Social Justice in Education: Re-Examining Disability and Special Educational Needs* (PhD Thesis, London, Institute of Education).

Terzi, L. (2005c) "Beyond the Dilemma of Difference: The Capability Approach to Disability and Special Educational Needs," *Journal of Philosophy of Education*, 39(3), pp. 443–459. doi: 10.1111/j.1467-9752.2005.00447.x.

Terzi, L. (2010) 'Introduction' in Terzi, L (ed) *Special Educational Needs. A New Look. Second Edition.* London: Continuum, pp. 11-46.

The Children's Society (2019) Loneliness in Childhood. Exploring Lonelienes and well-being among 10-17 year olds. Available from https://www.childrenssociety.org.uk/sites/default/files/2021-01/loneliness_in_childhood.pdf (accessed 03/01/2023).

The Children's Society (2020) The Good Childhood Report 2020. Available from: https://www.childrenssociety.org.uk/information/professionals/resources/good-childhood-report-2020 (accessed 15th August 2020).

Thomas, G. (2013) *How to do your Research Project: A Guide for Students in Education and Applied Social Sciences.* London: SAGE.

Thomas, G. and Loxley, A. (2007) *Deconstructing Special Education and Constructing Inclusion.* Maidenhead: Open University Press.

Thomas, G. and Loxley, A. (2022) *Deconstructing Special Education and Constructing Inclusion. Third Edition*. London: Open University Press.

Thompson, I. (2015) 'Researching Contradictions: Cultural Historical Activity Theory Research (CHAT) in the English Classroom', *English in Australia,* 50(3), pp. 21-26.

Thompson, J. A. (2014). 'On Writing Notes in the Field: Interrogating positionality, emotion, participation and ethics', *McGill Journal of Education /Revue des sciences de l'éducation de McGill*, 49(1), pp. 247–254.https://doi.org/10.7202/1025781ar.

Thomson, P. (2014) 'Field' in Grenfell, M. (ed) *Pierre Bourdieu Key Concepts. Second Edition.* Abingdon: Routledge, pp. 65-80.

Timpson, E. (2019) *Timpson Review of Schools Exclusion*. Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/807862/Timpson_review.pdf (Accessed: 20th July 2019).

Tomlinson, A. (2004) 'Pierre Bourdieu and the Sociological Study of Sport: Habitus, Capital and Field', in Giulianotti, R. (ed) *Sport and Modern Social Theorists.* London: Palgrave, pp. 161-172.

Tomlinson, S. (2022) 'Foreword' in Thomas, G. and Loxley, A. (authors) *Deconstructing Special Education and Constructing Inclusion. Third Edition*. London: Open University Press.

Trussler, S. and Robinson, D. (2015) *Inclusive Practice in the Primary School.* London: SAGE.

Trust, T. (2017) 'Using cultural historical activity theory to examine how teachers seek and share knowledge in a peer-to-peer professional development network,' *Australasian Journal of Educational Technology,* 33(1), pp. 98-113.

Tuli, F. (2010) 'The Basis of Distinction Between Qualitative and Quantitative Research in Social Science: Reflection on Ontological, Epistemological and Methodological Perspectives', *Ethiopian Journal of Education and Science,* 6(1), pp. 97-108.

Tutt, R. (2011) *Partnership Working to support Special Educational Needs and Disabilities*. London: SAGE.

Tutt, R. (2016) *Rona Tutt's Guide to SEND & Inclusion.* London: SAGE.

Tutt, R. and National Association of Headteachers (Great Britain) [NAHT] (2007) *Every child included.* London: Paul Chapman Publications.

Tutt, R. and Williams, P. (2015) *The Send Code of Practice 0-25 years: Policy, Provision & Practice*. London: SAGE.

Tyrrell, B. and Woods, K. (2018) 'Gathering the views of children and young people with ASD: a systematic literature review', *British Journal for Special Educational Needs*, 45(3), pp. 302-328.

Tyson, L. (2015) *Critical theory today. A user-friendly guide. Third Edition.* Routledge: London.

UNESCO (1989) The United Nations Convention on the Rights of the Child [UNCRC]. Available at: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ (Accessed: 23rd August 2018).

UNESCO (1994) The Salamanca Statement And Framework For Action On Special Needs Education World Conference On Special Needs Education: Access And Quality Salamanca, Spain, 7- 10 June 1994 United Nations Educational, Scientific and Cultural Organization Ministry of

Education and Science Spain Available at:
https://unesdoc.unesco.org/ark:/48223/pf0000098427/PDF/098427engo.pdf.multi (Accessed: 20th January 2017).

UNESCO/IIEP (2018) *Technical Round Table: inclusive education for children with disabilities. 18 June 2018* Available at: http://www.iiep.unesco.org/en/technical-round-table-inclusive-education-children-disabilities-4523 (Accessed: 23rd August 2018).

UNESCO (2021a) How We Protect Children's Rights with The UN Convention On The Rights Of The Child. Available at: https://www.unicef.org.uk/what-we-do/un-convention-child-rights/ (Accessed: 3rd June 2021).

UNESCO (2021b) REACHING OUT TO ALL LEARNERS: a resource pack for supporting inclusion and equity in education. Geneva, Switzerland: UNESCO. Available at: https://www.ibe.unesco.org/en/news/reaching-out-all-learners-resource-pack-supporting-inclusion-and-equity-education (Accessed 7th April, 2022).

UNESCO (2022) Global Education Monitoring Report: Inclusion and Education: All means All. Paris: United Nations Educational, Scientific and Cultural Organization. Available at: https://unesdoc.unesco.org/ark:/48223/pf0000373718 (Accessed: 11th November, 2023).

University of Gloucestershire (2019) *Research Ethics: A Handbook of Principles and Procedures.* Available at: https://www.glos.ac.uk/information/knowledge-base/research-ethics-a-handbook-of-principles-and-procedures/ (Accessed: 1st May 2019).

Yew, S.G.K. and O'Kearney, R. (2013) 'Emotional and behavioural outcomes later in childhood and adolescence for children with specific language impairments: meta-analyses of controlled prospective studies', *The Journal of Child Psychology and Psychiatry*, 54(5), pp.516-524.

Vasilic, B. (2022) 'Behaviour as a relational process: linking theory to practice', *Educational Pyschology in Practice,* 38(4), pp. 379-391.

Villa, R.A. and Thousand, J.S. (2005) *Creating an Inclusive School. Second Edition.* Alexandria, USA: Association for Supervision and Curriculum Development.

Virkkunen, J. and Ahonen, H. (2011) 'Supporting expansive learning through theoretical-genetic reflection in the Change Laboratory', *Journal of Organisational Change Management,* 24(2), pp.229-243. DOI 10.1108/09534811111119780.

Virkkunen, J., Makinen, E. and Lintula, L. (2010) 'From diagnosis to clients. Constructing the object of collaborative development between physiotherapy educators and workplaces', in Daniels, H., Edwards, A., Engeström, Y., Gallagher, T. and Ludvigsen, S.R. (eds) (2010) *Activity Theory in Practice. Promoting learning across boundaries and agencies.* London: Routledge, pp. 9-24.

Visser, J. (2022) 'Verities revisited: keeping behaviour in perspective', in Clarke, E. (ed) *Contemporary Approaches to Behaviour and Mental Health in the Classroom.* Abingdon: Routledge, pp. 161-175.

Wake, G., Foster, C. and Swan, M. (2013) 'A Theoretical Lens on Lesson Study: Professional Learning across boundaries' in Lindmeier, A.M. and Heinze, A. (eds) *Proceedings of the 37th Conference of the International Group for the Psychology of Mathematics Education,* 4, pp. 369-376.

Walker, M. (2006) 'Towards a capability-based theory of social justice for education policy-making', *Journal of Education Policy,* 21 (2), pp. 163-185. DOI: 10.1080/02680930500500245.

Warnock, M, (1978) *Special Educational Needs: Report of the Committee of Enquiry into the Education of Handicapped Children and Young people.* Available at: http://www.educationengland.org.uk/documents/warnock/warnock1978.html (Accessed: 20th January 2017).

Warnock, M. (2005) 'Special Educational Needs: a new look - Overview' in Terzi, L (ed) *Special Educational Needs. A New Look. Second Edition.* London: Continuum, pp. 11-14. (reproduction of Warnock's 2005 pamphlet).

Warnock, M. (2010) 'Special Educational Needs: a new look' in Terzi, L (ed) *Special Educational Needs. A New Look. Second Edition.* London: Continuum, pp. 15-46.

Warren, C.A. (2018) Empathy, Teacher Dispositions, and Preparation for Culturally Responsive Pedagogy, *Journal of Teacher Education,* 69(2), pp. 169–183.

Watt, N. (2010) 'David Cameron heckled by parent over special education' The Guardian. 27th April, 2010. Available at: https://www.theguardian.com/politics/2010/apr/27/david-cameron-schools-special-education (Accessed: 5th May 2022).

Weare, K. (2000) *Promoting Mental, Emotional, and Social Health: a whole school approach*. London: Routledge.

Wearmouth, J. (2016) *Effective SENCO Meeting the Challenge.* Maidenhead: Open University Press.

Webster, R. (2022) *The Inclusion Illusion: How children with special educational needs experience mainstream schools*. London: UCL Press. https://doi.org/10.14324/111.9781787357099
Wigford, A. and Higgins, A. (2019) 'Wellbeing in international schools: Teachers' perceptions', in Allen, K., Boyle, C. and Roffey, S. (eds) 'Creating a culture of belonging in a school context', *Educational & Child Psychology*, 36 (4), British Psychological Society. pp.46-64. Available at: https://www.researchgate.net/publication/337730706_Creating_a_culture_of_belonging_in_a_school_context (accessed 20th October, 2021).

Wilkinson, H.R. and Jones Bartoli, A. (2021) 'Antisocial Behaviour and Teacher-Student Relationship Quality: The Role of Emotion-Related Abilities and Callous-Unemotional Traits', *British Journal of Educational Psychology*, 91(1), pp. 482–499. doi: 10.1111/bjep.12376.

Williams-Brown, Z. and Jopling, M. (2021) '"Measuring a plant doesn't help it to grow": teacher's perspectives on the standards agenda in England', *Education 3-13*, 49(2), pp. 227-240. DOI: 10.1080/03004279.2020.1717573.

Winstanley, M., Webb, R.T. and Conti-Ramsden, G. (2018) 'More or less likely to offend? Young adults with a history of identified developmental language disorders', *International Journal of Communication Disorders,* 53(2), pp. 256-270.

Woodcock, S., Sharma, U., Subban, P. and Hitches, E. (2022) 'Teacher self-efficacy and inclusive education practices: Rethinking Teachers' engagement with inclusive practices', *Teaching and Teacher Education*, *117*, p.103802. Available at: https://www.sciencedirect.com/science/article/pii/S0742051X22001767 (Accessed: 3rd January 2023).

Woods, R. (2008) 'When rewards and sanctions fail: a case study of a primary school rule-breaker', *International Journal of Qualitative Studies in Education*, 21 (2), pp. 181-196, DOI: 0.1080/09518390701868979.

Wright, C., Weekes, D. and McGlaughlin, A. (2000) '*Race', Class and Gender in Exclusion from School. Studies in Inclusive Education.* London: Falmer Press.

Yew, S.G.K. and O'Kearney, R. (2015) **'**Early language Impairments and developmental pathways of emotional problems across childhood'*, International Journal of Language and Communication Disorders,* 50(3), pp. 358-373.

Zaare, M. (2013) 'An investigation into the effect of classroom observation on teaching methodology', *Procedia- Social and Behavioural Sciences.* 70, pp. 605-614.

Zhang, X, and Sun, J. (2011). 'The reciprocal relations between teachers' perceptions of children's behavior problems and teacher-child relationships in the first preschool year'. *Journal of Genetic Psychology*, 172(2), pp. 176–198.

Appendices

Appendix 1: Vignette 1 - The case of Jack
(*not his real name – pseudonym used for reasons of confidentiality*)

Jack was referred to me following several aggressive outbursts in his school; the severest of which had caused serious injury to another pupil. During my initial observations, I witnessed Jack engage in angry outbursts at frequent intervals, often resulting in damage to resources, task refusal or injury to others. A high degree of tension within the classroom was clearly evident shown in non-verbal cues from the adults and children in the classroom. The teachers had implemented pedagogical approaches, underpinned by behavioural theories of learning, to try to manage Jack's behaviour. These had been ineffective. Jack appeared articulate, thus the need to consider communication difficulties had not occurred to his teachers. My observations and assessments identified difficulties with some areas of language and communication skills within his profile. Working with his teachers to implement strategies and interventions, tailored to address those needs, did have positive outcomes. Overtime, Jack displayed some very positive competences. However, it is also important to report that his trajectory included periods of stability and volatility throughout his schooling; indeed, the adults involved needed support from specialist services to engage with them in problem-solving to resolve issues at regular intervals.

Appendix 2: Distillation of the framework for an inclusive approach, presented within six dimensions

Table 23: Distillation of the framework for an inclusive approach, presented within six dimensions

(adapted from Middleton and Kay, 2020, pp. 68-76)

Dimension	Explanation
Learning and difference	This dimension focuses upon change. Learning facilitates change within everyone: changes in perceptions, understanding and competence with skills. Middleton and Kay (2020, p.69) postulate that whatever the theoretical construct of learning is held, "learning is about exploring and understanding different approaches, positions and outcomes from different perspective" and that in valuing difference opportunities to enrich learning and understanding are created (Laisidou, 2012). They also argue "this welcoming and valuing of difference [by educators] will also have the impact of emancipating those who have been disabled by society, by removing stigma and discrimination (Mazurek and Winzer, 2015)."
Social Justice & Human Rights	Underpinning the widening of access to, and participation in, education are the fundamental human rights to education (United Nations 1948). This aligns to a belief in social justice and the crucial role of schools to enact the right of learners with diverse needs to an education in order to fight against isolation and exclusion and against negative perceptions of diversity and difference (Laisidou, 2012).
Empowerment	In order that decision-making takes account of all the diverse populations within a community, their views need to be acknowledged and have representation. This applies to schools as much as to other organisations; however, systems and processes within school are frequently controlled by "…dominant ideologies (Illich, 1973) and specific attitudes towards learning" (Middleton and Kay, 2020, p.70), which can disenfranchise or trigger disengagement in children and young people or act to marginalise them. When practitioners and parents and/or carers listen to children and young people and find ways to involve them in decision-making, this empowers them and bolsters their sense of identity. Middleton and Kay (2020) contend that empowerment aligns with Critical

Dimension	Explanation
	Pedagogy, which seeks to work for greater equality, thus reducing power-relations, and encourage social change through promoting acceptance of others and removing segregation. Middleton and Kay (2020, p.71) argue that in '…empowering those who have been disenfranchised as a result of societal structures and attitudes, we can open new avenues and potentials for learning, as expressed by the phrase from Critical pedagogy: the "language of possibility" (Giroux 1997).'
Creativity	Creativity within education extend beyond those subjects that are classified as being creative, such as art or music, to new or original approaches to education (Gadja, Karwowski & Beghetto, 2017 p.272). Middleton and Kay (2020) contend "….valuing diversity can be regarded as part of the creative process or creative flow encompassing the expansive tendency of creativity.' Within an inclusive approach to education, this means a mind-set that is willing to embrace a variety of outcomes for a learning activities and procedures for children to demonstrate or 'showcase' their knowledge and understanding, and move away from a constricted inflexible approach to measuring achievement
Humanism	This dimension focuses upon decision-making, which is informed from ethical principles and evidence, underpinned by empathetic concern for others (Middleton and Kay, 2020, p.72). In this way, this dimension also seeks to work for developing positive relationships with others.
Praxis	Praxis (Freire, 1996) '…. in inclusive educational approaches means using research evidence to improve learning in practice within a specific ideological framework, or values-based evidence informed practice'. (Middleton and Kay, 2020, p.72). This is driven from a values-based philosophy and informed by a critical and reflexive approach to considering research evidence and how it may (or may not) apply to the learners and learning environment in which their learning activities take place. Middleton and Kay (2020) propose that Critical Realism (Cruikshank 2003) may offer practitioners a useful paradigm to support analysis and reflection to support decision-making lens through which to consider the evidence and help practitioners make informed choices. The rationale for this proposal is predicated upon the view that critical realism is "a values-based theoretical approach, recognising that science, or

Dimension	Explanation
	research, embodies particular values (Bhaskar 1989)….[and therefore] this approach fits well with the other dimensions presented [within this theoretical framework of inclusion]' (Middleton and Kay, 2020, p.73).

Appendix 3: Typology for inclusion and exclusion

Table 24: Typology for inclusion and exclusion

Exclusion and Isolation ⟵——————————————————————————⟶ Inclusion and Equity				
Paradigm (ways of thinking) / **Enactment in Education**	**Segregation**	**Spatial Integration**	**Limited Adaptation**	**Altruistic Inclusion**	**Holistic and Agentic Inclusion**
National Policy and Legislative framework	Underpinned by ideology of medical model of disability and of difference; focuses on deficit, treatment and segregation. Categorisation of learners according to normative criterion.	Underpinned by ideology of medical model of disability and of difference; focuses on deficit and treatment. Categorisation of learners according to normative criterion.	Underpinned by ideology of social model of disability and a focus on equality. Focuses on making adaptations to environment to facilitate participation.	Underpinned by ideology of affirmative model of disability and a focus on equity; belief in education for all. Focuses on removing barriers that constrain learning.	Underpinned by ideology of affirmative model of disability and focus on equity, liberation and justice; belief in education for all and inclusion as a process. Recognition of all the dimensions that affect learning
Organisation and systems	Segregated: Learners are educated in separate parts of school or in separate schools; Keenness to use labels and categorise learners. Professionals make all of the decisions; no agency for learners and parents/carers.	Homogenised classrooms: Learners expected to adapt to fit into the organisation - no adaptations are made; Focuses on inclusion as being in the same location. Professionals make all of the decisions; no agency for learners and parents/carers.	Streaming of learners into groups for some or all subjects; limited adaptation to resources, learning activities and systems. Professionals may be reluctant to yield agency to learners and parent/carers in decision-making; consultation may be limited.	All learners educated together; Culture of valuing difference and diversity. Participatory approaches to developing practice. Approach to decision-making that considers learners' and parents'/carers' views.	All learners educated together; Culture of valuing difference and diversity. Continuous, participatory process of school improvement. Collaborative work with local community in development of school culture, curriculum and practice.

Paradigm (ways of thinking) / Enactment in Education	Segregation	Spatial Integration	Limited Adaptation	Altruistic Inclusion	Holistic and Agentic Inclusion
Curriculum	Completely different curriculum offers for different groups of children (*e.g. focus on sensory experiences or vocational skills*).

Not all learners have access to a broad and balanced curriculum. | Curriculum offer is the same for all learners – no adaptations made; consequently, those learners who cannot access some parts of the curriculum do not have access to a broad and balanced curriculum. | Some learners have a modified curriculum; consequently, not all learners have access to a broad and balanced curriculum. | Adaptations/adjustments are made to the curriculum that aim to ensure a broad and balanced curriculum for all

Learners included in decision-making about the curriculum. | Broad and balanced curriculum for all.

Learners included in decision-making about the curriculum. |
| Pedagogy and ways of managing Assessment | Underpinned by fixed expectations for different groups of learners.

Focuses on treatment / intervention and specialist involvement in learning and teaching.

Fixed belief about what constitutes success, and a focus on short-term outcomes, with appraisal of achievement through the lens of the *norm*. | Underpinned by fixed expectations for different groups of learners.

One-size-fits-all approach to whole class teaching and learning activities.

Fixed belief about what constitutes success and a focus on short-term outcomes, with appraisal of achievement through the lens of the *norm*. | Underpinned by fixed expectations for different groups of learners.

Focuses on planning different activities and outcomes for different groups/streams of learners; perceived need for specialist input for some learners.

There may be some adaptations or access arrangements employed for assessments; focuses on short-term outcomes. | Underpinned by belief that all learners can learn and progress; high expectations for all.

Focus on values led high-quality teaching that employs relational, UDL and personalised learning approaches.

Uses creative and flexible approaches to facilitate learners to demonstrate knowledge, understanding and skills. | Underpinned by belief that all learners can learn and progress; high expectations for all.

Focuses on values led high-quality teaching that employs relational, UDL and personalised learning approaches.

Active engagement with research and learner views to inform pedagogical decisions.

Holistic, flexible and creative approaches to assessment employed to |

Paradigm (ways of thinking) / Enactment in Education	Segregation	Spatial Integration	Limited Adaptation	Altruistic Inclusion	Holistic and Agentic Inclusion
Pedagogy (cont.)		No adaptations or access arrangements for assessments		Focuses on long- and short-term outcomes.	identify learner's profile and for them to demonstrate their knowledge, understanding and skills. Focus on long-term and short-term outcomes
School Leadership	Focuses on meeting criteria set by external demands and on a segregationist stance. Focuses on using big data to identify trends and appraise performance and practice. Judgements regarding inclusion / exclusion led by concerns about impact of learners with SEN and / or behaviour on external judgements about school.	Focuses on meeting criteria set by external demands, with a stance of being reactive to issues. Focuses on using big data to identify trends and appraise performance and practice. Judgements regarding inclusion / exclusion led by concerns about impact of learners with SEN and/or behaviour on external judgements about the school.	Focuses on meeting criteria set by external demands, with a stance of being reactive to issues. Focuses on using big data to identify trends and appraise performance and practice. Judgements regarding inclusion / exclusion led by concerns about impact of learners with SEN and/or behaviour on external judgements about school	Works to develop and embed an inclusive culture and whole school approach to SEND and SEMH. Employs a critical triangulation approach to consider different types of data / evidence gathering to inform judgments about learning and teaching. Works to develop and embed a collaborative professional community of learning involving critical reflection and engagement with research.	Works to develop and embed an inclusive culture and whole school approach to SEND and SEMH. Employs a critical triangulation approach to consider different types of data / evidence gathering to inform judgments about learning and teaching. Recognition of the importance of inclusive approaches for all of school team. Works to develop and embed a collaborative professional community of learning involving critical reflection and engagement with research.

Paradigm (ways of thinking) / Enactment in Education	Segregation	Spatial Integration	Limited Adaptation	Altruistic Inclusion	Holistic and Agentic Inclusion
Approaches to responding to challenging behaviour [CB]	Behaviour viewed through binary lens of expected / unacceptable. Exclusion for learners exhibiting CB enacted as permanent exclusion or suspension or isolation.	Behaviour viewed through binary lens of expected / unacceptable. Learners exhibiting CB spend time split in varying proportions between their classroom and other places in the school.	Behaviour viewed through binary lens of expected / unacceptable. Behaviour management systems implemented that involve rewards and consequences.	Behaviour viewed through lens of behaviour is communication. Participatory, collaborative and holistic approach to understand underlying causation. Needs-led practice that adapts to the needs of learners.	Behaviour viewed through lens of behaviour is communication. Participatory, collaborative and holistic approach to understand underlying causation. Needs-led practice that adapts to the needs of learners.
Child's Voice	Adults adopt protectionist stance towards children; make all decisions for the child. Children are not consulted; their views are not acted on	Adults adopt protectionist stance towards children; make all decisions for the child. Children are not consulted; their views are not acted on.	Recognition of UNCRC rights of child to be heard, but holds the belief that decision-making should be located with adults. Some tokenistic approaches to consultation *(e.g. school council is consulted; no decision-making powers).*	Children's rights to express views and be heard are recognised. Variety of modes are employed for seeking children's views about the academic and social aspects of school life.	Children's rights to express views and be heard are recognised, and for views to be considered within decision-making processes. Variety of modes are employed for seeking children's views about the academic and social aspects of school life; Children able to initiate ideas and work collaboratively with adults to resolve issues.

Paradigm (ways of thinking) / Enactment in Education	Segregation	Spatial Integration	Limited Adaptation	Altruistic Inclusion	Holistic and Agentic Inclusion
Collaboration and Partnership *(e.g. with parents and external specialists)*	Deficit approach: Parents expected to fit in with school; school decides format, venue and timings of meetings and modes of communication. Belief that professionals are the experts. Parents are informed rather than partners in their child's education; power is situated with professionals.	Deficit approach: Parents expected to fit in with school; school decides format, venue and timings of meetings and modes of communication. Belief that professionals are the experts. Parents are informed rather than partners in their child's education; power is situated with professionals.	Parents expected to fit in with school; school decides format, venue and timings of meetings and modes of communication. Limited consultation with parents *(e.g. discrete group set up to discuss particular issues).*	Works to create positive relationships with parents / carers and partnership working. Flexible approach to the routines for communications with parents /carers. Person-centred approaches employed with parent/carers and with learners; Keenness to work collaboratively with externals and parents together for problem-solving and decision-making. Parent forums established that meet regularly to discuss school culture, curriculum and practice.	Works to create positive relationships with parents / carers and co-construction in decision-making. Flexible approach to the routines for communications with parents /carers. Person-centred approaches employed with parent/carers and with learners; Keenness to work collaboratively with externals and parents together for problem-solving and decision-making. Collaboration and participatory approaches employed with parents and the local community in shaping school's culture, curriculum and practice.

Appendix 4: Vignette 2.1 Reflections from experience - The implications of medical model for learners

The stubborn nature of the persistence of this deficit or medical can be observed in current times. In my professional experience in the Advisory Teaching Service, I recollect one senior leader of a school I visited telling me that the child would probably '*be alright'* in another school, but owing to the academic priorities of their school, this child was not suited to be on their role. It was evident that this perspective was also shared by many members of staff.

Appendix 5: Vignette 2.2 Reflections from experience: Tensions that arise when parents and children hold different views

These tensions are something I have witnessed within circumstances in which decisions are being made for children and young people in situations when parents and children hold differing views. Predominantly these have been adolescents rather than young children and can require very tricky negotiations to be conducted by other professionals involved. However, one example I recollect is of a child aged 7 years in which his parents requested a placement in a special school and the child wished to remain in his mainstream primary, that which had a specialist resource-base attached. The child attended some lessons in mainstream and some in the resource-base.

The school and other agencies believe the child's needs could be met effectively in the child's existing mainstream school. The county council's SEN assessment panel made the decision that the mainstream school should be named on the child's Statement of SEN, rather than a special school. The panel explained that the child's view had been a key influencing factor within their decision.

The aftermath required some sensitive communication and ongoing work with parents, by school and outside agencies, to rebuild a positive working relationship.

Appendix 6: A brief overview of the policy context in which inclusive education is constructed

Increasing and decreasing central control

The contrasts in the weft and weave threads of policy in which jurisdiction over schools and curriculum is in one direction increased centrally and yet decreased in the other direction elicits some apparently divergent changes to the pattern being shaped for education more widely (Williams-Brown and Jopling, 2021). One example of this is the Education Reform Act [ERA] (1988) that has been portrayed as being the most significant piece of legislation implemented subsequent to the 1944 Education Act for the broad landscape of education, owing to the change in philosophical stance to neoliberal marketisation and increasing accountability to raise standards (Williams-Brown and Jopling, 2021; Bates, Lewis and Pickard, 2019; Liasidou, 2012). The ERA increased central government's jurisdiction over schools through the introduction of the National Curriculum (NC), the setting of goals for attainment and assessments which provided a vehicle for evaluating schools and for comparing their performance in assessments and other criteria publicly through league tables (Bates, Lewis and Pickard, 2019; Chitty, 2014; Hayden, 1997). The ERA devolved responsibility (and hence elements of control) for budgets (including a sizeable proportion of the SEN budget) from LAs to schools (ERA, 1988, section 33; Hellawell, 2019). These three aspects of ERA were predominantly influential upon SEN and inclusion (Halliwell, 2019). This is owing to:

- the dichotomy between the notions of opportunity for all and standards for all set up by the NC (Middleton and Kay, 2020);
- the devolved funding for SEN to schools influencing the situational decision-making for SEN provision;
- a reluctance from some schools to admit children with SEN to their settings, owing to the negative impact upon league tables and upon the resources (physical, human and financial) of the school, an outcome elicited from the introduction of league tables (Hellawell, 2019; Brodie, 2001; Hayden, 1997).

Market forces agenda

This section examines briefly the influence of neo-liberal philosophies on education. Key Elements shaped by underpinning neo-liberalist values include competition, success and failure, and the framing of parents and carers as consumers who make choices of their preferred educational setting for their children (Ball, 2013). This is important because these elements influence behaviours and relationships between schools, and between schools and parents / carers and their children. In turn, this affects inclusive practice within educational settings.

The argument for the utilisation of market forces is predicated on schools being positioned as individual businesses (Ball 2013). In essence, this sets schools in competition to attract pupils in order to remain economically viable (Liasidou, 2012); indeed, choice is utilised as a devise for apportioning resources (Forrester and Garratt, 2012). However, as state schools are not for profit organisations that provide education without charge to parents, this is described as being a 'quasi-market' (Ball, 2013; Hayden, 1997). Supporters of the quasi-market focus upon the notion of competition positively influencing effectiveness, independence and efficiency of schools (Ball, 2013). One potential outcome of this competition is the risk of decreased willingness for mutual support between schools (Ball, 2006). Arguably, this negatively affects inclusive practice because this hinders opportunities for sharing of expertise and good practice; actions that are beneficial for learners with SEN. The notion of choice in relation to children with SEN is complex. Ball (2013, p.53) argues that the move to a quasi-market model "…constitutes a new moral environment…" that encourages a cultural focus upon factors that are perceived to be in the best advantage for the school to ensure their continued existence.

Standards agenda

Concerns about standards are a reoccurring thread within education policy and wider societal debates. For example, during the 1970s Prime Minister James Callaghan's 'Great Debate' on education was elicited from such concerns, with an outcome of an increased emphasis on the need to provide effectual preparation for employment (Chitty, 2014; Brodie, 2001, p.41). This perception that the purpose of education is to serve the function of

producing a workforce to enable the country to be economically sound, has influenced policy to be driven by a standards agenda (Williams-Brown and Jopling, 2021; Arduin, 2015). The standards agenda has focused on raising children's attainments (Hodkinson, 2019, p.109). Ball (2006; 2013) analysis of the influence the intertwining of education and economic policy in order to meet the demands of the global market observes that, 'Economic discourses are appropriated and transformed into '…pedagogic discourse…' (Ball, 2006, p.132). Responding to the concerns regarding raising economically viable individuals has, from the 1980s onwards, has been operationalised through successive government policies focused upon enhancing standards, widening inclusion and decreasing exclusion under the overarching umbrella of school improvement (Kane, 2011). Actions driven by this agenda have included the introduction of a National Curriculum [NC] that set out the subjects, knowledge, understanding and skills that all pupils should be taught was introduced (Munn, Lloyd and Cullen 2000). Concerningly, Hellawell (2019, p.xv) notes that the focus on raising attainment frequently involves '…narrowing the curriculum…'; because the question of what might actually be valued within education becomes overlooked as judgements are made through the narrow lens of measurable factors (Biesta, 2016).

This agenda has positioned the government away from merely supplying education to that of regulator, with a focus on factors that can be measured and appraised for appraising and judging schools (Ball, 2013; 2006). This is often referred to as performivity; which champions the use of quantitative data for appraisal of the proficiency of schools and individual teachers (Hodkinson, 2019; Glazzard, 2014b, p.40). Mechanisms employed for making this information publicly available are league tables and Ofsted (Glazzard, 2014b, p.40). This is encapsulated by Ball (2013, p.57) as '…a culture or a system of "terror"…' Indeed, overtime, pedagogy has become increasingly more tightly controlled by successive governments through policy-initiative vehicles, including the National Curriculum [NC], Literacy and Numeracy Strategies, School inspections and league tables (Williams-Brown and Jopling, 2021). Florian, Black-Hawkins and Rouse (2017, p.10) identify that the learners with SEN were not part of the key areas of focus in the initial drives for enhancing standards, the remit only extended to include of this group of learners in contemporary policy changes.

Inclusion Agenda

From 1997, reforms of the education system included work to increase inclusion within mainstream schools, to increase the capacity of those schools for meeting needs of learners with SEN (Hodkinson, 2019; 2016). Legislation was introduced to protect the rights of children with SEN and disability, for example the SEN and Disability Act [SENDA] 2001 and The Equality Act 2010. The legislative framework sought to protect those rights through requiring schools to make reasonable adjustments in equipment and pedagogical-practices (Equality Act, 2010, 85:6; Halliwell, 2019), planned proactively to anticipate needs (Equality and Human Rights Commission, 2014, p.76, 6:10); also, that schools should not discriminate or treat individuals '…less favourably…' in any of their actions (Equality Act 2010, 13:1 and 85; Hodkinson, 2019). The National Curriculum [NC] documentation since its initial publication has had an overarching statement about inclusion; the current NC documents sets out a requirement that lessons should be planned in such a way that barriers to participation in learning will be eradicated (DfE, 2013, p.8). This contrasts with the SEND CoP (DfE/DoH, 2015) that has very limited reference to inclusion (Martin-Denham, 2020a, p.16).

Echoing Arduin's (2015) conclusions, location featured in England's inclusion policy. Initial focus was on the inclusion of all children in mainstream schools (DfEE 1997), precipitating special school closures (Glazzard 2014c). However, later changes within policy acknowledged the important contribution that special schools make within the education system (Hodkinson, 2019; Glazzard, 2014b); for example, Prime Minister David Cameron's advocation of special schools during political campaigning (Watt, 2010). Echoing this perspective, Warnock (2010) contends that while perceptions of inclusion are benevolent in intent, the operationalisation of inclusion may result in children being in the same environment as their peers, but feeling emotional exclusion from that setting and its population. She proposes that in order to mitigate this, children should be included within a shared educational set of goals and the provision and setting to achieve this may be different for different children. This argument advocates that placement in specialist settings is not an exclusionary practice, a stance that has continued to be the subject of heated debate. Policy initiatives also sought to empower teachers, and enhance inclusive practice. Two examples are the Inclusion Development Project [IDP] (DCSF, 2008-2011) and

Achievement for All [AfA] (DCFS 2009-2011). Key factors for effective inclusive practice identified by AfA included the sharing of good practice between schools and between colleagues, working in partnership with parents and the importance of using assessment and tracking to inform decision-making (Humphreys and Squires, 2011). There were a variety of research studies that informed the development of the current legislative framework, including the AfA pilot. It is interesting that AfA evidences that effective practice may influence the moulding of policy, rather than always being elicited through the mediating of practice (Hellawell, 2019).

References *(additional references that are not cited in main body of the thesis)*

Department for Education [DfEE] (1997) White Paper: Excellence in Schools Available from: http://www.educationengland.org.uk/documents/wp1997/excellence-in-schools.html (Accessed 16/7/18)

Department for Children, Schools and Families [DCSF] (2009) *Inclusion Development Programme* Nottingham: Crown Copyright.

Equality Act 2010 Available at: https://www.legislation.gov.uk/ukpga/2010/15/contents (Accessed 16/7/18)

Equality and Human Rights Commission (2014) Technical Guidance for Schools in England. Available from: https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-england (Accessed: 18th January, 2020).

Hayden, C. (1997) *Children Excluded from Primary School. Debates, Evidence, Responses.* Buckingham: Open University Press.

Humphreys, N. and Squires, G. (2011) *Achievement for All. National Evaluation: Final Report.* Nottingham: DfE. DFE-RR176. Available from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/193254/DFE-RR176.pdf (accessed 25th January, 2020).

Munn, P., Lloyd, G. and Cullen, M.A. (2000) *Alternatives to Exclusion from School.* London: Paul Chapman Publishing.

Appendix 7: The lead up to the 2014 reforms of the Legislative Framework for SEN

Table 25: The lead up to the 2014 reforms of the Legislative Framework for SEN: reports from reviews and research and legislation enacted

(informed from Hellawell, 2019, 21-22; Soan, 2017, pp.8-9; Tutt, 2016, p.12; Tutt and Williamson, 2015; pp.9-19)

Year	Research or Review Report or Legislation	
2006	Ofsted Report (2006): 'Does it Matter where children are taught?'	The report made the case that specialist resource bases attached to mainstream schools
2007	The Children's Plan (DCSF, 2007)	The pertinence of this policy is the advocation for developing multi-professional working to extend outside of the boundaries of safeguarding for the benefit of children with SEN. Sought to build on the Every Child Matters framework.
	Planning and Developing Special Educational Provision Report	This report proposed a system of continuous provision with a system that had inclusive education in mainstream schools, mainstream schools with specialist resource bases and specialist settings for children with the most complex needs. This report thus sought to move away from a focus on location.
2008	The Bercow Report (DCSF, 2008)	This reported on a review of services in England that were provided for children with SLCN needs. Raised concerns regarding awareness of SLCN, variability of quality and thus inequities and advocated for the vital nature of communication, early identification, increasing awareness and support for families with children with SLCN and for a communication champion.
	The Education (Special Education Needs Co-ordinators) Regulations	Introduced regulations for the SENCO role: • SENCOs must be qualified teachers; • SENCOs must have completed a period of induction; • SENCOs should be employed to work as a teacher at their school.
	Special Educational Needs (information) Act	Introduced the requirement for LAs to report information about SEN to aid improving outcomes.
	Inclusion Development Programme (DCSF)	A programme of professional development for all teachers and practitioners in England, which employed terminology of learning difference to reframe thinking in

Year	Research or Review Report or Legislation	
2008 (*cont.*)		a more positive open manner. Included modules on SLCN, Dyslexia, Autism and Behaviour, Emotional and Social Development [BESD].
2009	The Lamb Inquiry (DSCF 2009)	Set up to research parental confidence in assessment and statementing process and how this might be enhanced. Lamb (2009) identified: • parental confidence in the SEN systems and processes was low • systems are more effective when parents, schools and local authorities collaborate together positively • identified that parents wanted better access to and transparency of information • advised that the rights of the child to express their views should be bolstered
	The Education Special Educational Needs Co-ordinators (England) (Amended) Regulations No.1387	Introduced an additional requirement for SENCO: • to complete the national qualification for SENCos – National Award for Special Educational Co-ordinators. • This had to be done within 3 years of their appointment.
	White Paper: The Children's Plan Two Years on: A Progress Report	Reported on progress made since the 2007 plan, which included the Sure Start Children's Centres. Further advocation for multi-professional working
	Achievement for All [AfA] 2009-2011	Aimed to evaluate existing good practice within 10 local authorities and investigate how provision and outcomes for learners with SEN could be enhanced. The pilot was independently reviewed by Humphreys and Squires at University of Manchester. This research, which involved 454 schools, had three key strands: Assessment, Tracking and intervention; it introduced Structured conversations with parents, and provision for developing wider outcomes, designed to identify effectual systems and pedagogical approaches to enhance outcomes for learners with SEN.
2010	The SALT Review (DCSF 2010): Independent Review of Teacher Supply for Pupils with Severe, Profound and Multiple Learning Difficulties (SLD and PMLD)	Examination of the supply of teachers of learners with SLD/ PMLD in special and mainstream schools. It identified that teaching of SEN and inclusive pedagogies in ITE was varied and that need to make opportunities for teachers to have professional development in ITE and post qualification in order to increase supply of teachers with the specialist expertise.

Year	Research or Review Report or Legislation	
2010	White Paper: The Importance of Teaching (DCF 2010)	Identified:
	White Paper: The Importance of Teaching (DfE, 2010) (continued)	• Concerns about bad behaviour and disruption to learning in classrooms • 'The very best performing education systems show us that there need be no contradiction between a rigorous focus on high standards and a determination to narrow attainment gaps between pupils from different parts of society;' (p.4) – a plan to review the national curriculum with a refocus on core knowledge and support for synthetic phonics and introduction of further assessments • Articulated a determination to increase freedom and autonomy for schools • School inspections to have increased focus of progress of children with SEN • ITE to have improved teaching on SEN and to support combatting low expectations • Introduced pupil premium funding and intention to revise funding formulas for school funding.
	The special educational needs and disability review: A statement is not enough (Ofsted 2010)	The review evaluated the existing legislative framework for SEN and Identified the conflation of SEN and poor progress (argued that there was overidentification) and issues with identification of needs. Advocated for: • the legislative framework for SEN to be rationalised to enhance the clarity for all parties involved in education; • change of focus to enhancing learning and teaching for all children, high aspirations for all children, meticulous monitoring and tracking of progress. Tutt (2016, p.12) notes that Ofsted changed their stance from the argument made in their 2006 report, changing to argue that there was not one particular model of school that met needs better than the others.
	Breaking the link between special educational needs and low attainment (DCFS, 2010)	Recommended that identification of need should be individual that is used to inform tailored interventions, matched to need.

Year	Research or Review Report or Legislation	
	Improving parental confidence in the special educational needs system: An implementation plan (DCSF 2010)	The plan set out the governmental response to the 51 recommendations made by the Lamb Inquiry 2009 and the progress that had already been made on activities working to address those recommendations.
2011	Green Paper: Support and Aspiration: A new Approach to Special Educational Needs and Disability (DfE 2011)	Consultation paper that explained the government's proposals to change the processes and systems for children with SEN and disabilities. Key focus on holding children and their families at the centre of decision-making. The paper initiated SEND Pathfinders to investigate the proposed new processes, chosen to ensure a range of geographical areas and local authorities were included. *Recollection from my professional experience:* *Reflecting back upon my professional practice, I recollect the lead up to the reforms as a time infused with anxious anticipation from schools and parents, manifested through a huge increase in requests for statutory assessment within our local authority, and debates in national media about issues related to SEN provision.*
2012	Green Paper: Support and Aspiration: A new Approach to Special Educational Needs and Disability – Progress and Next Steps (DfE 2012)	Followed up the 2011 green paper, setting out the government's response to the consultation about the 2011 Green Paper. It also set out the plans for implementing their plans into law and other actions.
2014	Children and Families Act 2014 Special Educational Needs and Disability Code of Practice (DfE/DoH 2014)	Part 3 of the Act sets out the changes to the legislation for SEN. Introduced a change of culture with children and families held at the centre of planning and decision -making and: • introduced Education, Health and Care Plans [ECHP] to replace Statements of SEN • increased age-range for SEND to 0-25 years • Local authorities required to publish their local offer of services anf information about processes • Graduated approach to identification and planning provision for children with SEN

Year	Research or Review Report or Legislation	
		There was a long period of waiting for the legislation and guidelines, and when the SEND CoP was finally published in 2014 the limbotic status transformed into a rapid gallop to implement the reforms in practice. Indeed, the release of SEND CoP (2014), during the school summer holidays with an expectation of implementation of its requirements at the start of the new academic year (Curran, 2019)
2015	Special Educational Needs and Disability Code of Practice (DfE/DoH 2015)	Updated the SEND Code of Practice to include children and young people with SEN in the youth justice system and further information for Early Years and Further education and an annex about mental capacity to support with young people's aged 16's rights to make decisions.

Appendix 8: Vignette 2.3 Reflections from experience The Achievement for All Pilot and working in partnership

One large research project, Achievement for All [AfA] (2009-2011), engaged ten local authorities chosen by the Department for Children Families and Schools (DCFS) in work to investigate how provision and outcomes for learners with SEN could be enhanced (Humphreys and Squires, 2011). This research, which involved 454 schools, had three key strands: Assessment, Tracking and intervention, Structured conversations with parents and provision for developing wider outcomes, designed to identify effectual systems and pedagogical approaches to enhance outcomes for learners with SEN (Humphreys and Squires, 2011, p.1).

My school was one of the pilot schools. As a SENCO at this time, I found the IDP an exciting and supportive mechanism to persuade the other members of the SLT to increase the amount of time allocated to CPD focussed upon inclusive practice within our school development plan. My local authority invested significant resources alongside the IDP. All of this, I found supportive to empowering colleagues, moving their stance from reliance on me as SENCO waving a magic wand to resolve issues for them, to increasing their confidence to manage needs and empowering them to become independent problem solvers.

I was also recruited to work part-time alongside my SENCO roles as one of the county's Lead Teachers for the AfA pilot in our county. My Lead Teacher colleagues and I in the county's AfA team acted as identifiers and conduits for the sharing of good practice as well as to ensure fidelity to the research.

In addition, to the activities and processes schools were required to follow, a key element was the sharing of practice between schools and practitioners, also highlighted within the findings of the evaluation of the pilot (Humphreys and Squires, 2011). Being a conduit and facilitators for school collaboration was a vital role of the Lead Teachers in my authority. One school I was fortunate to work with during the Achievement for All pilot was in an inner-city area of deprivation. Parents and children at that school frequently did not attend health appointments or take up other opportunities for a variety of reasons from economic to fear. This school worked hard to apply for and secure bids for funding from a range of sources to build a community building attached to the school. The building was constructed to provided spaces for health clinics so that parents could take their children to appointments at the school, financial advice for parents and invited the local churches and other charities to offer courses

and activities for families. The rationale behind this was to ensure children who needed care beyond the scope of the school so that they could engage with their education would be able to access this care. Families who needed support, or who could offer support to others, could access or offer this support at the school; in this way the school sought to work with the community to build supportive networks and cohesion.

Appendix 9: Vignette 2.4 Tensions from increasing autonomy for parents of children with SEN

The House of Commons Education Committee's [HCEC] review of SEN also identified the tensions arising from the fragmented school system thwarting local authorities [LAs] in their work to ensure academies met children's SEN needs appropriately (HCEC, 2019, p.53). Their analysis resonates with my professional experience when working for the Advisory Service:

One parent of a child with an ECH Plan was advised to write to the Minster for Education by the county's Head of SEN regarding the difficulties the county council and the parent were having, trying to persuade the school to implement the provision outlined in the ECH Plan (a legal document). This was because the school was an academy and thus did not come under the jurisdiction of the local authority, which could thus not compel the school to act. I recollect several children whose offers of secondary school placement were withdrawn when the school became an academy, or who were encouraged to look at alternative schools as the school claimed they would not be able to meet the child's needs.

Appendix 10: Vignette 2.5 Reflections from experience - working with families to resolve issues influencing children's social-emotional wellbeing and their learning

We had a family, whose children attended my school, where I was SENCO, who were being evicted from their home. The family was in distress and the children not in an emotionally stable state for learning.

My colleagues and I worked with the parents and children to find a new home for them, breakfast and dinners for the children, funded extra-curricular activities for the children, a safe space for them all to talk about what was happening, signposted other places of support or invited those agencies of support to school to meet with parents and or children.

As a result, the children were encouraged to feel safe and subsequently were observed to participate in learning in the classroom and with the social aspects of school.

This notion of the school at the heart of the community aligns with concepts of equity, social justice and inclusion working to empower learners for a life-long learning journey.

Appendix 11: Vignette 3.1 Lively Learners

One of my colleagues used the term *lively learners* to describe children who presented with CBs in class. This term reframed for all of the adults the presenting behaviour from difficult to different. This more positive stance acted as a catalyst to focus on the learning environment and the adaptions that would facilitate the lively learner's engagement and participation in learning activities. I have adopted this term within my lexicon and found it very helpful to support reframing situations in teachers' thinking and impact positively the work to find solutions for challenging issues in practice.

Appendix 12: Vignette 3.2 '…I just don't think the child should be in the class…'

The Advisory Teaching Service used to offer one day CPD courses at the start of every academic year, for teachers who were taking on a new class with a child with a diagnosis of autism on the register. I frequently was tasked with leading the teaching of these with one of my colleagues.
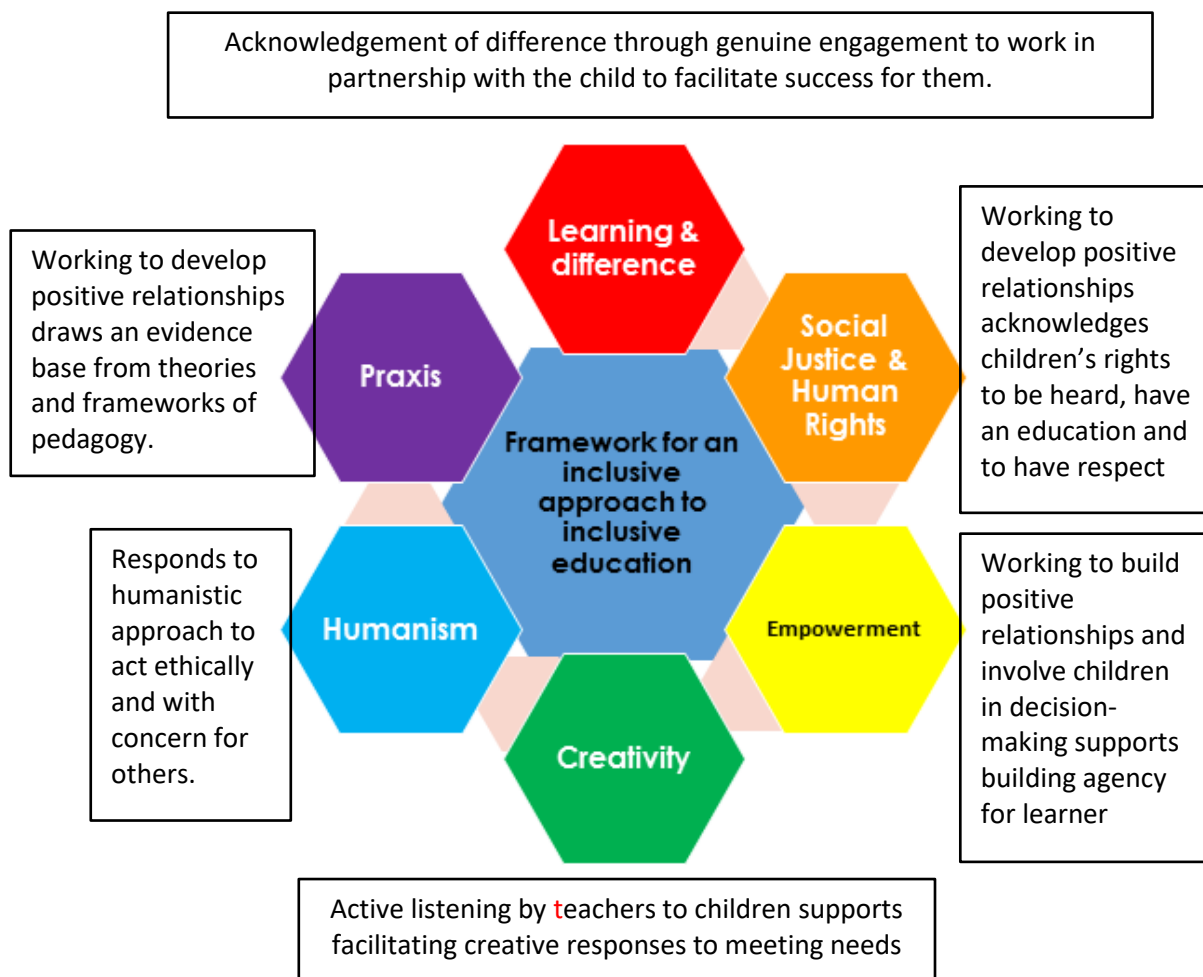
On one of those courses, one of teachers attending when talking about the concerns she had said very loudly, *'…but I just don't think the child should be in the class. He is disruptive and his tantrums and screams disrupt everyone's learning.'* This triggered absolute silence in the room. The atmosphere felt charged – my colleague and I had a sense of half the room silently communicating shock in response to the content of the comment, and half of the room egging her on.

In our response to the teacher's comment, we highlighted first the legal framework that means parents have the right to choose mainstream school provision for their child. Leaving a space for that point to settle into thinking. Then we asked the teacher to hold the child in mind and think about what developmental stage the child they felt the child was at. Next, we asked them to think about what expectations they would have for a child they were teaching at that stage of development. We then asked the teacher to talk about typical activities they did with their class. Through encouraging the teacher to analyse the classroom activities in respect of a child at a different developmental stage to that typically expected for their class, they could see that the demands being placed on the child were not achievable and thus, while they were perhaps aspirational, but certainly not realistic. We then discussed how learning and social activities could be adapted and how other adults could be deployed effectively to support this.

The resulting change of attitude – from that of *this can never work* to *I can meet the diverse needs in my class*, was magical and, with some further support from our team, transformatory for practice and this child's educational provision.

Appendix 13: Examples of ways in which focusing on relationships in the classroom can support the development of effective inclusive practice.

Figure 30 illustrates some examples of ways in which focusing on relationships in the classroom can support the development of effective inclusive practice.

Acknowledgement of difference through genuine engagement to work in partnership with the child to facilitate success for them.

Working to develop positive relationships draws an evidence base from theories and frameworks of pedagogy.

Working to develop positive relationships acknowledges children's rights to be heard, have an education and to have respect

Learning & difference

Praxis

Social Justice & Human Rights

Framework for an inclusive approach to inclusive education

Responds to humanistic approach to act ethically and with concern for others.

Humanism

Empowerment

Working to build positive relationships and involve children in decision-making supports building agency for learner

Creativity

Active listening by teachers to children supports facilitating creative responses to meeting needs

Figure 292: Examples of how RP supports developing effective inclusive practice using the dimensions of the Framework for an inclusive approach

(adapted from Middleton and Kay, 2020, p. 86)

Appendix 14: Ways in which developing positive relationships may support effective inclusive practice for Challenging Behaviour.

Table 26: Ways in which developing positive relationships may support effective inclusive practice for Challenging Behaviour.

Factor	Example of how positive relationships may support effective inclusive practice
Care	• supports children to feel valued and connected with their teacher, class and school (Shaw, 2019) • supports children's needs to be addressed (Middleton, 2022).
Learning environment	• facilitates an effective climate for learning (Bovill, 2020; Cooper, 2004)
Actions	• Attentive listening is a key element within relationship building (Noddings, 2012); this Supports a deeper understanding of the factors underlying children's behaviour owing to breadth of knowledge gained from attentive listening and attunement (Cooper, 2004); • Engages teachers in interactions that actively seek to gain a deeper understanding of children, their views and experiences (Ljungblad, 2022);
Trust	• Building trust supports children with communicating their authentic views and positive engagement with discussions about behaviour and with approaches implemented to support needs (Henderson and Smith, 2021; Noddings, 2012).

Appendix 15: Vignette 4.1 Reflections from Professional experience – functioning and agency

I recollect one occasion in my Advisory Teacher role, the class teacher I was supporting agreed with my analysis of the child's needs and the changes to the learning environment and strategies needed. However, they explained that it would be difficult to implement them because the definition and policy of inclusion being operationalised and insisted upon by the headteacher, was that of all pupils doing the same activity in the same way at the same time. In this example, the teacher was willing to implement my advice, but reported that he would be negatively appraised during any lesson observation. Consequently, in working to meet his pupil's needs (teacher functioning), the teacher may be compromising his own professional wellbeing (constraining agency).

Appendix 16: Confirmation of Ethical Approval from the University

UNIVERSITY OF
GLOUCESTERSHIRE

Dr Emily Ryall
Research Ethics Committee Chair
Reader in Applied Philosophy

Oxstalls Campus,
Longlevens, Gloucester, GL2 9HW

Tel: +44 (0)1242
Email:

Lynda KAY
Monday 8 July 2019
Via email

Dear Lynda

Thank you for your application for ethical approval.

I am pleased to confirm ethical clearance for the amendment to your research following ethical review by the University of Gloucestershire – Research Ethics Committee (REC).

Please keep a record of this letter as a confirmation of your ethical approval.

Project Title:	'An Exploration of Effective Pedagogy for Children with Speech, Language and Communication Needs who exhibit Challenging Behaviour in Mainstream Primary Schools in England'
Start Date:	5 July 2019
Projected Completion Date:	28 February 2022
REC Approval Code:	REC.19.83.1

If you have any questions about ethical clearance please feel free to contact me. Please use your REC Approval Code in any future correspondence regarding this study.

Good luck with your research project.

Regards,

Dr Emily Ryall
Chair of Research Ethics Committee

University of Gloucestershire The Park Cheltenham GL50 2RH The University of Gloucestershire is a company limited by guarantee registered in England &Wales. Registered number: 06023243. Registered office: The Park, Cheltenham, GL50 2RH. Tel 0844 801 0001 www.glos.ac.uk

365

Appendix 17: Strata of gatekeepers within an educational context

Table 27: The responsibilities and roles of gatekeepers in each strata and the evidence of their permission / consent in an educational context
(taken from Kay, 2019, p.44)

Gatekeeper	Function and possible roles	Evidence of approval
Institutional	• Formally review research proposal • Examples: University research committee, NHS Research Committee, Local authority research governance approval	• University / institution approval document
Organisational	• Safeguarding population within an organisation. • Regulates who may undertake research within that organisation. • Examples: Headteacher, Principle, School Governor(s)	• • Organisation's approval document or signed consent form where document does not exist
Specialist	• Hold specific responsibilities within an organisation or related community • Have specialist knowledge on specific subjects • Examples: data manager, Child Protection, SENCO, PREVENT, Head of Year/ Key Stage, subject coordinator, sensitive subject, cultural or community advisor	• Signed consent form
Domain	• Leader within the specific domain proposed to be context of the research (e.g. classroom) • Examples: Class or Subject Teachers, Heads of Department	• Signed consent form
Guardian	• Adult with legal parental responsibilities for the participant classified as vulnerable (e.g. parent, carer)	• Consent form signed by person with parental responsibility
Auto	• The individual acts as gatekeeper to their own personal thoughts, feelings and experiences.	• For adults: signed consent form • For CYP: Consent / Assent tailored to developmental level of participant, signed by individual (with name or symbol)

Appendix 18: Framework to support reflexive ethical decision making in research design for research involving children in educational contexts [FREDRIC]

Table 2823: Explanation of the elements included in the FREDRIC framework
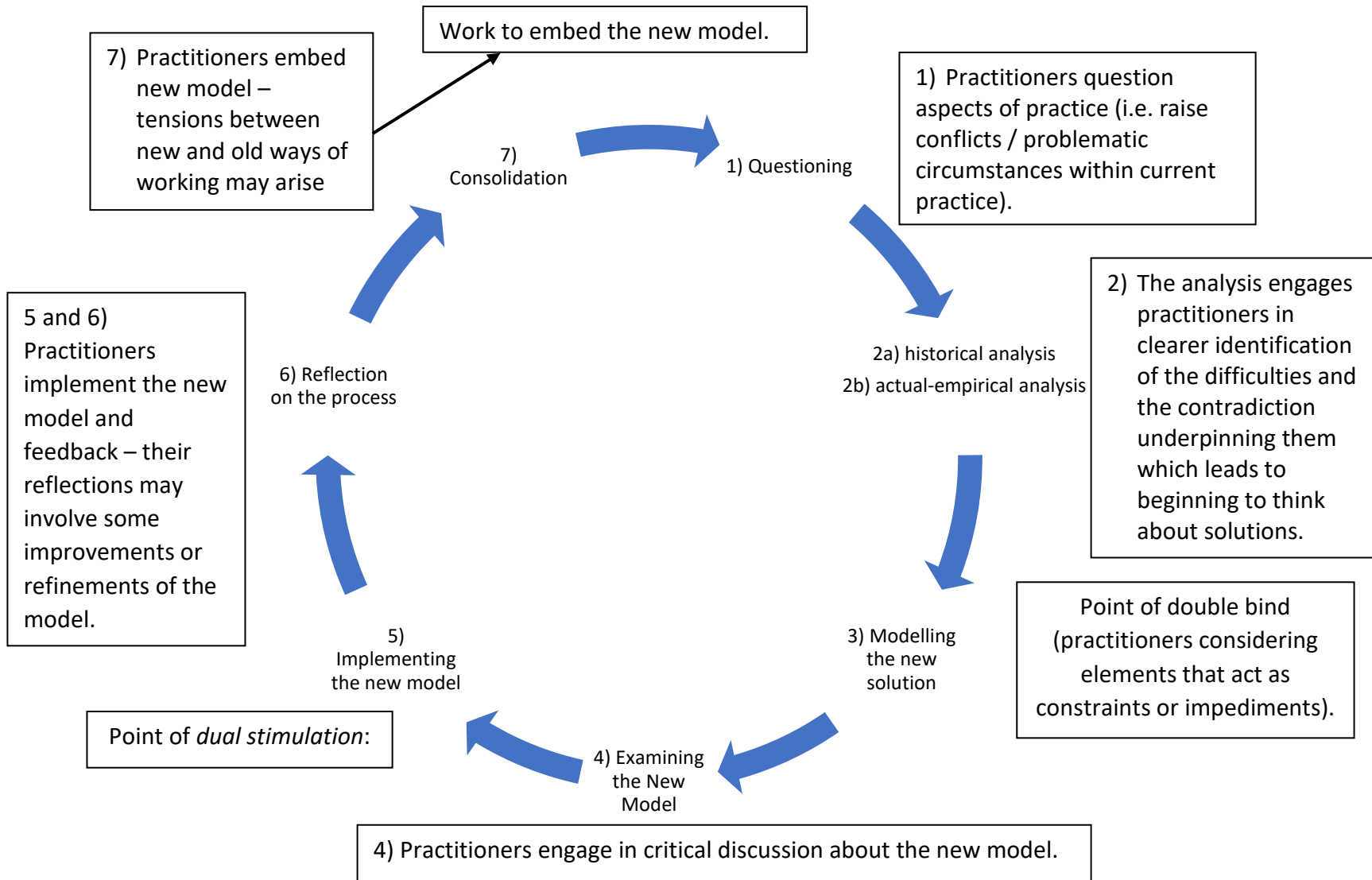
(adapted from Kay, 2020, pp.24-26)

Element of FREDRIC (components of research process)	Explanation of the Element
Design Implications and Contextual Factors	• Factors from the research context have an influence on decision-making and enactment of practical activities • The aim of the questions posed in the contextual background and implications for participants are to aid the researchers' reflections on those factors and thus aid decision-making. • For example: working with participants to balance their priorities and the research activities, as this will help to encourage their positive engagement with the research.
Participant Factors	• Consideration of the interactive factors of the environment, biological, cognitive and behavioural dimensions (Frederickson and Cline, 2015) aid the researcher's decision-making regarding participants and sampling criteria. • The questions in the participant and gatekeeper boxes encourage researchers to consider who they will need to seek informed consent from and the modes and forms of communication that they need to plan to aid participants' and gatekeepers' comprehension of what is being asked of them.
Data Management and Analysis	• The prompts in the data management and data analysis boxes aim to support the researcher's reflections and self-checks of generation and interpretation of data. • Additionally, they aim to encourage reflection about how actions, values, life experiences and thoughts may influence the findings • For example: it can be helpful to ask participants to check their interview transcripts for accuracy (Farrimond, 2013).

Element of FREDRIC (components of research process)	Explanation of the Element
Reporting Findings	• The prompts in the reporting findings boxes aim to support the researcher's reflections with how they respectively represent the participants in their write up of the research and where they will publish or present their findings. • For example, discussion of findings with participants to see if they concur with the conclusions drawn and offering them to opportunity to provide a response (Sargeant and Harcourt 2012, Reiss 2005), or not seeking to present children as a homogenous group whose views can be generalised (Groundwater-Smith *et al.* 2015).
Arrows	• Support the researcher to navigate the framework as they consider each stage of their research process.

Appendix 19: Expansive Learning

Work to embed the new model.

7) Practitioners embed new model – tensions between new and old ways of working may arise

7) Consolidation

1) Questioning

1) Practitioners question aspects of practice (i.e. raise conflicts / problematic circumstances within current practice).

2a) historical analysis
2b) actual-empirical analysis

2) The analysis engages practitioners in clearer identification of the difficulties and the contradiction underpinning them which leads to beginning to think about solutions.

5 and 6) Practitioners implement the new model and feedback – their reflections may involve some improvements or refinements of the model.

6) Reflection on the process

5) Implementing the new model

3) Modelling the new solution

Point of double bind (practitioners considering elements that act as constraints or impediments).

4) Examining the New Model

Point of *dual stimulation*:

4) Practitioners engage in critical discussion about the new model.

Figure 303: Expansive Learning Cycle (adapted from Engeström, 2001, p.152, 2000, p.970).

369

Appendix 20: Information sheet for the Organisational gatekeeper (Headteacher)

UNIVERSITY OF GLOUCESTERSHIRE

An exploration of effective pedagogical approaches for children who exhibit challenging behaviour (and may have SLCN needs)

Researcher's name: Lynda Kay

Information Sheet

Before you decide to take part in this study it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. I am happy to answer any questions you have or if you would like more information. Take time to decide whether or not you wish for your school to take part.

What is the purpose of the study?

I am a PhD student at the University of Gloucestershire. I am studying teaching approaches to support children who exhibit challenging behaviour (and may have SLCN), that can be employed in high quality effective whole class teaching. I am interested in working with teachers to develop effective strategies for high quality first teaching. This research is part of my PhD studies.

Why has your school been chosen?

Your school has been chosen because it is a primary school which has a good or outstanding Ofsted grading and has children with SLCN on the SEN register.

What will happen during the research if I allow my school to participate in this research?

Phase 1

I plan to interview some members of staff who hold key roles in relation to the focus of my study. I would like to interview you, as Headteacher, the SENCO, the class teachers of the focused classes and the Teaching Assistants who work with those classes. These interviews would be focused on strategies and approaches you use in the classroom.

I would like to focus on a small number of classes – two KS2 classes. Those classes would be identified and agreed with you and the SENCO and the class teachers concerned.

I would like to talk with children in those classes about their experiences and views of their learning, using visual approaches to support our discussion, such as asking them to draw pictures and talk about their pictures or using photographs or stories to stimulate discussion. This would require consent from you, their parents, class teacher and the children themselves. I would also keep fieldnotes of my observations and conversations with the teachers and TAs and the class teacher's consent.

Phase 2
After I have analysed the data from Phase 1, I would use this data analysis to write a case study. The class teachers will be invited to work with me on the case study.

I would like to have a meeting with all the staff to run a research workshop (called a Developmental Research Workshop in my research plan). This would involve examine the case studies and the teaching strategies, approaches and interventions that have been used and explore and plan new teaching strategies and approaches together collaboratively.

I would also like to hold a smaller workshop discussion with the children and teachers in the focused classes to discuss their perspectives of experiences of learning activities. This would be akin to the learning conversations staff engage in regularly with their pupils.

 The aim of the research is to explore what your school staff think and does about learning and teaching for these children and to learn from that – it is NOT to judge your work or evaluate your performance.

What are the possible risks and benefits of taking part?
This research will be asking you and your staff and some pupils to give time for the interviews and discussions. The possible benefits arise from working together to understand practice for children with challenging behaviour (and SLCN).

Will my taking part in this project be kept confidential?

All information will be kept strictly confidential. The school name and all the adults who participate will be anonymised and identified by a code. I will also make sure that your information will be kept securely and anonymously, in a password protected computer file.

What will happen to the results of the research project?

This research is being planned as part of my PhD studies. The research will be published in the Thesis (the research report) for my PhD. I will share my findings with you and your staff. In addition, I hope that the findings of the research can be shared through journal articles or conference presentations. The information in the Thesis and any articles or presentations will be anonymised. There will be no means of identifying the school or any individual. Short quotes from interviews and discussions will be included; this will be done in a way that will not disclose your identity to others outside the group.

Participation

Taking part in this research is voluntary and you can choose for your school not to take part in this research. If you decide later that you no longer wish to take part, then you can withdraw. We can discuss this and agree a plan.

Ethical review of the study

This project has received ethical approval by the University of Gloucestershire. Please contact Dr. Emily Ryall, chair of the University's Ethics committee, if you have any concerns. Dr. Ryall can be contacted at [email redacted] Dr. Ryall has no direct involvement in the study.

Contact for further information

If you wish to ask questions or have further information, please contact Lynda Kay at [email redacted]

Appendix 21: Information sheet for adult participants

UNIVERSITY OF
GLOUCESTERSHIRE

An exploration of effective pedagogical approaches for children who exhibit challenging behaviour (and may have SLCN needs)
Researcher's name: Lynda Kay

Information Sheet (updated)

Before you decide to take part in this study it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. I am happy to answer any questions you have or if you would like more information. Take time to decide whether or not you wish for your school to take part.

What is the purpose of the study?

I am a PhD student at the University of Gloucestershire. I am studying teaching approaches to support children who exhibit challenging behaviour (and may have SLCN), that can be employed in high quality effective whole class teaching. I am interested in working with teachers to develop effective strategies for high quality first teaching. This research is part of my PhD studies.

Why has your school been chosen?

Your school has been chosen because it is a primary school which has a good or outstanding Ofsted grading and has children with SEMH and with SLCN on the SEN register. You have been chosen because you are a teacher or TA working at the school.

What will happen during the research if I agree to participate in this research?

Phase 1

I would like to spend time in your class getting to know you, your TA and your pupils. I would be happy to be a volunteer and support with any activities that would be helpful to you (as directed by you).

I would like to interview you please. These interviews would be focused on strategies and approaches you use in the classroom and on your experiences working with children who present with challenging behaviour.

I would like to talk with children in your classes about their experiences and views of their learning, using visual approaches to support our discussion, such as asking them to draw pictures and talk about their pictures or using photographs or stories to stimulate discussion. This would require consent from you, their parents, and the children themselves.

I would also keep fieldnotes of my observations and conversations with your consent.

Phase 2
After I have analysed the data from Phase 1, I would use this data analysis to write a case study. I would like to invite you to work with me on the case study.

I would like to have a meeting with all the staff to run a research workshop (called a Developmental Research Workshop in my research plan). This would involve examine the case studies and the teaching strategies, approaches and interventions that have been used and explore and plan new teaching strategies and approaches together collaboratively.

I would also like to hold a smaller workshop discussion with the children and you discuss their perspectives of experiences of learning activities. This would be akin to the learning conversations that you engage in regularly with your pupils.

 The aim of the research is to explore what your school staff think and does about learning and teaching for these children and to learn from that – it is NOT to judge your work or evaluate your performance.

What are the possible risks and benefits of taking part?
This research will be asking you and your pupils to give time for the interviews and discussions. The possible benefits arise from working together to understand practice for children with challenging behaviour (and SLCN).

Will my taking part in this project be kept confidential?

All information will be kept strictly confidential. The school name and all the adults who participate will be anonymised and identified by a code. I will also make sure that your information will be kept securely and anonymously, in a password protected computer file.

What will happen to the results of the research project?

This research is being planned as part of my PhD studies. The research will be published in the Thesis (the research report) for my PhD. I will share my findings with you and your staff. In addition, I hope that the findings of the research can be shared through journal articles or conference presentations. The information in the Thesis and any articles or presentations will be anonymised. There will be no means of identifying the school or any individual. Short quotes from interviews and discussions will be included; this will be done in a way that will not disclose your identity to others outside the group.

Participation

Taking part in this research is voluntary and you can choose not to take part in this research. If you decide later that you no longer wish to take part, then you can withdraw. We can discuss this and agree a plan.

Ethical review of the study

This project has received ethical approval by the University of Gloucestershire. Please contact Dr. Emily Ryall, chair of the University's Ethics committee, if you have any concerns. Dr. Ryall can be contacted at [email redacted] Dr. Ryall has no direct involvement in the study.

Contact for further information

If you wish to ask questions or have further information, please contact Lynda Kay at [email redacted]

Appendix 22: Consent form for adult participants

UNIVERSITY OF
GLOUCESTERSHIRE

Informed Consent form

An exploration of effective teaching approaches for children with Speech, language and communication needs		
Researcher: Lynda Kay, PhD student at University of Gloucestershire School of Education, FCH Campus, Swindon Road, Cheltenham. GL50 4AZ. [email redacted]		
Do you understand that I have asked you to give consent to take part in a research study?	Yes	No
Have you received and read a copy of the attached information letter?	Yes	No
Do you understand the benefits and risks involved in taking part in this research study?	Yes	No
Do you understand that you are free to contact the researcher to ask questions and discuss this study?	Yes	No
Do you understand that you are free to refuse consent to take part?	Yes	No
Do you understand that you may withdraw consent within two weeks of the research study starting by writing to Lynda Kay at the school? [NB dates to be added]	Yes	No
Do you understand that all of the information collected will be private and confidential and will be kept in a way to comply with data protection legislation?	Yes	No
Do you agree to assign the copyright of your interview data to Lynda Kay? Do you understand that it will be stored in a data archive for future use with identifying details removed?	Yes	No

I give my consent to take part in this study:

Printed Name: …………………………………………..

Signature: ……………………………………………………… Date: ……………………………………………

Appendix 23: Information sheet and consent forms for guardian gatekeepers (parent/carers)

UNIVERSITY OF
GLOUCESTERSHIRE

Dear Parents and Carers and Guardians,

Research Study: An exploration of effective inclusive teaching approaches for children with SEN needs

Researcher's name: Mrs. Lynda Kay

Information about the Research

I am a PhD student at the University of Gloucestershire. I am studying strategies and approaches that are used by teachers and TAs to support children with special educational needs in learning activities at school as part of my PhD research. As part of this work, I would like to talk with Teachers, Teaching Partners and children at [school name] Primary about learning and teaching activities and observe some activities. Before my studies, I was an Advisory Teacher for Gloucestershire County Council and I worked with [school name] Primary frequently. I know the school and the staff well and visited the school many times.

I would like to ask your permission to invite your child to talk to me about their experiences in lessons at school. This will be in a group discussion and will be just like many of the discussions children have about their work in school with their teachers. The children may tell me their views verbally or they may choose to draw a picture to show their views.

The research been approved by the University of Gloucestershire's research ethics committee. My supervisors at the University of Gloucestershire have approved the plans I have made to carry out the research and will continue to provide formal supervision of my work and conduct within the school. [Headteacher name], the headteacher, has given me permission to contact you

Taking part in this research is voluntary and you can choose not to give permission for your child to take part in this research. If you decide later that you no longer wish for your child

to take part, then you can withdraw permission, provided this is within two weeks of the start of the research. You can do this by writing to me at the school stating that you wish to withdraw consent for your child to take part in the research.

When my research at the school is finished, I will be writing about what I have found out in a report for my PhD. The school and the children will not be named in the report and will not be able to be identified.

Contact for further information

If you wish to ask questions or have further information, please contact Lynda Kay at [email redacted] or via [school name] Primary – if you leave a message for me at the school office, I will contact you to discuss your questions with you.

Informed Consent form

Please will you give permission for me to talk to your child about their experiences of learning activities at [school name] Primary?

I consent to my child: ……………………………………………………. taking part in this research.

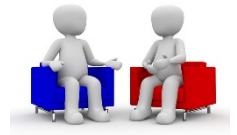Parental Signature: ……………………………………………………………………

Date: ………………………………………………..

Appendix 24: Information sheets and consent forms for children at Oakleaf

1) **General Information Booklet about Research for children**
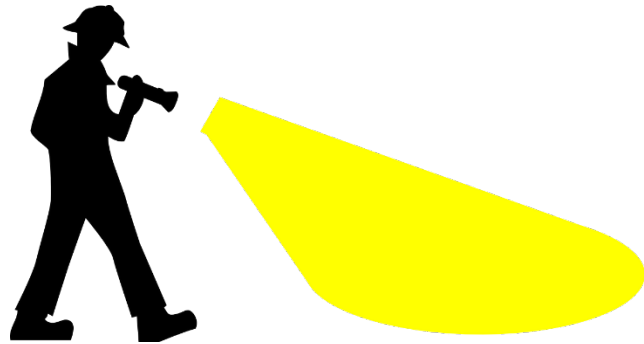
What is Research?

Research is a way in which a person tries to find out answers to a question.

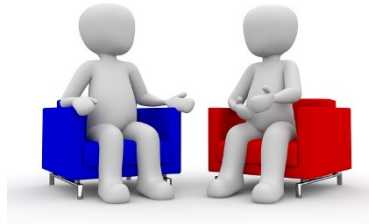We may not already know the answer to the question.

It may be to find out more about the question to see if different answers or facts can be found.

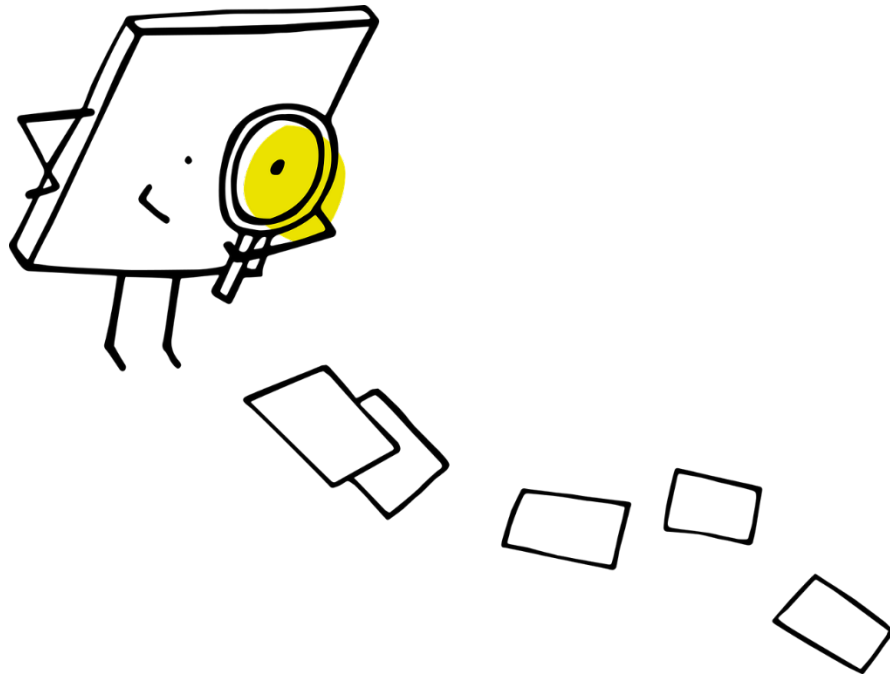There are different types of research

Natural Science research is research about the physical world, such as the things we can see and touch in the world around us.
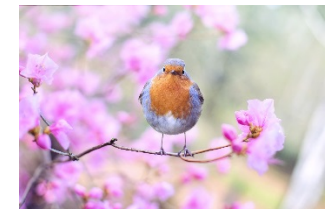
Social research is research about people's thoughts, behaviours and things they have done.

Researchers try to find out different things to help them answer their questions.
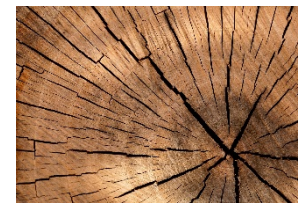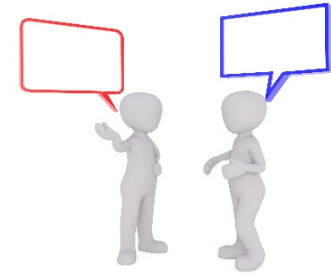
Natural Science researchers collect things we can see and touch in the world around us.

The kinds of things that social researchers and natural researchers use as evidence are different.

Social researchers collect evidence about people's thoughts, feelings and behaviours.
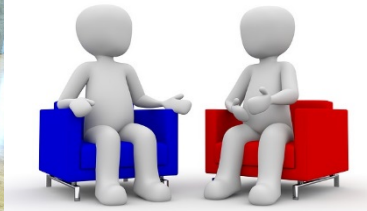
When a researcher tells other people about what they have found out, they also need to tell them about all the things they found to help with their answer. This can help them to show that their answers are good ones.

Here are some words that are used by researchers:
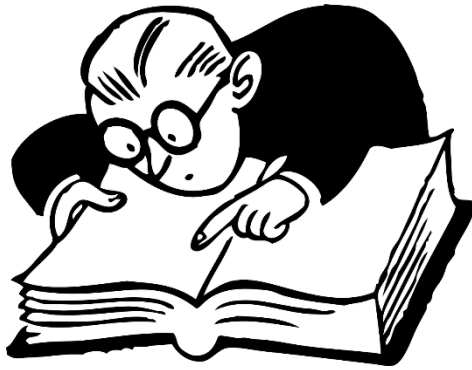
Research topic – this is the problem the researcher wants to find out about.

Research question – this is the question that the research wants to find out about.

Evidence – this is facts or information to help decide whether something can be proved or supported or not.
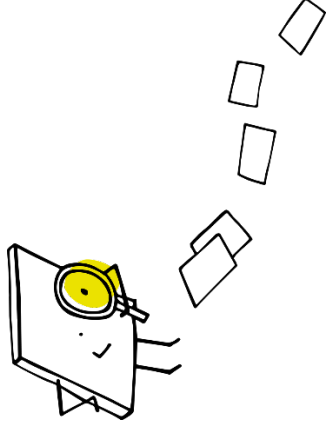
Data – this is the information that the researcher collects to investigate the question they wish to answer.
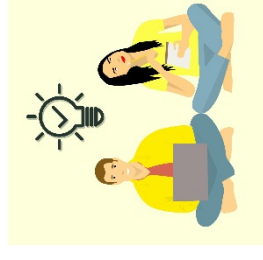
A Research Story

Analyse – this means trying to understand something by looking at or thinking about something closely and thoroughly. Researchers need to look carefully and think about the data they collect

A researcher wants to find out which books children like to read and why they choose those books.

The researcher might ask questions about books to all of the children in the class.

All of the answers to the questions would be data.
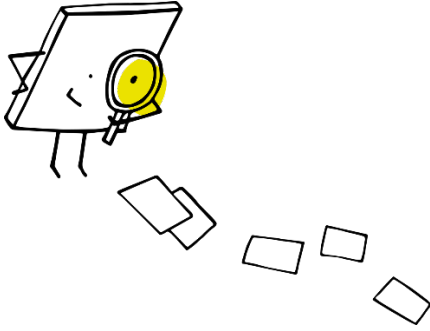
This data would then be
looked at carefully to find
evidence about which books
the children in the class like to
read and why they enjoy
those books.

2) Information Sheet for Children

Mrs. Kay's Research: Learning Activities in Primary Schools.

A research study is a way to learn more about something that you are interested in. I am going to give you information and invite you to be part of a research study. You can choose whether or not you want to take part.

I want to research learning activities in primary schools to find out about the activities teachers, teaching assistants and children are doing in class.
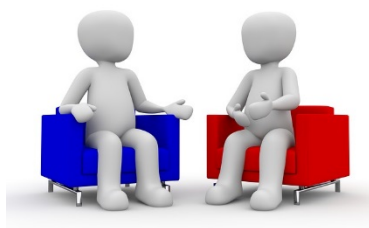
I will be talking to teachers and teaching assistants in this school about the activities they plan for you to do. I will also come into some lessons to see the activities and see what happens.
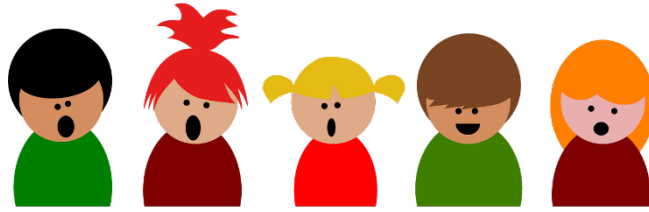
I would like to talk to some children to find out what they like and do not like about the activities they are doing. I will ask some questions and you can choose whether you want to draw your answers or say your answers or do both.

When I have finished the study, I will write a report about what I have learned. This report will not include the school's name, your name or anyone's name so that no-one will know who took part in the research.
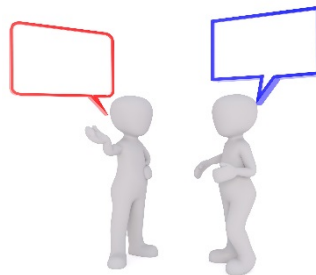
The teachers and your parents or carers know about my research study because I have asked them if I can do my research study at your school. Your parents or carers also need to agree. If you do not wish to take part in the research, you do not have to, even if your parents or carers have agreed.

I would like you to be in this study. You do not have to be in this study if you do not want to be. It is OK to say no.

If you say yes to start with but then decide that you want to stop, then that will be OK too.

You may discuss anything in this form with your parents or carers or friends or anyone else you feel comfortable talking to. You can decide whether to take part or not after you have talked it over. You do not have to decide straight away.
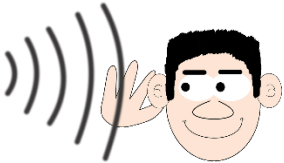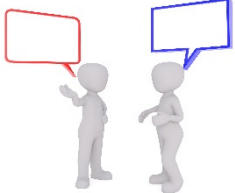
There may be some words you do not understand or things that you want me to explain more about because you are interested or worried. Please do ask me anything you would like to.

Consent / Assent Form for Children

UNIVERSITY OF
GLOUCESTERSHIRE

Mrs. Kay's Research: Learning Activities in Primary Schools.

Certificate of Assent / Dissent for Children

	I have listened and understood the information about the research project.	🙂	🙁
	I can ask not to take part at any time	🙂	🙁
	I am happy to take part in the discussions. I can ask questions if I want to.	🙂	🙁
	I am happy to be audio recorded	🙂	🙁
	I am happy for information to be used for research	🙂	🙁

Name of Child: Date:

This box will be used by the child to record their name or symbol

The child gave verbal assent and verbal answers to all of the questions above:
YES / NO

Signature of Researcher: _____

Parent / Guardian has signed informed consent form: YES / NO *(I will initial this)*

Copy of this assent has been given to the participant: YES / NO *(I will initial this)*

Appendix 25: Fieldnotes proforma and extract from Fieldnotes

Proforma

Date		
Observation Notes (narrative approach)	**My Reflections**	**Conversations**

Extract from Fieldnotes

Date	Tuesday 16th November, 2021
Observation Notes (narrative approach)	**My Reflections**	**Conversations**
English lesson (Literacy) – Year 3 Context: Children are asked to do a writing task linked to the class text that the class are part way through reading. Discussion first recalling events and looking through the plan they made for their writing in a previous lesson. The children are asked to write a section that will form part of the final piece of writing – a story based on the events in the class text but with some variations that they have individually decided to make. This is modelled for the children first by the teacher – first of all modelling their thoughts aloud as they writes and then moving on to adopt a shared writing approach taking ideas from the children. The children have their plan and the example from the modelled and shared writing to support them. There is a wide variation in attention and focus within the class. During the class discussion and teacher input writing activities, the teacher has to give many	The impact of lockdown and pandemic seem very evident here. The teacher has talked about the children having not had a full uninterrupted year since their Year R. The teacher has shared concerns about the impact of home learning on children's resilience – this was very evident in class with some children being reluctant to start a task or to continue when it felt difficult. Some children appeared to worry about mistakes – over using the rubber to rub out work already done; when asked they said the work didn't look 'right' or 'was rubbish' or 'was spelled wrong'	Teacher B expressed concerns about: - the range of abilities in the class and the difficulties of adapting learning tasks for everyone when some children are working at approximately 3 years below age-related expectations. - Some 'able' children who have emotional issues that at times interferes with their abilities to focus on academic tasks / make progress with academic skills. - Issues with risk and resilience – specifically with the children's own self-belief that they can have a go / do something and cope with making mistakes; Teacher B's analysis of the class is that for many of the children, this is low.

reminders about expected listening behaviours and calls on specific children by name to cue them in.

During the independent task, about half of the class of focused / engaged working hard on the task and completing the set task in the given time; the other half are frequently off task:

- Talking to peers close by
- Other off task behaviour (e.g. sharpening pencils, fiddling with equipment, rubbing out many of the words they have written, asking to go to the toilet)
- Waiting for adult support / needing adult direction at frequent intervals to move them through the task.

The teacher's comments aimed at refocussing the children to the task demonstrates (through phrasing of comments / mode of delivery i.e. using humour, setting challenge, stern voice,…) that they are drawing on their knowledge of each child's profile (e.g. specific needs / issues / interests)

Some of this group of children do not complete the task. No direct consequence applied although the teacher expresses disappointment and reminds children that all of the writing task will need to be

Teacher B is not alone in articulating and demonstrating those actions – I observe this also in Teacher B, C and in other adults (practitioners of different levels of seniority and holding different roles) enacting this – stopping to greet children by name and ask how they are / exchange a greeting linked to something they know about the child e.g. an interest the child has, activity club they attend etc. This enactment of building positive relationships appears to be a shared endeavour and a shared priority.

Professional relationships and professional attachments are terms that I have come across in literature and other media. These terms are akin to the notion I am more familiar with: positive working relationships. The notion of

Discussion about strategies for supporting a child who has no or little independent writing skills – how a visual approach may support this, such as using symbol supported text (Communicate in print software) to make resources to support construction of sentences.

When asked about what was informing the teachers decision-making here – Teacher B referred to professional development and collaborative planning conversations with colleagues.

Teacher B talked about the importance they place on building the relationships with the children so that they know each child and gain an understanding of the factors that may affect their participation and in engagement in lessons and social aspects of school. Teacher B talked about 'reading' each child on entry each day i.e. looking at cues from non-verbal as well as verbal expressions to analyse how the child is feeling / readiness for learning and interaction. Teacher B said that building trusting relationships was vital so that children are willing / feel comfortable to share their experiences and emotions. Teacher B said that the

completed by Friday (inference is that they may need to stay in at play or lunchtime to complete on Friday). Praise given to those who did complete the task. Some children are chosen to share their work with the class – each child is given the choice of them reading aloud or the teacher.	attachment being used in this way was thought provoking for me – it elicited ideas of developing a relationship / an environment in which children felt safe and secure – the boundaries and expectations are clear and there is trust to be able to feel safe to talk about your feelings. Experiences. it's ok to say that they find something difficult, it's OK to be able to say I feel angry and to know they will not be ridiculed or ignored. The teachers and TAs in this primary school, through the actions I have observed, appear to work hard to build this culture.	meet and greet and initial part of the school day was often a time that needs unmet needs to be met as much as they can* *NB: Each class room and SLT / Pastoral Team have walkie-Talkies so that if further help is needed it can be called for so as to provide support to act in a proactive preventative way – thus work to prevent children escalating.*

Date	Thursday 20th January 2022	
Observation Notes (narrative approach)	**My Reflections**	**Conversations**
Context: Year 4 English lesson – focus: writing persuasive letters – this is linked to the class text and the children are asked to write a letter from one of the characters to the king of the country in the text aimed at persuading him to release another character from imprisonment in the jungle. The children talk enthusiastically about the story – they not only say they are enjoying it but also show this in their emotional responses to the story when they are talking about it. The pace of independent work is slow – the span of attention and focus is short (also the case during teacher input) The teacher uses strategies to manage behaviour / support needs. • Movement break for everyone • Emotion coaching approach / meta-cognitive – 'I can see that you…' description of behaviours and what that may indicate regarding how they are feeling emotionally / in response to their	It is interesting that the teacher does not attribute any negative (sense of blame) to the children in his discussions with them. Playtime is spent discussing the lesson with me and preparing for a revised approach. The new start after play is very much a fresh start approach – not dwelling on the issues before play. It appears to me that this is supportive of the success of the after-play session. It is interesting also that the teacher does not leave this until the next day – this means that the children finish with the learning outcome / learning and teaching activity with a sense of success. I feel this is important for self-esteem / self-belief and motivation moving forward.	MLTB This lesson/class: The teacher expresses their concern that the children have not grasped the structuring of paragraphs, despite the experience of watching and listening to modelled writing and engaging in a shared writing activity. Working theory articulated – the potential negative influence of the pandemic (the interruption to school routines owing to lockdowns / home schooling for some pupils; in-school for others, emotional impact of worldwide pandemic on families / children etc) on securing the foundational learning needed for today's learning activity. We discussed consideration of adding structure and visual approach Professional Development (CPD): MLB has developed an approach for this school (adapting from models that they have researched) that is being

perceived level of challenge of the task		implemented. This is triad observations – staff working in triads to collaborate on an area they have identified for development and observe one another's practice and feedback to each other / feed forward planning. SLT are involved with each triad in order to gain overview for school development / analysis and monitoring and accountability.
When the children share their work so far, it is evident that they had not fully understood the structuring of paragraph and nature of language to be used.		
The teacher tells the class he can see that this is proving difficult – he tells them that this is his 'fault' not theirs and he is going to think about this over playtime. Fortunately, at this point it is playtime and the children get another (naturally occurring) movement break – Teacher encourages children to make the most of this and make sure they do take the opportunity to get physical activity and fresh air.	Sometimes it feels to me that teachers fear structure / scaffolding – that this is akin to spoon feeding. Perhaps, this is a question to raise to find out about teachers' and MLTS' perceptions	We discussed the work of Mel Ainscow, who has researched a very similar approach with schools (e.g. Manchester, Cardiff and also working with international research partners) that also involved the pupils to get pupil voice.
See notes in conversations		
Following play, the children return to an adapted lesson plan.		
The children take part in shared writing of a paragraph written by the teacher that has been presented to them in very clear sections – each coloured coded. Thus, introducing an additional level of structure (perhaps aka scaffolding) and a very visual presentation.		

The teacher and children 'pull apart' each section of the paragraph with talking partner activities interwoven through, children work with a partner to verbally / orally develop an example of their own version of each part of the paragraph – these are then shared in feedback sessions. Structure is increased and decreased in response to the children's responses – ie when it is evident they have not fully understood; additional structure is provided to support them to develop a further (correct) example. Independent work – children write their own paragraph independently – they have access to the colour coded structure as and when needed. The work is very much enhanced from that produced before play Focus and attention is very much increased – listening and on-task behaviours.		

Appendix 26: Insider or outsider stance adopted by observers in research

The observer brings either, or both, an insider or outsider stance (Papatheodorou, Luff and Gill, 2011) to the situation being observed. There are potential positive and negative influences from both of these stances upon the observer's scrutiny of their observations which are set out in the table below:

Table 249: Positive and negative influences from insider or outsider stances taken by the researcher upon data

(informed from Papatheodorou, Luff and Gill, 2011)

	Insider stance	**Outsider stance**
Positive influence	• Knows the context well • Good comprehension of the relationships and actions	• Brings a new scrutiny • objective
Negative influence	• Possibility of overlooking something owing to their familiarity • May be difficult to be objective	• Lack of knowledge and understanding about the setting may lead to an incorrect interpretation of what is observed • Potential to be intruding on the situation

The factors identified within the table draw the researcher back to the need to engage in regular self-reflection upon their own notions, opinions, values and assumptions and highlights the significance in doing this to limit negatively influencing their analysis and interpretation of the observed phenomena. Humans make sense of new situations or new people through analysis of the novel experience using previous experience, knowledge and understanding as orientation points (Papatheodorou, Luff and Gill, 2011). Papatheodorou, Luff and Gill (2011) argue that this may lead to inaccuracies in the judgements made as there may be vital information, which is as yet unknown, which is not used. This adds further argument for the need for observers to be self-reflective.

Appendix 27: Adult participants and interview schedules

Interview schedule for adult participants

Introduction for all interviews:

"Thank you for being willing to participate in my research study.

I am interested in exploring the approaches used in primary classrooms to support children who present with challenging and disruptive behaviour and who may have additional needs including speech, language and communication needs.

My questions will be focusing upon the experiences you have had to date and those with your current class. I would also like to ask about factors that may influence the decisions you make for the approaches you use in class.

This is not intended as a process to appraise or make judgements upon your practice. This is purely to support me with understanding with the approaches that are used and the reasons why the approaches are chosen.

I would like to record the interview – is that still ok with you?

I will also take notes just in case there is a problem with the digital recorder during the interview.

If there are any questions you would like me to clarify, please do ask. If there are any questions you would prefer not to answer please do say."

Teachers

Focus Area	Focus Questions (Probing & follow up questions)
Back ground & contextual *Introduction, general information, help participant relax into the interview*	Tell me about your current position and the role you have within the school *(How long have you been teaching?)* Tell me about your current class.
Key concepts *Perceptions of concepts & their influence upon pedagogy*	How would you define or explain 'challenging behaviour'?; SLCN? How do you define inclusion?
Perception of challenges *influence upon pedagogy*	What are the challenges you face in planning lessons that meet all the diverse needs in your class? What specific challenges are there for planning for children with: a) SLCN b) challenging behaviour

Current practice *Exploring current pedagogical practice*	What strategies do you currently employ in whole class teaching to support children with: a) SLCN …*(or SEND)* b) challenging behaviour
Deployment of support *Exploring current pedagogical practice*	What activities do you direct TAs & other support to do? *(How do you communicate this to TAs & other support?)*

Influences upon decision-making for pedagogy
influence upon pedagogy; cultural-historical factors
	What training / CPD have you had to support children with SLCN and / or challenging behaviour:
	
	      a) in initial teacher training
	
	      b) since starting teaching
	
	What sources of support are you able to draw upon to plan strategies?

Influence of policy *External influence upon pedagogy; cultural historical factors*	What do you know about the SEND code of Practice? How does the National Curriculum inform your practice? Which school policies inform your practice? *(How do they inform your practice?)*
Specific examples of practice *Insight into influence upon pedagogy and into practice*	Can you tell me about a child with SLCN / challenging behaviour you have worked with? *(What experiences do you recall? What were the challenges?* *What strategies did you use? How were you supported?* *What were the positive experiences?)*
Opportunity to offer further information	Is there anything else you would like to tell me about related to supporting learners with challenging behaviour?

Head Teacher

Focus Area	Focus Questions (Probing & follow up questions)
Back ground & contextual *Introduction, general information, help participant relax into the interview*	Tell me about your school *(How long have you been teaching?)*

Key concepts *Perceptions of concepts & their influence upon pedagogy (internal influence; cultural historical influences)*	How would you define or explain 'challenging behaviour'? 'SLCN'? How do define inclusion?
Leadership *Leadership practices and their influence upon pedagogy (internal influence)*	What is your vision for the school? Do you engage in discussions with the whole school community regarding how inclusion is defined at your school?

Perception of challenges *Internal influence upon pedagogy*	What are the challenges you think your school faces in planning for all the diverse needs of the school population?
	
	 What specific challenges are there for planning for children with:
	     a) SLCN? (SEND)
	     b) challenging behaviour?

Influence of policy *External influence upon pedagogy; historical/cultural influences*	How do implement national policies for education into your school's policy? What is the impact of implementing these policies upon practice within your school? What are the constraints you feel influence learning and teaching in primary school? What are the empowering factors to support learning and teaching in primary school? *(How do policies such as SEND code of Practice & the National Curriculum influence decisions regarding learning, teaching and assessment in school?)*
Influences upon decision-making for pedagogy *influence upon pedagogy; cultural-historical factors*	What training / CPD have you had to support children with SLCN and / or challenging behaviour What sources of support are you able to draw upon in planning the school's development?
Specific examples of practice	Can you tell me about a child with SLCN / challenging behaviour you have worked with?

Insight into influence upon pedagogy and into practice	*(What experiences do you recall? What were the challenges?* *What strategies did you use? How were you supported?* *What were the positive experiences?)*
Opportunity to offer further information	Is there anything else you would like to tell me about related to supporting learners with challenging behaviour?

SENCO

Focus Area	Focus Questions (Probing & follow up questions)
Back ground & contextual *Introduction, general information, help participant relax into the interview*	Tell me about your school. Tell me about your current role as SENCo. *(How long have you been teaching?) (What other responsibilities do you have?)*
Key concepts *Perceptions of concepts & their influence upon pedagogy (internal influence; cultural historical influences)*	How would you define or explain 'challenging behaviour'? 'SLCN'? How do define inclusion?
Leadership *Leadership practices and their influence upon pedagogy (internal influence)*	What is your vision for the provision for children with SEND at your school? Do you engage in discussions with the whole school community regarding how inclusion is defined at your school?

Perception of challenges
Internal influence upon pedagogy
	What are the challenges you think your school faces in planning for all the diverse needs of the school population?
	
	What specific challenges are there for planning for children with:
	
	    a) SLCN? (SEND)
	
	    b) challenging behaviour?

Influence of policy *External influence upon pedagogy;*	How do implement national policies for education into your school's policy? What is the impact of implementing these policies upon practice within your school?

historical/cultural influences	What are the constraints you feel influence learning and teaching in primary school? What are the empowering factors to support learning and teaching in primary school? *(How do policies such as SEND code of Practice & the National Curriculum influence decisions regarding learning, teaching and assessment in school?)*
Current practice *Exploring current pedagogical practice*	How do you identify the needs of children in your school? How do you identify training needs of staff?

Influences upon decision-making for pedagogy
influence upon pedagogy; cultural-historical factors
	What training / CPD have you had:
	- to support children with SLCN and / or challenging behaviour?
	- regarding implementing the SEND CoP 2015?
	
	What sources of support are you able to draw upon:
	
	    a) To support you in the role of SENCO?
	
	    b) To support other staff?

Specific examples of practice *Insight into influence upon pedagogy and into practice*	Can you tell me about a child with SLCN / challenging behaviour you have worked with? *(What experiences do you recall? What were the challenges?* *What strategies did you use? How were you supported?* *What were the positive experiences?)*
Opportunity to offer further information	Is there anything else you would like to tell me about related to supporting learners with challenging behaviour?

Teaching Assistants

Focus Area	Focus Questions (Probing & follow up questions)
Back ground & contextual *Introduction, general information, help participant relax into the interview*	Tell me about your role *(How long have you been working as TA?)* *(Tell me about your current class)*

Key concepts *Perceptions of concepts & their influence upon pedagogy*	How would you define or explain 'challenging behaviour'? SLCN? How do you define inclusion?

Perception of challenges
influence upon pedagogy
	What do you think are the challenges for learning and teaching in the classroom in which you work?
	
	What specific challenges are there for planning for children with:
	    a) SLCN
	    b) challenging behaviour

Current practice *Exploring current pedagogical practice*	What strategies do you currently employ to support children with: a) SLCN *(or SEND)* b) challenging behaviour
Influences upon decision-making for pedagogy *influence upon pedagogy; cultural-historical factors*	What training / CPD have you had to support children with SLCN and / or challenging behaviour: Where are you able to access support from to help you in your role?
Influence of policy *External influence upon pedagogy; cultural historical factors*	What do you know about the SEND code of Practice? Which school policies inform your practice? *(How do they inform your practice?)*
Specific examples of practice *Insight into influence upon pedagogy and into practice*	Can you tell me about a child with SLCN / challenging behaviour you have worked with? *(What experiences do you recall? What were the challenges?* *What strategies did you use? How were you supported?* *What were the positive experiences?)*
Opportunity to offer further information	Is there anything else you would like to tell me about related to supporting learners with challenging behaviour?

Appendix 28: Example Interview Transcript:

Teacher C

Focus Area	Focus Questions (Probing & follow up questions)
Back ground & contextual *Introduction, general information, help participant relax into the interview*	*Tell me about your current position and the role you have within the school* I am a class teacher in Year 3, erm, and er I have various roles sort of like after school clubs, got a couple of football clubs running between like Year 3 and 4, and 5 and 6, erm take a couple of assemblies now and again, and I am sort of looking to progress the levels of teaching em possibly take a middle leadership course next year possibly…that's sort of what I am looking to go towards *How long have you been teaching?* This will be my third year of teaching. *So, pretend I don't know but tell me about your current class.* So, my class. My class are lovely. Absolutely lovely….erm…and ..We have a couple of characters who do I would say…erm… slightly disrupt the learning at times. But on the whole a lovely lovely class who …erm…do just need reminding about listening skills from time to time…erm… They are very very hard working when set with a task. I think we've got a level of abilities in here so all the way down from children that need an adjusted curriculum all the way up to children who are way above their expected age-related expectations at this time both throughout Maths, English and Reading as well *….sounds an interesting combination…* Yeh *Are there lessons that they enjoy more than others do you think, your class?*

	Yeh, I think they enjoy Maths much more than they do English…erm…often in the mornings they'll come in and there might be a double Maths lesson or it might be that we are not doing English because of something. They'll always complain when it's English instead of Maths or…um like, yeh… it's quite clear to see in their education when I look at their books they're much more confident with their Maths…erm…and obviously S [names teacher colleague] who is down in Year 2, he's a Maths Lead, and he's been Maths Lead for quite a few years. He's obviously got a different role now but he's got a big focus on Maths…so erm…yes, I think he's drilled that into them and he's really really helped them with their Maths work. I'd say that their writing skills…erm…aren't up to scratch at the moment… *Right* I'd say that's an area where …erm…a lot of development is needed *Do you think that echoes the other classes that you've taught? That inclination to prefer maths more?* Yes I think so …I prefer Maths if I am honest. I like a clear answer…erm, I enjoy teaching English and Reading...everything like that, but yeh I would say that my personal preference would be Maths over English…yeh. *I love the way the children support one another in the Maths lesson* Yes absolutely, I love the partnered talk on tables…there should never be a quiet Maths lesson *And it's focused [implied meaning talk is focused on the task]* Yeh.. yes exactly… yeh *[Both laugh]…you sounded quite nervous there at the end …[Both laugh]…*
Key concepts *Perceptions of concepts & their influence upon pedagogy*	*How would you define or explain 'challenging behaviour'?* Challenging behaviour ..to me.. it disrupts the other children's learning so whether that be at the table or on the carpet… I would say that challenging behaviour is one that is distracting other children…erm and obviously the child who's like portraying that behaviour…erm..yes yes…it's behaviours that stop learning…so like you are wandering around the

classroom talking about things that are off topic…erm…like refusing to do work. That's the sort of thing that I would pinpoint as challenging behaviour.

What do you understand the term SLCN to mean?

I'd say a child's ability to be able to speak their need to an adult or to other children whether that be in the playground or in class.
Erm....like listening skills, so be able to follow instructions…so if they have been given three instructions, its about knowing that I've done one of those and then it's maybe like floating away and sort of thinking looking at the ceiling instead
We've had quite a few in this class who are on My Plans where they will actually need to write their own instructions down on a whiteboard, erm just like if I have said put the date in your book, put your name on the back of the sheet and then start your first paragraph, it will be really really difficult for them to retain that information in their head, erm and yeh they'll may be do one and then they'll maybe scratch their head ..there is a lot of prompts from learning partners around the classroom who need to remind them of what they are doing

And I notice that you quite often write up instructions on the board

Yes instructions on the board are really really good, I think, because it's at the front and it's clear for them to see especially with like the dates and everything on the board if you need them to put the date and name on it and… yeh.. other instructions. Sometimes it may be that it needs to be a teacher-led activity instead of independent activity for them because either the writing is too advanced or there's too much of it for them to do. So yes sometimes I have lead from the board and use the board as like an instruction for them.

I have often noticed that you have listed the task that you want them to do so they can see

Yeh yeh

They don't keep having to ask you what to do

Yeh yeh exactly yes. So number 1 do this. Number 2 do this.

It appears instinctive that you don't realise you're actually doing it.

Yes – laughs

How do you define inclusion?

Inclusion for me is for all the children, every single child to be involved in a lesson, erm…whether their ability is minimal or at the top, it needs to be every single child.

There's a big big focus at [names school] School on inclusion…erm…a massive focus…erm…especially on SEN children and like additional languages…erm…just because of the school that it is really. And we try to adapt our curriculum and provide other things for them that will help them to…sort of...it's like an open ceiling...so…for their learning there's no ceiling for their learning so it's not like the highers will get to a point like now I'm done and it's not like the lowers will get anywhere near that ceiling, it should be an open ceiling, …especially for Maths as well it's an open ceiling where they can go onto challenge questions that aren't just a yes or no or just one answer question, it will be …erm...things like an exploration or an investigation where there's not just one answer….erm that just means that they can really develop their depth of understanding in Maths and their mastery skills.

And we and try and do that broadly across the curriculum…so especially for like Foundation subjects in the afternoon. So having extension tasks for those who absolutely fly through it quickly..

	Erm and that's like the main point of inclusion for me is trying to get every single person working towards that same goal...erm of completing a task for the lesson.
Leadership *Leadership practices and their influence upon pedagogy (internal influence)*	*As a leader of learning in your classroom, what is the vision you have for your class and your practice?* So, I would say that for my children I would say for me as their teacher I would like to enjoy their learning. That's a big thing for me. Obviously in terms of my teaching is for all to be age-related expectation. Yeh, and it's about finding that right balance because I was previously in Year 5 for two years, and I've been brought down to Year 3 and things like reading to your class are much more of a bigger thing…down here just because they need to be exposed to that sort of vocabulary in books and things like that...erm as opposed to Year 5s who can independently just get on with the book and just read through like a novel or anything like that. So yeh...erm...yeh. *That's a lovely vision actually – all of the children involved - and the fact that you want to enjoy their learning...* Absolutely, that's part of it isn't it? That they need to enjoy their learning to actually learn. *Those magic moments…* Yeh. *Are there opportunities to engage in discussions with the whole school community regarding how inclusion is defined at your school?* With the whole school? *Yes – you have already alluded to that as you've talked about inclusion is a big focus here. So, do you get opportunities to explore that together?*

	Yes Absolutely – funnily enough we've just had a staff meeting on Tuesday on SEN and sort of My Plans…erm...and…just making sure that what we have in class is suitable for our lower children and our children who are struggling to adapt to our curriculum. And that's where My plans come in, quite significantly, erm…where children have got their own targets so it might be like spelling words...er…they might need a bit more practice like an intervention at some point during the day with my Learning Partner or they might need to practice their spellings in the morning. With My Plans we don't want to make extra work for ourselves but we just want to that into a My Plan to show high quality teaching. Things like making sure they are getting on with their spellings in the morning while other children are reading or going through their phonic sounds with them at some point during the day or having an afternoon intervention…just anything like that, that doesn't affect them, or doesn't single then out, in the classroom – it helps them out. *So, it's evidencing your practice rather than creating additional work?* Yes
Perception of challenges *influence upon pedagogy*	*What are the challenges you face in planning lessons that meet all the diverse needs in your class?* Like I said earlier, because it's such a stretch of really really low or SEN {children} who don't undertand the 'To be able to' – the objective – all the way through to those who understand it without me even teaching it, that's, it's really really difficult when you're planning to try and think right we've got our main objective – like those who are gonna surpass that what can they go on to? And how can I sort of make this more achievable for those who are trying to get to that one point in the middle. Erm…and it's been really really beneficial because…erm… my opposite teacher is amazing with resources…things like when you are doing writing…erm she uses widget cards…she uses little cards so that they can use those cards to

show a story and actually structure it before they write it. And we've use those for Geography and History as well because we are trying to get a focus on writing in Geography and History...and yeh...she's really really good at getting those different things in place to help those who need adapt their learning.

That sounds great. Can be a bit lonely can't it once you've closed your classroom door

What specific challenges are there for planning for children with:
 a) SLCN
 b) challenging behaviour

Things that the children will enjoy. Like, I've got one character in here who will disrupt the lesson because sometimes he won't find the work accessible. Erm and sometimes that will be in lesson - I need to adapt my teaching in the lesson, because he's not understanding this or he can't access this so I need to maybe adapt it for him so that it's either different sentences or like we said before widget cards or a writing frame just to help him access it a little bit more because that's when I find it either when it's repetitive so like a guided reading session or something like that. It may be a time for his brain to wander and he'll be distracted so sometimes it might be that we need to settle him down first after coming from breaktime but then adapting some different questions or highlighting some words that he doesn't understand in the text or find it accessible really...

You talk about using different strategies. Do you find that you have to keep varying the strategies you use then?

Yes

If use the same strategy, such as always give him a writing frame he would just bored of that

Yes, he would catch on and get bored of that and say 'I've done this before. I don't want to do it again'. It's about the relationship with that

	child and knowing what makes them tick really. Knowing that when they've had a bad playtime that they're coming in and you're going to set them down to do some questions and then actually the thing that you've set in place isn't going to work. So you need to adapt it to something else – yeh that works in general. *There are things that are threading through here – you've talked about enjoying learning and relationships with the children.* Yes, that's my top priority is my relationship with the children and having a good relationship with respect where you can have a laugh in lessons and things like that. *I have seen you using humour to refocus the children, especially the boys* {Laughs}…yes …absolutely love it… that always works.

Current practice
Exploring current pedagogical practice
	What strategies do you currently employ in whole class teaching to support children with:
	    a) *SLCN (or SEND), and/or*
	    b) *challenging behaviour*
	You talked about using visuals, and trying to think flexibly on the spot and you've talked about knowing the relationship with your children. Is there anything you have mentioned you'd like to add?
	
	For listening a new strategy that we've adopted from our ReadWriteInc lessons in Key Stage 1, are like the hand signal [demonstrates the actions], when they have to put all equipment down that they've got and just raise their hands which is a really really good listening skill for them.
	I had some ..a long time ago we had Oracy Training
	
	Oh right…
	
	which was about good listening so looking at the speaker, trying to keep still, think about the same thing. Often, I will refer to that [points to the

poster on the wall used with the children], and if someone isn't focused I will say 'can anyone tell me what good listening looks like?' and then they can turn to this ..like…little prompt that we've got up here [points to the listening poster visual prompt] and say right I need to be looking at the speaker, making sure that I have got my full attention on them, trying to keep still and not fidgeting with anything …erm and thinking about the same thing that they are…obviously not daydreaming or going off task or anything.

We had some Oracy training a long time ago that was really helpful with that sort of thing and we do have interventions that come in sometimes in the afternoon on Oracy and showing… like…good listening skills and good speaking skills with other people.

Are there any other strategies you use to manage challenge challenging behaviour?

Since Christmas we have changed our Behaviour Policy. Instead of taking away Golden Time, which we used to have, we are now into more of a positive outlook in terms of behaviour and erm…being…like…proud of what we are. So being Ready Respectful and Safe around the school. That is now like our main aims…erm…like

Being ready – are you ready to listen and learn

Being respectful: are you messing around on the carpet, are you looking somewhere you shouldn't be?

Being safe: obviously being safe, like not running in the corridors, that sort of thing…erm

And it comes from not shaming a child, not saying 'I'm taking away your Golden Time' because we were finding that wasn't working really…we adapted our strategies..er..just because we'dget to the end of the week and we'd say 'what have you lost your Golden Time for?' and they would have not a clue 'cos it happened all the way on Monday and not on Friday. So yeh we've changed our outlook a lot and we've got a much more positive outlook on behaviour now…feel free to look at the behaviour policy clue print if you'd like to [points to visual cue on the wall].

417

	Thank you. Yes, I will.
Deployment of support *Exploring current pedagogical practice*	What activities do you direct Learning Partners & other support to do? *(How do you communicate this to TAs & other support?)* Normally what I will do in the morning, I might say G [Names Learning Partner] or whoever it is, 'can you sit with this table for Maths because they haven't really understand the task they have been given or it might that there's a couple that I have written in the Maths Assessment Journal who didn't understand it yesterday and we are doing the same lesson, just revisiting and consolidating, the next day – so could you go over there and take them through just a couple of questions, just to solidify their understanding. Obviously, I have got a one- to-one in here to support a child in a wheelchair and she's really really helpful and can sit with a table as well, and she's really really lovely, and it's not just with her one-to-one on the table, it's a one-to-one with all of the children on the table, because she can go through any questions or any answers that need answering for the Maths. *Do you have time to communication with the Learning Partners?* To be honest it's a difficult one because they arrive close to the bell, and in the morning, I'm always busy and it's always a busy time. But, I would say that there's always time to sit down with them and just to chat over with them what's happening during the day. They always got the visual timetable on the board just in case if they have got any questions. I would say that that is room for improvement for me is probably talking more to the Learning Partner. *It echoes about the resource of time* Yes exactly.

Influences upon decision-making for pedagogy
 	
influence upon pedagogy; cultural-historical factors
	What training / CPD have you had to support children with SLCN and / or challenging behaviour:
	
	    a) in initial teacher training
	
	There was a lot – I did School Direct which is mainly in school rather than at University. Going into different schools, that showed me the different…like…abilities and the different needs of children. And actually, at University, I'd say that there for some lectures there would be a big focus on SEN and adapting to those needs. Actually, even before then, I did a three-year course in BA Education Studies which was a massive massive study… I think some modules were mainly based just on SEN so I'd say I wrote essays on SEN at some point during my three years.
	
	Do you think that gave you a good grounding – doing BA Education first before your teacher training?
	
	Yes absolutely – I would suggest that way if I am honest rather than the three years BEd because three years of Education Studies got me to grips with all types of education and then when I did the XXXX training, I would say that's even better than the PGCE because it's mainly in schools. You go to three different schools..erm and yeh…you get to witness and learn so well.
	
	Was XXXX Schools Direct?
	
	Yes
	
	    b) since starting teaching?
	
	Regular staff meetings – there are quite a few of staff meetings in terms of My Plans and SEN needs. Our SEN Coordinator works really really heard and she's just done this year like a new blueprint for SEN and their needs which I can give you a copy of if you would like one
	
	That would be interesting to see

	Yeh yeh really really interesting because those of the sorts of techniques that we try and adapt into our teaching and that's the things that are shared at those staff meetings
	We have quite a few INSET days on them…like Trauma training which does come into the SEN bracket with ACEs and things like that. Just knowing how to deal with children who have had like a background of ACEs and how to deal with them.
	What sources of support are you able to draw upon to plan strategies?
	There are a lot of sources on the internet that I use…many many…because obviously the way the curriculum is set it's like a mastery approach to some certain subjects so making sure that when you go a site *[website]* it's got something that's adaptable for SEN children as well as something to challenge those who need it…that open ceiling
	I always found planning for those with the highest ability the hardest
	Yes, because the challenging behaviour won't always be someone who's bang in the middle, it will be someone who's really really struggling to access the work or someone who can access the work and can surpass it
Influence of policy *External influence upon pedagogy; cultural historical factors*	*What do you know about the SEND code of Practice? What key things would you think of when I say the SEN Code of Practice?*
	Making sure they are included – so inclusion
	Making sure that all their work accessible
	Whose responsibility is that?
	I'd say it's mine. That's solely mine.
	How does the National Curriculum shape your practice?
	Especially just recently so for this year for foundation subjects. In 2014, there was such a push for Core Subjects, it was like you must do English,

you must do Maths, you must do Reading because that's going to be on the SATS and that's what everybody went for – so they really really zone in on this…do it every single day, every single week and that was that. However, when I got to this year, or the year just past, and it's now broadened it up to a more wholesome curriculum – like your RE, your Art, things in the afternoon that possibly get dropped off to revisit the Maths from the morning is now a big, big big, focus. We've now gone to a two-week timetable. So, for example, if we don't do Art in the one week, we will definitely do it in the next week and it will at least come in once or twice that week.

Is that to enable you to fit everything in?

Ye,s basically because we found that a one week timetable was just not enough time. You think about we have five afternoons of about one and half hours, half of that one of those afternoons is assembly, one of the afternoons is swimming or PE, a Friday afternoon is celebration assembly. Then alongside that you need to fit in PSHE, Geography, History if you could, Science, Art…all the foundation subjects so it's gone to a whole two-week timetable now which is much much better.

Does it influence the way you teach as well as what you teach?
Which school policies inform your practice? (How do they inform your practice?)

I would say so…I think that there's more time for high quality education, because you are not thinking that I have to do PSHE in fifteen minutes time, so I have to rush through this and get the worksheet done. There's more of 'actually we have the whole afternoon now, let's just actually teach the children on the carpet and then go slowly go back to our desks and get our heads into this.

Does the NC dictate the way you teach?

	I'd say that it's quite…just thinking… 'cos it depends on which subjects…Maths and English are very descriptive in what they want you to do, so if it says you are focussing on numbers 1-100 that's what you do for that lesson. However, for DT it might be you are using skills for maybe 'learn about nutrition for food' – that sort of thing - so open ceiling - so anything you like really. I think core subjects are much more descriptive and I think Foundation subjects are much more open-ended. *So, it gives you more freedom?* Exactly yes
Specific examples of practice *Insight into influence upon pedagogy and into practice*	*Can you tell me about a child with SLCN / challenging behaviour you have worked with?* *(What experiences do you recall? What were the challenges?* *What strategies did you use? How were you supported?* *What were the positive experiences?)* In my teacher training, there was one lad who if he didn't want to do work he would turn over the table. *[both laugh…* *Teacher A:'as you do'…* *Researcher: 'that's going to stay in your mind']* It would be – you'd sort of, not fear coming in…but you'd sort of think, I don't want to have to deal with this today, when the rest of the class are in. In terms of strategies, like I've said before, adapting the curriculum for that one child was really really beneficial. Adding in SEN, like writing frames, even like just emojis or widget cards that could just …help him know how's he's feeling or when he's at his table showing him lots of attention...looking over to see he's on task, or going over and saying I am going to give you one task to do 'I want you to write a sentence on this

| | whiteboard, and I'll come back to you in five minutes and then I want you to have written that by the time I have come back.' And I think those small goals…those small steps… were really really beneficial for him because otherwise….For the rest of the class it might have been really more accessible, but for the teacher ('cos obviously I was only the student), or I, would say I want you to do this this this and this and everyone else would say OK (it was Year 5) and go straight away with it. But he would go 'o-oh, I'm not doing what I am supposed to be doing, how can I get out of this? Or 'What can I do to get out of this?' So that would be the time when he would bubble over. So, making those little steps to make it accessible for him *[helped]*

Did you get lots of support?

Lots of help – lots and lots of professional discussions after school, even with the Headteacher, just discussing making sure that you're ok as a teacher, because obviously it's not nice to deal with.

That's good to hear

Yes, talking through those strategies to actually help him with his work because with his background, he was struggling at home as well. It's not always nice having to come into school after what he was dealing with at home. |
|---|---|
| Opportunity to offer further information and ask questions | Is there anything else you would like to tell me about related to supporting learners with challenging behaviour?

I think what would be beneficial in here would be for a couple who do struggle with language and speech I would say a little prompt on their desk that 'I would like help with' – just sentence starters that would help them or prompts like 'write the name'

Do you have any questions for me?

38m31sec |

Appendix 29: Framework used for children's views in group interviews and DWR and two participant frames to provide examples
Framework used for children's views in group interviews and DWR lab

How did I feel?

[Text]

What helped me learn?

[Text]

[Text]

What was not helpful for my learning?

If I had a magic wand...

[Text]

[Text]

Examples of child voice

How did I feel?
confodent
Happy
Exited
R

What helped me learn?
Drawing
Having the right equipment to help me
Square paper
Having squared paper helped me draw the bar chart

What was not helpful for my learning?
Lots of people talking around me when I was trying to work on my book

If I had a magic wand…
sharp pencil
To always have a sharp pencil

Child R

Elsie

How did I feel?

OK

Good

confesed

because I didn't really understand it and when I got Elsie...

It Was Good

What helped me learn?

Time lines

The clock on the wall

What was not helpful for my learning?

I had to keep rubing out Answers Also because it a MonDay MoRNINg because I'm lired

If I had a magic wand...

I would go to my holiday in Greece and swimm in the swiming pool.

And Have Harry Potter's Wand

Child L

426

Appendix 30: Research Plan: children's views

Aim: To find out from the children about what they think works well to support their learning and what they think hinders their learning.

It is intended to be an activity that is akin to the learning conversations that are part of everyday classroom practice.

We will discuss a recent lesson – recollect what happened, what they did, etc

The children will be invited to draw their responses to the questions below – the drawings will be annotated either by them and / or by me (writing on post-it notes and attaching it to the back of their drawing).

1) How did I feel during the lesson/ activity?
2) What helped me with my learning?
3) What did not help me with my learning?
4) If you had a magic wand, what would you wish for to help you learn?

I have prepared a response sheet (A3 size) for the children to use.

I plan to have some visuals (pictures / symbols) to use to support the children. These will be of things that are typically in the classroom, e.g. counters, books, adults, other children, pictures, wall displays, water bottle, etc etc

If any of the children are reluctant to draw, then I would ask them to use the visuals to do a sorting and rating activity which I will photograph to keep a record of their responses.

Time: approx. 30 minutes

PowerPoint slides used as stimulus for children's views

9

10

11

12

Appendix 31: Case Study for DWR lab

Case Study: Child Nash* Year 4 (boy)

*(*Name changed to protect confidentiality)*

Nash is in Year 4. His attendance at school is good. Nash has been identified as having SEN and is on the SEN Register. His attainment is broadly below expected age related expectations across the curriculum. Nash is more confident in Maths than in English e.g. his times table recall is excellent. His Teacher reports that on the surface, his writing suffers with his fine motor skills, but I think that also masks some language difficulties.

Nash is very interested in sport and football in particular. He talks knowledgeably about Manchester United and football in general. His peers report that Nash is good at football. He is strong and athletic, though struggles with coordination.

Nash has formed good relationships with some adults in school, especially with his Class Teacher and Learning Partner. He appears to crave attention (attention needing) from those two adults, and does appear keen to please those adults, for example wanting to go to them to ask questions, to show them his work, to ask to do something, to do an activity with them and so on. He sometimes appears to need to seek reassurance.

During an independent literacy task, while Nash accepted support from another adult; he was keen however to ask questions of his class teacher rather than the adult supporting him and as soon as the task was complete he took his book across to his teacher to show his work.

On observation during a wet playtime, Nash sat next to the Learning Partner and practiced handwriting (using IPAD) throughout the duration of wet play. There were opportunities to engage in other activities (reading, games, drawing, chatting with peers), but Nash chose freely to spend the whole playtime doing handwriting.

On observation when working on an independent task that Nash appeared to be confident in tackling, he was keen to rush through the task and show his Teacher that he had completed the task.

Nash responds positively to praise from the two adults above.

Nash also appears to crave (need) movement and is frequently on the move, fiddling and moving in his seat at his table, or getting out of his seat to move at any opportunity. This can be disruptive of his own learning, and the learning of his peers.

Nash has a short span of attention and focus during listening times and during independent tasks. As described earlier (p1), Nash will engage in fiddling with equipment or moving on his chair. He may also try to talk to those close to him. He does appear to respond positively when movement breaks are created by the Teacher, with improved focus afterwards.

On observation within a literacy lesson, during the teacher led discussions and explanations, Nash's attention and focus was of a short duration: he often picked up objects on the table to fiddle with them or fidgeted in his seat.

A variety of strategies are used to support Nash's focus and attention and independence including fidget toys, visual prompts for listening / asking help appropriately, verbal praise, structured tasks to practice skills and independence.

There are times when Nash appears not to have fully understood and / or retained the instruction. In class he has been observed at various times:

- to be not doing the required action
- to look confused / perplexed
- to have a delay before starting activity – during which Nash watches peers for cues and then copies their actions

On observation during outside PE activity, Nash appeared very enthusiastic. The warm up activity was a tag type game. Initially, Nash did not follow the instructions correctly, but did self-correct – apparently influenced from visual cues of his peers. The other children appeared to ignore Nash when he tagged them and carried on running. Nash appeared to have a cross expression but continued to play.

On observation in literacy, Nash needed the independent task to be broken into small chunks and re-explained to him.

Nash appears to have positive relationships with some of his peers. He is able to share equipment at the table and discuss work activities / other topics with them. On observation, he seems keen to talk to peers at every opportunity.

As mentioned earlier, Nash will watch peers for cues, but does not always appear to choose the correct action / behaviour to engage in. For example, in class, during teacher-led discussion and explanations (maths), one of the other boys sat within Nash's line of sight was quietly making different facial expressions (looking at Nash). Nash was distracted from listening responded with smiles and become very wriggly (lots of body movement). While the other boy's actions were very quiet / easily missed, Nash's actions were very visible. Nash was refocussed by the Learning Partner, but his attention was not sustained for long – short span of time before he tried to re-engage with the other child. The other children around them were all demonstrating positive listening and focus – Nash did not copy their behaviour.

Nash has been reluctant to admit to his actions at times when he has not followed expected behaviours and has refused or been very reluctant to engage in conversations to discuss negative behaviours. His Class Teacher reports that during the last few weeks Nash has become a bit more responsive to adults when talking about behaviour, especially the Class Teacher. When he is reluctant to admit responsibility for something, especially something more significant, Nash often talks about being 'scared' of getting into trouble.

Collaborative activities are frequently difficult– resolving disputes in games or activities appears to be an area of difficulty.

Nash experiences difficulties inferring the intentions of others. His response to this varies between aggression towards them, becoming upset or immediately needing to tell an adult. In a recent situation, Nash accused another child of talking about his mum. After taking some time to calm down, he acknowledged that he had heard someone saying 'mum' and immediately thought they were talking about him.

Appendix 32: Comparison of constructs of validity in qualitative and quantitative research

Lincoln and Guba (1985 cited in Cohen, Manion and Morrison, 2018, p.246) propose constructs for checking the soundness of research instruments within qualitative research: credibility, transferability, dependability and confirmability.

Table 7.3 provides a comparison of constructs of validity in qualitative and quantitative research that has been adapted from Lincoln and Guba (1985 cited in Cohen, Manion and Morrison, 2018, p.248), Mertens (2015, pp.271-272), Bryman (2016, p.384) and Kara (2015, p.69).

Table 30: Comparison of constructs of validity in qualitative and quantitative research

Qualitative research term	Explanation	Comparable Quantitative research term
credibility	Relates to truth	Internal validity
transferability	Generalisability to the wider population	External validity
dependability	Relates to consistency	reliability
confirmability	Relates to a neutral stance	Objectivity

References *(no cited in the main body of the thesis)*

Kara, H. (2015) *Creative research methods in the social sciences: a practical guide.* Bristol: Policy Press.

Appendix 33: Tables used for coding of data from semi-structured interviews

Table 31: Data coding tables used for construct of Challenging Behaviour [CB] and SLCN

Participant	Definition	Examples	Impact on Teacher & Practice	Impact on Learning	Underlying Factors / Reasons for CB	Emotion	MEMO
SLTH							
SLTA							
MLTS							
MLTB							
Teacher B							
Teacher C							
TA1							

Table 3225: Data coding tables used for construct of inclusion

Participant	Definition	Values and beliefs	School Ethos	Implications for / how it shapes practice	Professional dialogue / CPD	MEMO
SLTH						
SLTA						
MLTS						
MLTB						
Teacher B						
Teacher C						
TA1						

Table 33: Data coding tables for remainder of semi-structured interviews

Participant: ----------------------	The School/ Class Contextual factors	The School/Class Ethos	The School: Subjective analysis	Emotion (affect)	MEMO
The School					
Role specific factors					
Factors underpinning and shaping practice					
Cultural Historical Factors that influence / shape practice					
Reflecting on Experience					

Appendix 34: Table used for coding of data from child voices group interview and DWR lab

Table 34 26:Table used to capture emerging codes from analysis of child voices

Emotion – How did I feel?		Memo
Emotion	**What the pupils drew, said or wrote**	
Supporting Learning: what helped me learn?		
Factor identified	**What the pupils drew, said or wrote**	
Potential Constraints: what was not helpful for my learning?		
Factor identified	**What the pupils drew, said or wrote**	
Aspiration – what might help learning to go well: If I had a magic wand….		
Factor identified	**What the pupils drew, said or wrote**	

Figure 314: Initial Themes for Adult participants' constructs of inclusion and challenging behaviour emerging from analysis of interviews.

Figure 325: Diagrammatic representation of Initial Theme and subthemes emerging from analysis of interviews, Fieldnotes, and RDW labs

Left diagram (orange)

Factors underpinning and shaping practice

- Internal Factors that constrain practice
  - Profiles of Needs within pupil population
  - Disparities between policy and practice

- External Factors that positively influence practice
  - Access to external expertise
  - CPD
  - Access to research

- External Factors that constrain practice
  - Demands of National Curriculum
  - Impact of SES
  - Accountability
  - Pandemic
  - National Policy

- Internal Factors that posiitvely influence practice
  - Flexibility
  - Deployment of Staff
  - Internal expertise
  - Pedagogical approaches and resources
  - CPD
  - Relationships
  - School values and Ethos

Right diagram (blue)

Reflections on Expereincesl

- Challenges
  - Profile of needs
  - Presenting behaviours

- Emotion (affect)

- Strategies Employed
  - Resources
  - Pedagogical approaches

- Key Factors undepinning Successes
  - Relationships

440

National Policy

Requirements of National Curriculum

Research

External Systems

CPD

External

Supply of Staff

World / National events and circumstances

Quality of Guidance

Development of practice over time (CHAT)

Internal expertise

Internal

Policy

CPD

Collaboration over time

with adults

with peers

Environment that does not help me learn (distractors)

Materials that help

Materials that do not help me

Relationships in the classsroom

Environment that does help me learn (enablers)

Learning Environemnt

Resources

Materials that I think would help me

Children's voices

Feelings about the learning activity

Emotions

Teacheing strategies

Emotions and learning

Me

Strategies that do not help me

Things I like and do not like

Things I think find difficult or easy

Things I do that help me

Strategies that help

Things I do that do not help me learn

Figure 336: Diagrammatic representation of the process (table 6: stage 4) from which the distilled themes and subthemes emerged

School activity system

Shaping factors

Relationships

collaboration

Professional Attachments

Relationships: attachments for effective inclusive practice (theme 1)

Emotional Toil

Positive

Emotion

negative

Framing / mindset

Care for others

Whole school endeavour

Attachments for learning

Emotional safety

No ceiling on learning

School ethos and culture

Values and beliefs

Values and beliefs

Dispositions for inclusive practice (theme 2)

Holding children in mind

Attachments support pedagogy

Monitoring progress

Reflective practitioner

Belief about construct: inclusion

Listening to children's voices

Holding children in mind

Organisation of financial, human and physical resources

Strategies and resources that help learning

Critical analysis

Belief about construct: challenging behaviour

Child voice

Empowering Leadership

Pedagogical strategies and approaches

Strategies and resources that do not help learning

Belief about construct: SLCN

ownership

Inclusive pedagogy (theme 3)

Pedagogical onion

Being a detective

Identification of strengths and needs

Critical spaces

Implications for learning

Implications for practice

Tensions in practice

Environments that help learning

Internal & External CPD

Environments that do not help

Implications for social interactions

Tensions and challenges

Decision-making for practice (theme 3)

Learning Environment

Internal expertise

Prevalence and Complexity of SEN

A lone ship

sensory

social

physical

Access to external expertise

National and local policy

School policy

Impact of school reputation

Internal factors

Navigating factors

Access to research

External factors

442

Appendix 36: Extracts from transcripts of interviews and from Fieldnotes

Extracts 8.1 setting small goals

from observation in class in Fieldnotes:

'Child R puts his head on table and refuses to start the task or accept help from the TA, responding that they know what to do but does not want to work. TA says 'I will come back in 5 minutes after I have helped the children on the table over there (pointing) and I am looking forward to seeing the sums you have done' Child R does start work and completes several of the sums that have been set and is keen to share this with the TA on their return.' [Fieldnotes]

From interview with Teacher C:

'...when he's at his table showing him lots of attention...looking over to see he's on task, or going over and saying I am going to give you one task to do 'I want you to write a sentence on this whiteboard, and I'll come back to you in five minutes and then I want you to have written that by the time I have come back.' And I think those small goals...those small steps... were really really beneficial for him.'

Extract 8.2 from Fieldnotes - observation in class:

'The Teacher tells the class he can see that this is proving difficult – he tells them that this is his 'fault' not theirs and he is going to think about this over playtime. Playtime is spent discussing the lesson with me and preparing for a revised approach.
The new start after play is very much a fresh start approach – not dwelling on the issues before play. It appears to me that this is supportive of the success of the after-play session. It is interesting also that the teacher does not leave this until the next day – this means that the children finish with the learning outcome / learning and teaching activity with a sense of success.' [Fieldnotes].

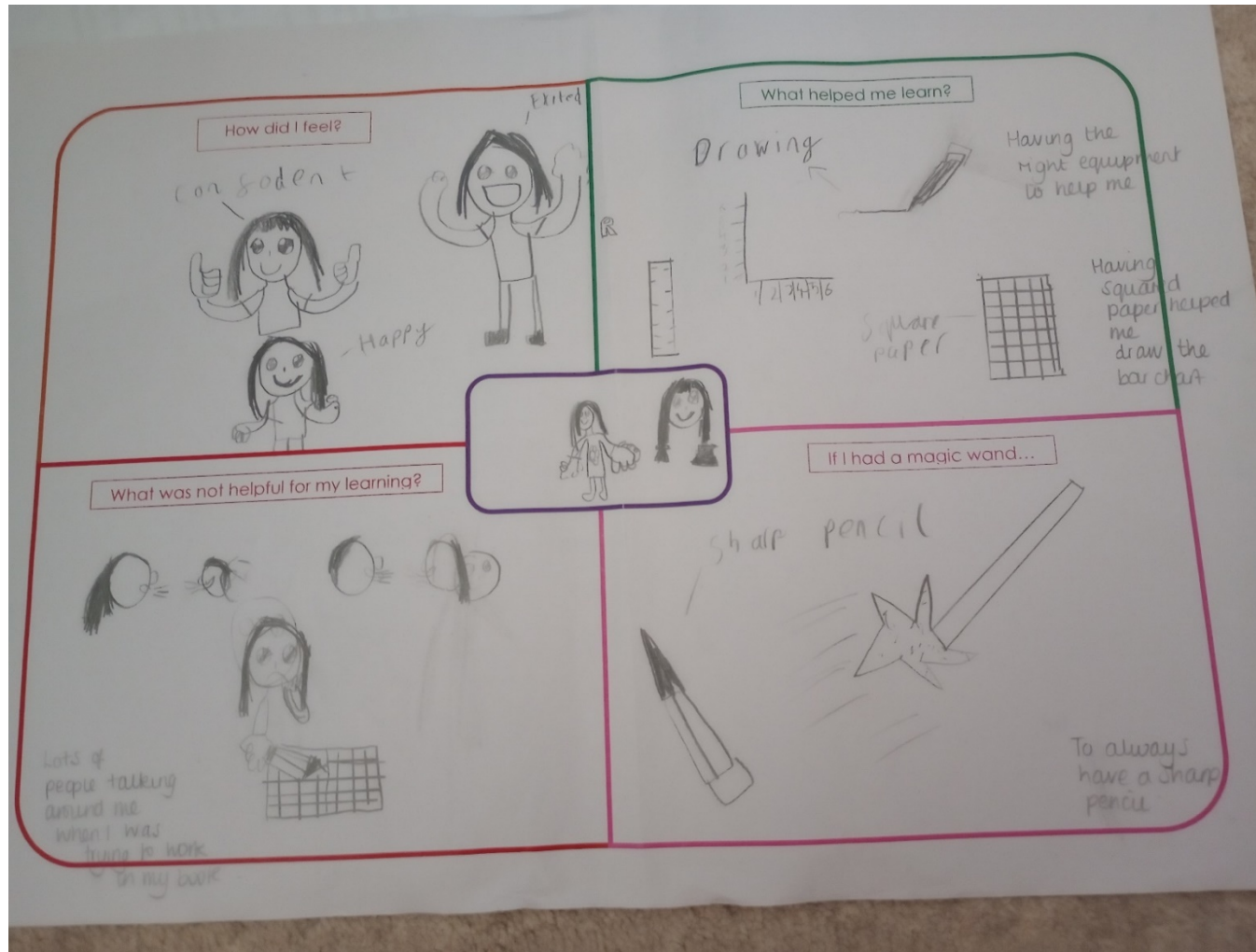**Extract 8.3 from interview with Teacher B**

'I've got a child at the moment that has an older brother, who is refusing to go to secondary school is quite violent, very physical towards people.... And then that does impact on his behaviour. And you know, when he walks in in the morning, what type of day he's going to have. So sometimes trying to intervene and [go out and have a conversation] *....Let's talk*

about what's happened. Has he had breakfast? Has he been able to wake up properly? All those things? And then say, right, this is how the day is going to progress.' [Teacher B]

Extract 8.4 from RDW 4

'Child V was initially keen to represent himself in their learning as everything was great – they chose to draw them self and their view expressing very positive views of how the previous learning activity had gone. With reassurance from the Teacher that it is fine to say that something is difficult at times when the learning activity does feel tricky or hard or that it is not going well AND with hearing the views of others about finding the learning activity difficult, Child V reported that he did find everything tricky in this learning activity and then was able to think about which aspects were difficult and why.' [RDW4]

Appendix 37: Examples of child voice

Child R

How did I feel?

OK

Good

confesed

because I didn't really understand it... when I get slightly...

What helped me learn?

Time lines

The clock on the wall

It was Good

What was not helpful for my learning?

I had to keep rubbing out Answers Also because it's a MonDay MoRNINg because I'm tired

If I had a magic wand...

I would go to my holiday in Greece and swimm in the swiming pool.

* And Have Harry Potter's Wand

Child L

How did I feel?

sad and tired

What helped me learn?

thinking

What was not helpful for my learning?

me being tired.

If I had a magic wand...

Child K

How did I feel?

I feel very happy today

excited

because I love English

What helped me learn?

My teachers help me learn

he helped me learn things because by writen ideas down.

What was not helpful for my learning?

people talking

talking

If I had a magic wand....

having more space and time

Happy

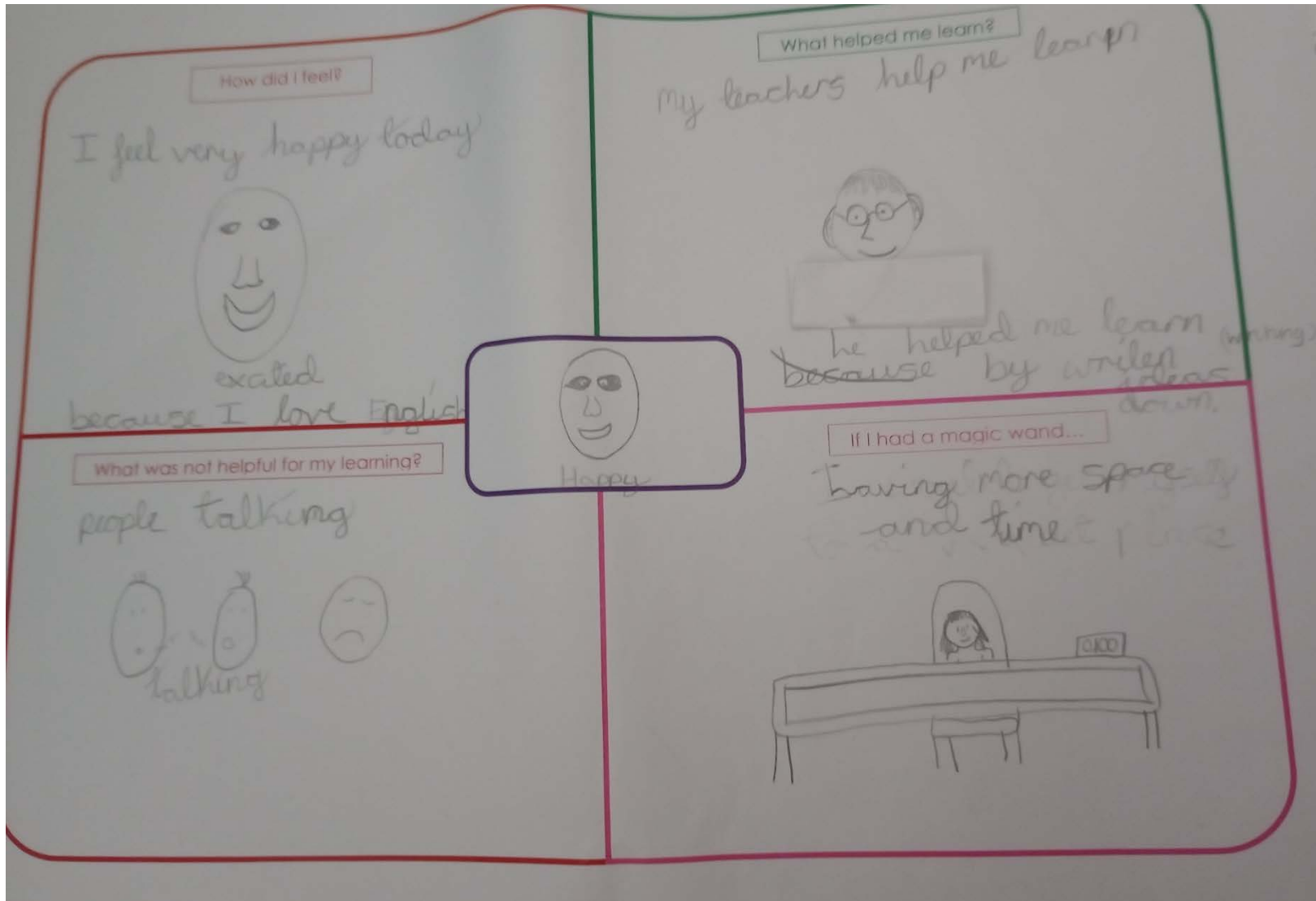**Child M**

Appendix 38: Examples from participants of factors within an effective pedagogical onion.

Managing the learning environment	Universal	Targeted	Specialist
Getting the buy-in: *'So once I've got those difficult children hooked in, …then everything else just seems to flow. But like dominoes isn't. The first one stays up and the rest…'*[TA1] **Being anticipatory:** *'we always knew that when he's about to kick off, we have to be ahead of him and make sure that he's got the right opportunities to make sure that he doesn't make the wrong decisions. And we were always a step ahead of him.'* [TA1] **Focus on the Positive:** *'…my highest focus at the moment is praise, whatever they're doing, even if it's the smallest thing, just a thumbs up to them. High five means so much to those children. And*	**Chunking:** *'..trying to not have too much time where it's just me modelling or talking them through something, trying to make it kind of flowing between me showing things and them being engaged with activities.'* [MLTB] *'… breaking that down to sort of smaller chunks, rather than giving him two or three instructions in one sentence. Very kind of short, snappy.'* [Teacher B] 'The lesson is very clearly chunked into short time periods that alternate between teacher-led and independent / adult supported activities ↓ Teacher input	**Regular movement breaks:** *'..he would go for like short learning walks and things like that.'* [TA1]. **Regular revisits:** *'…when he's at his table showing him lots of attention...looking over to see he's on task, or going over and saying I am going to give you one task to do 'I want you to write a sentence on this whiteboard, and I'll come back to you in five minutes and then I want you to have written that by the time I have come back.'* And I think those small goals…those small steps… were really really beneficial for him.'* [Teacher C] Additional support for transitions:	**Regular Short time slots for tailored work:** *'…. specifically, children with SEN children on My Plans. You know, ask them* [TAs] *to do some targeted work with them* [child] *for five or 10 minutes at a time.'* [MLTB]

that's just all they need those little things and they build up. And then they just feel so much their self-esteem goes higher with that.' [TA1] *'We use our recognition board where they have their name on a rosette. So if children are meeting our target, again, we're using that positivity and recognising those that are doing the right thing, which sometimes can then impact on those that actually go, Oh, they're getting recognised for that.'* [Teacher B]. *'The behaviour system that I've kind of led on and introduced is very much positive and we deal with We deal with individuals and their choices and that kind of thing, we tried to do that in private, and just focus on choices and what we can learn from it, what we can do better next time.'* [MLTB]	10-minute independent work ↓ Teacher check-in (asks and answers questions); focus also on issues observed by Teacher & TA ↓ Independent work continues (approx. 10 mins) ↓ Teacher check-in (asks and answers questions); focus also on issues observed by Teacher & TA ↓ Independent work continues (approx. 10 mins) ↓ … Plenary [Fieldnotes]	*'…. the Breakfast Club in the morning. So those children who don't really have good mornings, and then those problems leak into the classroom.'* [TA1]	

'…having that conversation with them, trying not to draw attention to their behaviour, but actually pick up the positives and try and do positive reinforcement.' [Teacher B]. **Work in partnership:** *'…if we're doing shared writing, our practice quite a lot in the past has been to ask a learning partner to to do the writing, while we're, we're kind of working more on the conversations with the children, the choosing of the language, but we've gone more towards doing the writing ourselves now within those lessons, because sometimes, it actually makes it more difficult for you to explain what you want, and then to write it down and so on. So might use a learning partner for initial advice or something like that ...or creating an a word bank based on the children's ideas, so they have access to that.'* [MLTB].	A chunking approach to the development of the learning and teaching activities is employed: Short input (stimulus) ↓ Talk partners *(varying duration for each activity of 1, 2 or 5 minutes – large sand timer used to provide visual cue)* ↓ Feedback and further direct teaching (including shared writing) ↓ Independent Work (chunked into sequential steps with set time period given and timer used): 1) Draw character 2) Vocabulary to describe the character ↓ Further teacher direct input to extend the quality of the language being used, included some more talk partner work

451

		'…we try to make quite a lot of use of manipulatives in maths to support children. But again, I guess it goes back to the inclusion side of things, it's quite… I rarely kind of give individual children specific things within less than what I tend to, you know, if we use manipulatives, everybody is	'Teacher MLTB explained that the children's attention and focus is an issue – that they

Right column:

'I have a look at any children who might have found previous lessons difficult. and asked them to check in with those children. I do tend to work quite a lot in partnership, so we might switch roles.' [MLTB].

Meet and Greet:
'…it's meeting those… those needs, before we can even get to that learning point.' [Teacher B]

Ethos:
'The atmosphere is calm; the teacher employs a calm quiet tone to his voice.' [Fieldnotes]

Physical, sensory and social environment:
'MLTB explained that he will change the arrangement at intervals to respond to ongoing dynamic analysis of working relationships.' [Fieldnotes].

Teacher MLTB explained that the children's attention and focus is an issue – that they

Middle column:

followed by children returning to their own work to extend the range of vocabulary they were using / writing

↑

The children are evidently engaged with the activity responding well to the pedagogical approaches – pace, sequential chunking, visual approached. This does indeed appear to positively influence their ideas about the vocabulary chosen to describe their character.' [Fieldnotes]

Manipulatives:
'…we try to make quite a lot of use of manipulatives in maths to support children. But again, I guess it goes back to the inclusion side of things, it's quite… I rarely kind of give individual children specific things within less than what I tend to, you know, if we use manipulatives, everybody is

have decided to try this change to the physical environment of the classroom. Most of the children for whom this of greatest concern are strategically placed around the rows for ease of adult access / peers chosen to sit nearby. Teacher MLTB explained that this arrangement is not necessarily intended to be long term – Rearranging the physical environment is often helpful to support focus and attention. MLTB explained that they had observed that some specific children were distracted by the window or one another within the previous arrangement.' [Fieldnotes]

using manipulatives. Same with word mats and spelling mats and things like that to support children.' [MLTB]

Visual approaches
Example of visual cue card used to support communication of need / self-managing strategy and self-regulating behaviour:
'…he would bring the post it note to us. To us, that meant I need to go for a walk. So there was never a big confrontation….. that was his communication. He didn't need to make sure that as long as one of the adults saw the post it note he was allowed to leave. And that was what you needed. Because otherwise if he did if he did show off in class that would disrupt the whole class. So, he came to an understanding that what I'm doing is not right for everybody else.' [TA1]

'…pictorial representations of especially obviously Maths we were doing anyway. But the

	types of questions we might use… So they are starting to understand the question.' [Teacher B] *'Silent gestures, try to not always draw attention to those children, that are showing potential [to]sort of unfocus.'* [Teacher B] *'… lots and lots of visuals…'* [MLTS]. *'…so just having little things like a visual timetable in your classroom - it doesn't take a lot to set up, but for those children who can't keep up with what you're saying you're doing next all the time; or like giving them little visual prompts of what they need to do next because they can't keep what you've just said in their heads and then work at what they need to do next. It's really little things, and it doesn't take a lot, but it just makes school a lot easier for them. I say to them [the*	

	teachers and TAs] 'how much of your time do you spend repeat in your instructions or getting frustrated because that child is not doing the thing that you've asked him to? It's not that they're being difficult. It's just that they can't recall all of the information that you're giving them constantly, so if you just give them these little visual prompts, then they'll probably just get on with it and you won't be spending your time going back to them.' [MLTS] 'Prior to guided reading – key vocabulary is presented and explanation supported with visuals (photos/ pictures/videos as appropriate)' [Fieldnotes]. **<u>Visuals and scaffolding:</u>** *'This is modelled for the children first by the teacher – first of all modelling her thoughts aloud as she writes and then moving on to adopt a shared writing approach taking ideas from the*		

	children. The children have their plan and the example from the modelled and shared writing to support them.' [Fieldnotes]. **Scaffolding:** 'Children work with a partner to verbally / orally develop an example of their own version of each part of the paragraph – these are then shared in feedback sessions. Structure is increased and decreased in response to the children's responses – i.e. when it is evident they have not fully understood; additional structure is provided to support them to develop a further (correct) example.' [Fieldnotes] **Adjust pedagogy:** *'I need to adapt my teaching in the lesson, because he's not understanding this or he can't access this so I need to maybe adapt it for him so that it's either different sentences or like we said before widget cards or a writing frame'* [Teacher C]		

	'…Coming up with strategies that are effective and then being able to adapt those strategies.' [MLTS] *'Our children with social emotional mental health needs, I feel, really keep us on our toes because not only do we need different strategies for each child, but the same strategies won't even work on different days. So, you're constantly having to adapt and think of new things.'* [MLTS] *'We adapt according to how they're doing and where they're reaching them [the targets] or not.'* [TA1]. **Metacognition:** 'There appears a keen belief here in working for children to develop an understanding of what works positively to support their learning and develop independence in using the strategies and resources		

	themselves i.e. without an adult directing them – important for long term learning.' [Fieldnotes]. **Emotion coaching approaches:** 'The teacher uses strategies to manage behaviour / support needs. • Movement break for everyone • Emotion coaching approach / meta-cognitive – 'I can see that you...' description of behaviours and what that may indicate regarding how they are feeling emotionally / in response to their perceived level of challenge of the task.' [Fieldnotes]. **Combination:** 'Teacher uses a variety of strategies / approaches: • Modelling task (visual) • Re-caps at intervals and check-ins • Check-ins with individuals • Deployment of TAs and themselves * • Praise		

	•Questions to encourage reflection *Decision-making re deployment informed from a variety of factors: • Review of previous linked learning activity (brief notes) made at end of activity regarding children who need further support / opportunities to practice independently / are confident and secure • Adult support available and their individual strengths and relationships with children Ensuring all children have support from the teacher across the working day/week (i.e. lower ability or children with challenging behaviour are not only ever taught /supported by TAs)' [Fieldnotes].		

Appendix 39: Example of a critical space in which 3 teachers discussed the value of observations of practice and how this might be enhanced to better inform development of policy and practice

Practice

Affective aspects

keeness to be prepared for the observation and to support one another in their preparations/ offer encouragement

Anxiety (about how the learning & teacher goes and the judgements made by others - *worry about things going negatively*)

Concerns about potenial negative consequences of observation

Aspiration for observation to be much more of a discursive process - conversations to engage insolving issues that are observed during observations both during and after observation)

Observation of practice in class by SLT/ colleagues: focus is teaching of writing (English)

Aspirations: keenness to do well

Observer: observes pedagogical practice AND observes / analyses children's responses to learning and teaching

Awareness of wider (govt and LA) policy requiring schools to enact observations of practice as part of accountability for standards / quality of education provision

Policy

Awareness of NC and school policy and school CPD and requirement to be enacting 2 particular components: 1) paired / partner work 2) pace of writing and teaching features of genre being focussed on

All of this acting as a catalyst for critical spaces – analysing practice, children's profiles and specific pedagogical approaches being used

Teachers would like to see policy and practice to operate as dynamic interrelating entities. The tool of observation used to analyse policy (is it a good policy that facilitates / ensures good quality practice *(ie does it need changing?*), to inform CPD planning as well as analysis of consistency of quality in practice.

460

Appendix 40: Extracts from transcripts of interviews and from Fieldnotes

Adult participants highlighted the value of developing positive relationships with colleagues

Extracts 9.1 - These relationships provide a vehicle for professional support

'I would want to talk to other teachers who have worked with the child – to find out if these are new behaviours. I'd like to find out if they had any strategies or approaches they used that worked well and what their progress trajectory was like and check if there are any things from the child's background that I have missed that might be influencing learning and social emotional development' [Teacher G in RDW]

'To be honest, we work as a team that includes SLT and the Senco. The SENCo has just got a lot of experience …we can ask her if she has any strategies and ideas. So, she's always sort of the first port of call with a child with SEN.' [SLTA]

'I think we've got quite good relationships with the people that we work with from the different agencies, which really helps because knowing who exactly you want [need] to speak to and having their contact details somewhere, rather than having to go through a general switchboard helps a lot..' [MLTS]

'It's a very good community. Everyone is very supportive.' [MLTS]

Extracts 9.2 - These relationships provide a vehicle for emotional support

'I think having good relationships with other members of staff in school. I got on really well with the TA I was working with so we could talk about it and laugh, not at the child, but about how 'what a morning' – that [humour and talking] helped. Then also other staff outside of that class so I could go and talk to them and say 'oh goodness you won't believe what's just happened'. [MLTS]

'Teacher B described after a very difficult day (challenging behaviour from a child in their class), they returned the next day to find a packet of chocolate buttons on their desk – a present from Teacher C. This small and kind gesture, Teacher B said, made them feel valued and cheered them up and reduced the apprehension they felt about starting that day.' [Fieldnotes].

'You wouldn't survive if the team didn't pull it together. It would just be too difficult' [SLTA]

'…having that communication with the other adults in the room and having a good relationship with them so that. Because there isn't a case that you can just say 'Right, this his is what we do with this child'. We would have to change it, so being able to say to them, 'that's not working today. Can you try this or can you do this with her [the child]?' [MLTS]

Extract 9.3 - Trustful relationships between the adults support emotional bravery needed to ask advice of colleagues

'...... I think, early career... I felt, and I've spoken to other teachers who felt like this, there's quite a lot of stuff you think you should know and therefore you don't ask about it. You kind of just keep yourself in your bubble and just try to get on. Whereas I think the more... the more I do, and the... like the longer I've been in here, I'm just much happier to speak to people about it and ask them about it.' [MLTB]

Appendix 41: Extract 9.4 - Trustful relationships are believed to be a key instrument to aid a deep understanding of the dimensions that affect and shape children's learning

'Teacher B talked about the importance they place on building the relationships with the children so that they know each child and gain an understanding of the factors that may affect their participation and in engagement in lessons and social aspects of school.' [Fieldnotes].

Appendix 42: Extract 9.5 from Fieldnotes – teachers write brief notes during and after lessons (highlighted text)

Date	Tuesday 8ᵗʰ March, 2022	
Observation Notes (narrative approach)	**My Reflections**	**Conversations**

Year 3 Literacy
The children are working on a retelling / adaptation of a story they had read to them last week. This has been an ongoing activity that has involved lessons given over to planning and then writing section by section. Teacher B works with the whole class on a shared piece of writing and then the children work on independent writing of the specific section that is the focus for this lesson – some children are catching-up with completing previous sections.
The overall expectation is that each child will complete their own version of the story (beginning / middle and end). However, it is evident that the length of time it is taking for children to complete the intended amount of story writing each lesson is proving to be a difficulty. The children's pace of work is slow (and observation of their books indicates that this observation is applicable to other lessons in this sequence too.) The intended learning outcome for today's lesson is that they
	Other constraints on writing and the teaching of writing from my observations / working to support the children were:
	• Language development:
	   → Constrained lexicon inhibiting story development for writing
	   → Constrained lexicon also negatively affecting understanding of events in
		Teacher B explained the trickiness of working on a task that was initiated a few days ago that she feels some of the children have struggled with maintaining the flow of the task with a weekend break.
		
		The messages from our conversation are that the national curriculum and required pedagogical approaches were acting as constraints rather than empowering the Teacher – this relates to the requirement to teach a Pie Corbett Talk for Writing pedagogical approach was felt to be constraining the children's independent flow of writing.

should complete the story; however, observation / analysis of the children's books reveals than many are not yet half way through the work. The children rehearse their ideas on mini whiteboards and then write them into flowing text in the workbooks. A visual sequence / story map is provided for the whole class – 2 or 3 children need encouragement / redirecting to use this to aid their thinking, planning and writing, but most children do appear to be looking at and making use of this; for some of the most able writers they are using it as a checking device to support reviewing their work and editing.	story and / or memory and / or instructions → Difficulties with correctly sequencing events from the story • Resilience } • SEMH } observations: → Constantly erasing out ideas on mini whiteboards hindering the pace and flow of their work → Lack of belief in their own abilities → Embedded behaviours that secure adult help ==Teacher B uses reflection to inform their planning of learning and teaching and development of practice. Teacher B asks critical reflective questions of themselves and of her colleagues to further support developing understanding of existing practices, question the cultural historical developments that have led to existing practices and support collaborative work to move forward.==	Teacher B explained that currently there is collaborative work that is being led by SLT & MLT with responsibility for English about marking practices and policy. Teacher B also shared their frustrations about how she perceives that the school's marking policy constrains practice / children's engagement and motivation. ==Teacher B posed these questions that they have been and are continuing reflecting upon:== →Do children see enough praise / positive comments in their books? →Do children get to see specifically what was good?

		→How effective is verbal feedback alone for children who do not retain in memory what has been said?
		→How effective is the notion of giving everyone verbal feedback when it is difficult to move around all of the class during a single lesson?
		
		→Where is the most effective place for recording summative and formative comments to facilitate planning and reviewing of learning and teaching activities / practice:
		   ➤ Log books kept by class teachers (current practice employed by all teachers at the school – a strategy planned collaboratively)
		   ➤ Child's own book
		
		→Do we need flexible approaches, bespoke for different year groups?
		
		*Decision-making re next lesson – learning activities and deployment of adults informed from a variety of factors:
		• Review of previous linked learning activity (brief notes) made at end of activity regarding children who need further support / opportunities to practice independently / are confident and secure

		• Adult support available and their individual strengths and relationships with children • Ensuring all children have support from the teacher across the working day/week (i.e. lower ability or children with challenging behaviour are not only ever taught /supported by TAs).

Appendix 43: Extracts 9.6 and 9.7 from transcripts

Extract 9.6 Working with external expertise is valued by Oakleaf

'…we've got quite good relationships with the people that we work with from different agencies, which really helps because knowing who exactly you want [need] to speak with and having their contact details… [greatly eases securing support]' [MLTS].

Extract 9.7 Availability of external expertise has become constrained

'… whereas before, I'm thinking of a few key children, we would have had the support, and that joined up working, it's not there, right. It's not there.' [SLTH]

Appendix 44: Extract 9.8 Extract from transcript of interview with MLTB

MLTB: '*I'm aware of them* [policy] *both national and in school? I think policy should be important and I think that they should genuinely reflect what happens in school*'

Researcher (me): '*Do you think they do currently*?'

MLTB: '[national policy] …*not necessarily or not well, not necessarily.* [School policy] …… *I say that yes, but actually, I'm quite aware of the maths policy and the behaviour policy in particular, because I've had input on both of those. I tried to make sure they reflect what I actually think should be happening and is happening in the classroom.*

Appendix 45: Extracts 9.9 Teachers identified factors that suggested the importance of a sense of ownership in relation to development and implementation of policy

'…if we've had those conversations, and we feel that we've contributed to it [policy], *you're more likely take some ownership of it and run with it.'* [Teacher B]

'…when you're told about something [policy being imposed on teachers]*, and then said, right, off you go do it. Sometimes there's that disconnection that you don't actually fully understand what's being asked.'* [Teacher B]

MLTB highlighted the importance of getting the buy-in from colleagues:

> *'…we all need to agree with this and buy into this, because if anybody doesn't, it's not going to work.'*

MLTB described experiences of their taking leadership of a collaborative development of a new policy and system enacted through several activities in which colleagues were actively encouraged to voice questions or alternative perspectives so that the finally agreed policy and system reflected the shared understanding and agreement:

> *'…if you don't agree this, talk to us about the challenges on it., and hopefully, either we can explain to you why it's important, and why we think we should work like that. Or, like, you know or you might read something that is actually something that we haven't thought about and we can we can make changes.'* [MLTB]

Appendix 46: Extracts 9.10 Teachers identified time as a factor that constrains agency for professional freedom and risks negative impacts on their wellbeing

SLTH talked about the paucity of time and the influence this has on the SENCO's decision-making and enactment of their role:

> *'Time pressure for SENCO- that balance between being on the ground and working with the children, working with the staff and the reams of admin and paperwork that she has to get through'* [SLTH].

Similarly, MLTS reflects on the impact of administrative Tasks required by national and local systems for SEN:

> *It's frustrating because I would much rather be spending time in class…[supporting teachers and children] [MLTS]*

'